



Pupil premium strategy statement 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Mugginton Church of England Primary School
Number of pupils in school	45
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2024
Date this statement was published	September 2022
Date on which it will be reviewed	
Statement authorised by	Governing Body
Pupil premium lead	Joseph Green
Governor lead	Lucy Gayton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6925
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£8925

Part A: Pupil premium strategy plan

Statement of intent

At Mugginton Church of England Primary School we believe in the unique, intrinsic value of each child and work hard to help all become the best person they can be. We organise teaching and learning to meet the needs of all children in the best way possible so every child has an equal opportunity to reach their full potential.

We ensure that appropriate provision is made for children who belong to vulnerable groups and that socially disadvantaged children have their needs accurately and quickly assessed and supported.

We understand the importance of ensuring that all day to day teaching meets the needs of each learner. We ensure that intervention is purposeful and maximises potential.

We recognise that children who receive free school meals are not a homogenous group. Not all who receive free meals will be socially disadvantaged and we recognise that not all children that are disadvantaged have free school meals. We reserve the right to allocate Pupil Premium Funding to support any child identified as being socially disadvantaged.

We allocate Pupil Premium Funding after a needs analysis to identify priority groups and individuals; focusing particularly on Mathematics and English. Equally, we focus on nurturing children to develop a positive attitude to themselves as a learner and increasing their self-belief and esteem through targeted groups. We want to be a secure base from which socially disadvantaged children can flourish.

We plan personalised learning opportunities through one to one tuition; additional small group interventions in class and with specialist adults. We use pupil and parental voice, pupil's work, professional feedback and achievement data to evaluate the impact of interventions or techniques and adapt teaching and learning accordingly.

We are committed to offering a wide range of curricular opportunities such as school visits, residential trips, extra curriculum activities which help to build socially disadvantaged children's cultural capital.

Our ultimate aim is to diminish any difference in attainment and outcomes between children eligible for free school meals and those who are not.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	60% of children in receipt of Pupil Premium funding joined the school in September 2022 in year groups ranging from Reception to Year Three. Baselines and other assessments must be efficient and accurate as we get to know our new children and families.
2	60% of children in receipt of Pupil Premium funding have experienced significant upheaval in their home lives and periods of poor attendance and engagement with schools prior to joining Mugginton.
3	Observations and discussions with children indicate strongly that children in receipt of Pupil Premium have significantly lower self-concept of themselves as learners than their peers. This is evident in their presentation at times.
4	The group of children in receipt of Pupil Premium are extremely varied academically. At least 40% of the group is capable of achieving a high standard in their end of year assessments.
5	80% of the group have no Father or male guardian living with them at home. Whilst their Mothers and extended family have provided an excellent secure base for their children, research indicates that children without strong male role models are more at risk of negative life outcomes than peers.
6	Our assessments and observations indicate that the education and well-being of some of the children in receipt of Pupil Premium funding were impacted by partial school closures and subsequent attendance issues to a greater extent than for other pupils.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Prevent social, emotional and behavioural problems affecting wellbeing, friendships and, subsequently, academic progress.	Follow-up assessments using the Boxhall Profile support pupil voice, staff feedback and scrutiny of CPOMS that social, emotional and behaviour problems are not a barrier to success for disadvantaged pupils.
Diminish the difference in attainment in Reading and Writing outcomes by investing in 1-1 tuition and additional training for Early Careers Teacher.	Disadvantaged pupils' end of key stage outcomes will at least match those of their peers.
To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.	Attendance across school will return to pre-pandemic levels (between 97-98%). There will be no difference in attendance levels between disadvantaged children and their peers.
Improved maths attainment for disadvantaged children in Key Stage 2.	Over half of the Key Stage 2 disadvantaged cohort achieve a greater depth within the expected standard in 2023 and 2024.
Improved reading attainment among disadvantaged children.	There will be no difference in outcomes between disadvantaged children and peers at the 'expected' and 'greater depth' standard.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ specialist maths teacher to work with small groups (over represented by disadvantaged pupils)	High quality teaching is the single most important intervention schools can offer children.	1, 4, 5, 6
Purchase of standardised diagnostic and summative assessments	Standardised tests provide a reliable insight into the strengths and weaknesses of each pupil. PIRA and PUMA are widely used assessments.	1, 4, 6
Training for staff in the delivery of Nurture Group Therapy via DCC	Strong evidence that childhood social and emotional factors impact school and future outcomes for children.	2, 3, 5
SENCO to plan and deliver SEMH intervention based on Boxhall Profile and support HLTA to deliver follow-up sessions.	Nurture Groups have been supporting children with SEMH needs for more than 50 years – DCC has been running groups for the last 21 years and have many successful groups run in local schools.	2, 3, 5
Train additional member of staff to deliver Read, Write, Inc phonics teaching alongside infant lead.	Phonics approaches have a strong evidence base that indicates a positive impact on word reading, particularly for disadvantaged pupils.	1, 2, 4, 6

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to engage with the National Tutoring Programme to provide	Tuition targeted at specific needs and knowledge gaps is an effective	1, 4, 6

quality school-led tutoring. To be accessed by significant proportion of disadvantaged children including high attainers.	method to support low attaining pupils.	
SATS Booster sessions to begin in November 2022 – small group focussed maths & reading using HLTA, specialist maths teacher and Headteacher.	Tuition targeted at specific needs and knowledge gaps can be an effective method to accelerate progress for all pupil groups.	4, 6
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.	2, 4, 6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1425

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed the principles of good practice set out in the DfE's 'Improving School Attendance' to secure high attendance for all pupil groups.	We can't help our children if they are not in school! The DfE guidance has been informed by case studies in schools which have significantly reduced levels of absence and persistent absence.	2, 4, 6
Continue to fund the presence of school pets (our school dogs and guinea pigs)	Full-time school-based dogs can contribute significantly to a positive environment as well as have a positive impact on children and young people's social and emotional development, behaviour and enthusiasm towards academia (e.g. Mercer, 2019)	1, 3
Maintain a contingency fund for sudden and acute issues	Professional experience and liaison with colleagues in other schools suggests strongly that a small amount of funding set aside to respond quickly to unidentified/new needs is necessary.	2, 3, 5

Total budgeted cost: £ 8925

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

- Academic outcomes (taken via end of key stage assessments and internal end of year assessments) for disadvantaged children were outstanding.
100% of disadvantaged children reached the expected standard in reading, writing and mathematics.
- 25% of disadvantaged children achieved greater depth within the expected standard in mathematics and reading.
- No disadvantaged children achieved greater depth within the expected standard in writing.

Our assessment of the reasons behind the success of this group suggests that the significant investment in staff to run booster sessions, 1-1 tuition via the NTP and high quality small group teaching accelerated pupil progress. The school was moderated for writing and one of the books remarked upon positively belonged to a child in receipt of free school meals.

An emerging pattern across school following the disruption caused by Covid-19 is a fall in the number of children achieving a high score (greater depth) in assessments. With regard to the children in receipt of free school meals, at least 75% have low self-concept of themselves as learners and their presentation/written work can be impacted by this.

- Pupil behaviour across school, particularly during lunchtimes, was positively impacted by the introduction of a positive Play Lead and scrutiny of CPOMS behaviour logs demonstrates that children in receipt of pupil premium were under-represented in the data.
- Overall attendance was lower than it was prior to the pandemic at 95.2% but higher than the national average. Disadvantaged children's attendance was 93.6% which is why attendance remains a key focus-point in the current plan.

The impact of the disruption to schools was particularly acute for a number of our disadvantaged pupils. Welfare support was a large part of the years pupil premium spending and we are building on that approach with the details set out in this plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around marking and feedback, particularly with regard to in-lesson challenge. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Funding high quality Forest Schools (Forest Friday) sessions for the school to celebrate the beauty of the outdoors and work together to build important life skills such as teamwork and resilience.
- Offer high quality PE, physical activity and competitive sports opportunities for all children, including frequent running and team games such as football.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had succeeded and, in some areas, had not had the degree of impact that we expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, children and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours (and also with a greater proportion of children receiving pupil premium) and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.