

Pupil premium strategy statement 2024/25

This statement details our school's use of pupil premium for the academic year 2024 to 2025 academic year. This funding helps 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 | Malin Bridge Primary School |
| Number of pupils in school | 546 (Reception – Y6) 79 Nursery Pupils |
| Proportion (%) of pupil premium eligible pupils | 18% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-2023 2023-2024 2024-2025 |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Robbie McGrath |
| Pupil premium lead | Chris Hague |
| Governor / Trustee lead | Ian Swain |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £150,960 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £150,960 |

Part A: Pupil premium strategy plan

Statement of intent

What challenges do disadvantaged pupils at Malin Bridge experience?

Disadvantaged pupils at Malin Bridge experience fewer opportunities to participate in learning beyond school hours, are more likely to have poor attendance and/or poor punctuality and limited cultural capital when compared to their peers.

What action is being taken to address this?

We are committed to improving disadvantaged pupils' academic outcomes and ensuring that these pupils achieve to the same level or better than their peers both in school and nationally. Our approach is responsive, following analysis of data and ongoing internal school monitoring and our approaches complement each other in supporting our pupils to excel.

To ensure that our disadvantaged pupils can achieve, they have equal opportunity in accessing the curriculum and experiences. We value residential visits highly as they develop confidence, social skills and independence and so to ensure that all pupils enjoy these experiences, disadvantaged pupils receive a funding subsidy.

In school we ensure that teaching and learning opportunities meet the needs of all the pupils and that appropriate provision is made for pupils that are vulnerable. Our strategy is to ensure that all pupils receive quality first teaching every day and that they are supported in having excellent attendance as we recognise that this makes a considerable difference to pupil achievement.

We recognise early intervention makes the biggest impact with regards to attainment and therefore prioritise the teaching of phonics and early reading in the early years and the core subjects of English and maths in key stage 1 as it enables our pupils to acquire the essential knowledge and skills needed to make accelerated progress in key stage 2. Effective teaching and personalised provision is targeted to pupils who require extra support in order to fully achieve their potential.

Assessment information is used effectively to identify gaps in knowledge and to enable leaders to provide appropriate class support and interventions where necessary with the aim of swiftly closing identified gaps.

Following the pandemic, we maximised our support to disadvantaged pupils through funding received from the National Tuition Programme. This Pupil Premium Strategy ensures that identified pupils can continue to receive this support after school, through personalised teaching and support.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | To increase the number of disadvantaged pupils working at the expected standard in Phonics at the end of year 1 |
| 2 | To close the attainment gap between the disadvantaged pupils at Malin Bridge and other pupils nationally in Reading, Writing and Maths at the end of KS1 |
| 3 | To provide memorable, challenging and enjoyable experiences through the curriculum that engage pupils with learning and address the lack of opportunities that many disadvantaged pupils have due to a range of barriers at home. |
| 4 | Increase the attendance of disadvantaged pupils with a focus on persistent absence, reducing the links between poor attendance and low levels of achievement. |

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 |
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| <ul style="list-style-type: none"> To deliver high quality phonics teaching from Nursery (Stepping Stones) to Y1, following school planning documents and guidance. Ensure all disadvantaged pupils in Reception receive additional phonic teaching so they are on track to meet the expected standard by the end of Year 1. To further improve links between school staff and parents/carers, to support the children's development in phonics from N1-Y1 through home learning. | <ul style="list-style-type: none"> School self-evaluation activities indicate a progressive improvement in the teaching of phonics and the subsequent outcomes for children from N1 to Y1. On exit of FS2, all disadvantaged pupils have mastered Phase 3 phonics. Parental feedback is positive about the clarity and ease of tasks and children are regularly practising their phonics learning at home and have a phonically decodable reading book that matches the phase of phonics for each child. 85% of children leave EYFS secure in phase 3 and 90% pass the phonic screening in Y1. |
| <ul style="list-style-type: none"> Through the use of assessment information and monitoring of pupil progress in Achievement meetings, a greater number of disadvantaged pupils in KS1 achieve the expected standard in Reading, Writing and Maths. Targeted teaching and access to an exciting and engaging curriculum ensures | <ul style="list-style-type: none"> The attainment in Reading, Writing and Maths by disadvantaged pupils is in-line with, or better than others nationally at the end of KS1 Year on year, more disadvantaged children are achieving the expected standard and greater depth at the end of KS1. |

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| that all pupils, and especially those that are disadvantaged, achieve in-line with, or beyond others' nationally. | |
| <ul style="list-style-type: none"> • Ensure that all lessons are engaging and exciting for pupils with exciting hooks and memorable learning taking place every day. • Pupils are provided with a variety of planned experiences that enable them to develop confidence, independence and self-esteem. • The curriculum is designed to suit the interests of the children and our teaching staff are supported in their role through a clear CPD programme focused primarily on teaching and learning with links to the School Development Plan. | <ul style="list-style-type: none"> • All pupils during their time at Malin Bridge will make at least good progress across the curriculum, measured using teacher assessment, summative assessments and external data. • Pupils participate in three residential, school trips, and a wealth of experiences in school as outlined in the curriculum. These all add value to the children's school experience and positively influence their learning. • Experiences provided address some of the imbalance between privilege and disadvantage that could exist between different pupils in school. |
| <ul style="list-style-type: none"> • The attendance and persistent absence of disadvantaged pupils continue to be a concern. The strategic use of funding, continuous work carried out by the leadership team and EWO has led to positive changes, however, this group continue to be a concern with some families requiring intensive, on-going support. | <ul style="list-style-type: none"> • The attendance and persistent absence of all pupils, but particularly those that are disadvantaged is reducing year on year to become better than the national percentages. All pupils attend school every day and their punctuality, if a concern, continues to improve. • Families are supported so the pupils can fulfil their potential and make at least good progress during their time at Malin Bridge. |

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: £57,740

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <i>Increase release time for phase leaders and leaders of English and Maths to focus on standards and quality of planning, resourcing and lesson delivery, particularly in EYFS and KS1.</i> | <p>Teaching quality impacts greatly on outcomes.</p> <p>Time for teachers to observe colleagues is important for collaboration and improving outcomes.</p> <p>Providing a broad and balanced curriculum that includes quality experiences will develop the cultural capital that is key for our learning now and in the future.</p> | 1,2,3 |

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| <i>Share tools that can support staff in reducing their workload</i> | There is a wide range of AI tools and other add-ons or software that can support staff in undertaking tasks in a more efficient way. | 2 |
| <i>Provide high quality feedback to ensure pupils make better progress in lessons.</i> | Teachers and teaching assistants provide high quality feedback with a focus on how to improve. Feedback is provided live in lessons with children receiving additional support after the lesson where necessary to edit and improve or undertake an additional task. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback | 1,2, |
| <i>Providing transition support for pupils from KS2-KS3</i> | Planning for and providing transition support for pupils entering and exiting school throughout the year and transition of children from KS2 to KS3. Our transition coordinator will oversee transition for all pupils and use assessment information to ensure pupils' strengths are recognised and their areas of development and needs are supported. https://educationendowmentfoundation.org.uk/news/eef-blog-getting-transition-right-part-1-of-2? | 1,2,3,4 |

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

Budgeted cost: £48,240

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p><i>Provide tuition to pupils that require academic support, resulting in them making more rapid progress so they are closer to attaining at age related expectation by the end of their current key stage.</i></p> <p><i>Identify high attainers who are disadvantaged to receive tuition, so</i></p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups.</p> <p>One to one tuition is most impactful with English (6 months progress) compared to mathematics (2 months progress).</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | 1,2 |

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| <i>their level of attainment is maintained</i> | | |
| <i>Deliver targeted intervention programmes that support both academic progress, mental health and wellbeing.</i> | <p>Teaching assistants, trained in a range of interventions, impact greatly on pupil achievement. Structured interventions are a cost effective approach to improving learner outcomes and in enabling them to engage more effectively with school.</p> <p>Our current interventions: Daily reading, Lego therapy, speech and language, Rainbows bereavement interventions, Fischer Family Trust, Phonics, Motor skills, handwriting, drawing and talking therapy, social and emotional support, resilience and confidence training, zones of regulation and intensive interaction.</p> <p>https://bit.ly/3koaZTV</p> | 1,2,3,4 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | 1 |

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

Budgeted cost: £46,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>Providing memorable, challenging and enjoyable experiences within the curriculum</i> | <p>Providing experiences that enable the children to be active in their learning will build confidence, independence and self-esteem.</p> <p>Our curriculum has been developed with first hand, memorable experienced being a core consideration to ensure every child can enjoy their learning and feel fully engaged within it.</p> | 3 |
| <i>Subsidised trips and residential</i> | <p>First-hand experience is vital for engagement and generating inquisitive children that enquire about the world.</p> <p>It is essential that all disadvantaged pupils are exposed to these experiences as it builds cultural capital.</p> | 3 |
| <i>Embedding principles of good practice set out in the DfE's Improving</i> | The DfE guidance has been informed by engagement with schools that have | 4 |

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| <u>School Attendance</u> <i>advice through EWO Dale Edwardes and supported through half termly attendance meetings.</i> | significantly reduced levels of absence and persistent absence. <u>Improving School Attendance</u> | |
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Total budgeted cost: £151,980

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 2023 to 2024 academic year.

Pupil performance outcomes in 2024 for disadvantaged pupils.

In FS2 91% of children reached the expected standard in word reading, 64% in writing, 73% in number, 73% in numerical patterns and 82% in comprehension. Overall, the percentage of disadvantage pupils achieving the Good Level of Development was 64%

Outcomes in phonics were strong and this reflects our continuous drive to prioritise and promote reading across the curriculum, and particularly in year one. We believe all children should be exposed to a range of reading opportunities and our monitoring and evaluation of this supports these external results.

Phonics Screening Check – Y1 disadvantaged pupils – 75%

Phonic Screening Check – All Y1 pupils – 87%

Phonics Screening Check – Y2 disadvantaged pupils – 89%

Phonic Screening Check – All Y2 pupils – 93%

End of KS1 outcomes – based on teacher assessment for disadvantaged pupils: 42% of children met the expected standard in Reading, 53% of children met the expected standard in writing and 59% in met the expected standard in Maths.

Our experience is that early intervention and support when our children are younger enables them to make better progress later in school. This is evident in the progress made by disadvantaged children in KS2.

Y4 Multiplication Table Check for disadvantaged pupils: Pupils scored an average mark of 19.7 out of 25 and 12% of disadvantaged pupils achieved the maximum score of 25/25.

Disadvantaged pupils' attainment in KS2 SATs:

Reading: 81% achieved Expected Standard + and 13% at the Higher Standard

Writing: 69% achieved Expected Standard + and 6% at the Higher Standard

Maths: 88% achieved Expected Standard + and 13% at the Higher Standard

EPGS 69% achieved Expected Standard + and 6% at the Higher Standard

Combined: 63% achieved Expected Standard + and 6% at the Higher Standard

Our engaging curriculum and responsive teaching and learning responds to the needs of our children and provides them with a strong platform for future success. In addition to the curriculum, children also have a wide range of after-school activities, including after school tuition, extra-curricular clubs and we also offered the HAF programme (Holidays and Food Programme) over the 6-week holidays.

School attendance for 2023-24 was 95.6% and the disadvantaged rate was 93.6%. Both are above the national attendance figure.

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 |
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Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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| <i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i> |
| No service pupil premium is being received in 2024-25 |
| The impact of that spending on service pupil premium eligible pupils |
| N/A |