

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 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	Muschamp Primary School and Language Opportunity Base
Number of pupils in school	608
Proportion (%) of pupil premium eligible pupils	25.49%
Academic year/years that our current pupil premium strategy plan covers (3 years are recommended)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Pupil premium lead	Heidi Westley
Governor lead	Jenny Sims

Funding overview

Detail	Funding 2024-25
Pupil premium funding allocation this academic year	£229,400.00
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	£229,400.00

Part A: Pupil premium strategy plan Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

At Muschamp Primary School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non disadvantaged peers both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

Our context

Deprivation indices

The indices relatively rank small areas in England from most deprived to least deprived. Areas closest to 1 fall within the most deprived 10% nationally and those closest to 10 fall within the least deprived nationally.

Index of multiple deprivation decile	3
Income decile	2
Employment decile	3
Education and skills decile	3
Health and disability decile	3
Crime decile	4
Barriers to housing and services decile	5
Living environment decile	6
IADACI	1

These deciles relate to the school's specific postcode and there are areas around the school which may be more or less deprived.

Achieving our objectives

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.
- Provide support for families
- This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Achieving our objectives

Key Principles

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through rigorous analysis of data. Senior leaders and class teachers will identify specific intervention and support for individual pupils and review the impact at regular intervals. Alongside academic support, we will ensure that pupils receive support for their emotional development and mental wellbeing.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in reading, writing, maths and phonics
2	Social, emotional and mental health difficulties
3	Speech, language and communication needs
4	Attendance and punctuality
5	Parental engagement
6	Access to wider opportunities

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
Reading, writing and maths	Achieve outcomes that are in line with or above national average by the end of KS2
Phonics	Achieve at or above the national average in phonics screening check in year 1

Attendance	Achieve at or above national average in attendance each academic year
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Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

Teaching (for example: CPD, recruitment and retention)

Budgeted cost: £10,000.00

Activity	Evidence that supports this approach	Challenge numbers addressed
Staff CPD	High quality staff CPD is essential to ensure quality first teaching in each classroom. This learning is shared and developed in staff development meetings and INSET	1, 2, 3

Targeted academic support (for example: tutoring, additional support, structured interventions)

Budgeted cost: £79,400.00

Activity	Evidence that supports this approach	Challenge numbers addressed
Speech and language support package	Many children have underdeveloped speech and language skills, this impacts on their ability to access the curriculum and comprehend spoken and written language.	1, 2, 3
EAL support	Supporting the acquisition of English as an additional language improves social inclusion and access to learning therefore improving outcomes for learners.	1, 2, 5, 6
NELI/early talk	A higher than average percentage of children have poor communication and language skills upon entry to EYFS.	1, 2, 3
Pre teach	Pre-teaching is a strategy that involves teaching students concepts, skills, or vocabulary prior to a lesson so they can hit the ground running. It can provide students with more knowledge and confidence when	1, 2

	approaching a new topic. This can help to increase engagement and reduce frustration.	
Support with learning and engagement	Supporting learning in real time enables pupils to access opportunities alongside their peers and prevents further falling behind	1, 2, 4
Additional interventions	Interventions, outside of usual learning times, enables pupils to close vital gaps, consolidate learning and build confidence.	1, 2, 3

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

Budgeted cost: £140,000.00

Activity	Evidence that supports this approach	Challenge numbers addressed
ELSA/Nurture/MHWP team	There are a high number of children who struggle to access learning due to their social, emotional and mental health needs. The average impact of successful SEL interventions is an additional 4 months' progress across a year. Such interventions also have an identifiable and valuable impact on attitudes to learning and social relationships in school.	1, 2, 4, 5
Family support worker	Many families are affected by issues in the wider community and need support to access services in order to improve outcomes for families. The average impact of parental engagement is about 4 months' over a year, this can be higher for pupils with prior low attainment.	1, 2, 3, 4, 5

Curriculum enrichment	Increasing enjoyment and engagement with learning makes children enthusiastic learners for life. Using visiting adults and trips brings diversity to the curriculum engaging and inspiring children from different backgrounds.	6
Play Therapy	Using play therapy supports emotional development and resilience and helps negate the impact of ACE, children are better able to focus on learning.	1, 2, 5
WPA	Good attendance and punctuality leads to better learning outcomes and sets up a pattern of school attendance for the duration of their education.	1, 2, 3, 4, 5

Total budgeted cost: £229,400.00

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 academic year 2023-2024.

KS2 attainment data for 2023/24

	Expected Standard +		Greater Depth	
	School all pupils	National 2024	School all pupils	National 2024
Reading	83%	74%	28%	%
Writing	83%	72%	10%	%
English GPS	84%	72%	49%	%
Maths	93%	73%	34%	%
Combined	74%	61%	6%	8%
	Expected Standard +		Greater Depth	
	School PPG	National all 2024	School PPG	National all 2024
Reading	74%	74%	22%	%
Writing	63%	72%	11%	%
English GPS	78%	72%	37%	%
Maths	81%	73%	19%	%
Combined	70%	61%	11%	8%