

Motcombe School



Flying high together

Pupil Premium Strategy Statement

2023-2024

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	Motcombe Infant School
Number of pupils in school	230
Proportion (%) of pupil premium eligible pupils	24.35%
Academic year/years that our current pupil premium strategy plan covers	2023 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Tracy Robinson Headteacher
Pupil premium lead	Jo Ansell Inclusion Leader
Governor lead	PP Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,650
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£84,650

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure that our pupils are not disadvantaged as a result of their socioeconomic context. We could also consider the challenges faced by vulnerable children such as those who have a social worker or pupils who are young carers. We believe that with the correct support, the attainment gaps between disadvantaged and/or vulnerable pupils and their non-disadvantaged peers nationally will be significantly reduced.

Our ultimate objectives are for **all** pupils to

- achieve academic confidence
- maintain physical health
- develop mental strength through resilience
- make safe and sensible choices
- show kindness

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged and vulnerable pupils require the most support.

Being an infant school the focus is on speech and language, communication and reading as these are integral skills that enable access to the wider curriculum for all.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.
2	Assessments and observations suggest that some disadvantaged pupils have greater difficulties with phonics than their peers. This negatively impacts their development as a reader.
3	Our assessments and observations indicate that the education and wellbeing of some of our disadvantaged pupils have been impacted by poor mental health.

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 outcomes from the SDP	Success criteria
Improved oral language and extended vocabulary at the end of FS (and Y1 for this year)	NELI assessments and language screen data will demonstrate improved oral language and vocabulary
Improved phonics attainment for disadvantaged pupils in Y2 and Y1	More than 95% of children in Y1 and Y2 will pass the phonics screening check
Improved reading attainment at the end of KS1	More than 90% of pupils will reach expected standard
Improved maths attainment at the end of KS1	More than 90% of pupils will reach expected standard
Improved writing attainment at the end of KS1	More than 90% of pupils will reach expected standard
Improved GLD at the end of FS	More than 85% of pupils will achieve GLD
To achieve and sustain improved wellbeing for all pupils in our school, particularly disadvantaged pupils	Thrive assessment will demonstrate that a significant percentage of pupils will reach 'power and identity' at the end of KS1

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: £43,519

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creation of an additional 'catch up group' 4 mornings per week in Y1 and Y2	Teaching children in reduced class sizes with bespoke planning to meet individual needs ensures improved progress.	1, 2 & 3
Renewal of licence for DfE validated systematic synthetic phonics programme	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils	2 & 3
Purchase of termly 'Favourite 5' quality texts to support reading and language development	There is strong evidence that children expand their language and vocabulary when they listen to or join in with quality texts. <u>DfE Reading Framework – July 2021</u>	1 & 3

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

Budgeted cost: £19,675

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Speedy' interventions (including NELI) 4 sessions per week in KS1	Targeted intervention that is regular and repetitive suits the age and disposition of our young children	1, 2 & 3

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

Budgeted cost: £16,540

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of external EWO</i>	Improved attendance will have improved overall effects	1, 2 & 3
Thrive Practitioner 5 sessions per week and Thrive Practitioner training	Thrive provides a dynamic, developmental and trauma-sensitive way of meeting emotional needs. Benefits include fewer disruptions in class and improved academic results <u>Thrive</u>	3
Thrive intervention 2 sessions per week	Thrive provides a dynamic, developmental and trauma-sensitive way of meeting emotional needs. Benefits include fewer disruptions in class and improved academic results <u>Thrive</u>	3
Thrive Parenting Course – training & delivery	Thrive supports parents to support a child who is struggling with managing regulation of emotions	3

Total budgeted cost: £ 79,734

Remainder of money to supplement school educational visits £4,916

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

(Green denotes improved data, yellow is data that has stayed broadly the same)

2019						2022						2023					
Comparison https://ffteducationdatalab.org.uk/2023/07/attainment-at-key-stage-1-in-2023/																	
EYFS Data																	
Disadvantaged Children (Pupil Premium)																	
% of children reaching GLD			50%			% of children reaching GLD			66.7%			% of children reaching GLD			72.7%		
Disadvantaged Children (Pupil Premium)																	
% of children who met the standard for Y1 Phonics			86.7%			% of children who met the standard for Y1 Phonics			56.5%			% of children who met the standard for Y1 Phonics			81.8%		
Disadvantaged Children (Pupil Premium)																	
Reading Expected Standard			68.2%			Reading Expected Standard			31.4%			Reading Expected Standard			47.6%		
Writing Expected Standard			63.2%			Writing Expected Standard			14.3%			Writing Expected Standard			42.9%		
Maths Expected Standard			57.9%			Maths Expected Standard			22.9%			Maths Expected Standard			52.4%		
Reading Greater Depth			36.4%			Reading Greater Depth			8.6%			Reading Greater Depth			9.5%		
Writing Greater Depth			10.5%			Writing Greater Depth			0%			Writing Greater Depth			0%		
Maths Greater Depth			15.8%			Maths Greater Depth			2.9%			Maths Greater Depth			4.8%		