

Pupil premium strategy statement 2023/2024

This statement details our school's use of pupil premium funding for 2023 to 2024 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	The March CE Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	8.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years
Date this statement was published	September 2022
Date on which it will be reviewed	April 2024
Statement authorised by	
Pupil premium lead	Mr S Jackson
Governor / Trustee lead	Mr S Bennett

Funding overview

Detail	Amount £
Pupil premium funding allocation this academic year	33,465
Recovery premium funding allocation this academic year	3,626
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	37,091

Part A: Pupil premium strategy plan

Statement of intent

The March CE Primary is built on strong relationships. We are at the heart of our community and provide an excellent education for **all** the children from EYFS to Year 6. Everything we teach is driven by our Curriculum Intent of Be Aspirational; Be Determined; Be Brave; Be supportive; Be proud and is underpinned by our school Christian values of Love Faith Forgiveness Peace and Compassion. We believe the **potential all our pupils** hold in terms of their personal achievement is **limitless**.

We will empower them to go forward to High school prepared for the challenges they face with confidence, have the knowledge skills and qualities they need to be world ready.

We are committed as a school to closing the disadvantage gap between children in receipt of Pupil premium funding and other children. Our strategy is outlined below.

Challenges

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

Challenge number	Detail of challenge
1	Prior underachievement of PPG children in English and Maths
2	Social and emotional needs of some children, pupil interaction difficulties and regulating own emotions
3	Language difficulties amongst younger children
4	Financial difficulties that may reduce children's experience of a range of activities, visits, clubs etc

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
Achieve national average progress scores in KS2 Reading (0)	By 2024/2025 80% of PPG children will make equal or better progress than the national average in Reading
Achieve national average progress scores in KS2 Writing (0)	By 2024/2025 80% of PPG children will make equal or better progress than the national average in Writing
Achieve national average progress scores in KS2 Mathematics (0)	By 2024/2025 80% of PPG children will make equal or better progress than the national average in Mathematics
Achieve national average expected standard in PSC	By 2024/2025 80% of PPG children will make equal or better progress than the national average in the PSC
Improve attendance of disadvantaged pupils to LA average	By 2024/2025 all PPG children will have attendance that is equal to or better than the LA Average

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
N/A		

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Teaching Assistants to intervene in class to address gaps in prior knowledge	(EEF small group tuition: impact +4 months)	1,3
Use of National Tutoring programme to teach interventions in Maths and English	(EEF small group tuition : impact +4 months)	1
Use of trained FLO to support well-being and emotional regulation of some children	(EEF Social and Emotional Learning : impact +4 months)	2

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

Budgeted cost: £ 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part funding of curriculum visits/clubs/resources/residential	(EEF Physical activity +1)	4

Total budgeted cost: £500

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.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level. We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data shows that at:

Ks 2

100 % (2 out of 2 pupils) achieved the expected standard in Reading, Writing Maths and Grammar, Punctuation and Spelling

1 of these pupils (50%) achieved the Greater Depth Standard in Reading, Maths and Grammar, Punctuation and Spelling

At Ks1:

50% (1 out of 2 pupils) achieved the Expected Standard in Reading, Writing and Maths.

50% (1 out of 2 pupils) achieved the WTS standard in Reading, Writing and Maths.

50 % (1 out of 2 pupils) of pupils achieved the expected standard In the Phonics Screening Check

Absence among disadvantaged pupils was lower than their peers in 2022/23 in KS1 and higher among disadvantaged pupils than their peers in 2022/2023 in KS2

Our observations and assessments demonstrated that pupil behaviour is good but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are on course to achieve the outcomes that we set out to achieve by 2024/25 for pupils, as stated in the Intended Outcomes section above. However, we recognise that some pupils will need further interventions to address gaps in learning to enable them to make progress at least in line with national averages

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	

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A