

Pupil premium strategy statement 2022/2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	The March CE Primary School
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	9.4%
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 2023
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	£31,739
Recovery premium funding allocation this academic year	£3,045
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£30,316
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	£65,100

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)

Budgeted cost: TAs : £5047, Recovery Premium top : up small group tuition:£1425 ,Additional small group tuition £18,000, Elsa TA: £3216, FLO: £17,458 **Total £45,146**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Funding £
Use of Teaching Assistants to intervene in class to address gaps in prior knowledge	(EEF small group tuition: impact +4 months)	1,3	5047
Use of 2x National Tutoring programme to teach interventions in Maths and English	(EEF small group tuition : impact +4 months)	1	1425(Autumn 2022) 18,000 (additional tutoring Spring and Summer 2023)
Use of Elsa Trained Teaching Assistant to support well-being and emotional needs of some children	(EEF Social and Emotional Learning : impact +4 months)	2	3216
Use of trained FLO to support well-being and	(EEF Social and Emotional Learning : impact +4 months)	2	17458
Purchase of kinetic letters handwriting scheme to improve early writing	EEF Improving literacy in Ks1 Point 6)Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling	1	600

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

Budgeted cost: £ 2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part funding of curriculum visits/clubs/resources/residential	(EEF Physical activity +1)	4
Purchase of Mathletics to improve learning at home	(See EEF digital technology guidance report)	1

Total budgeted cost: £47,646

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 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

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 (although these comparisons are to be considered with caution given the caveats stated above). 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 50 % (2 out of 4 pupils) achieved the expected standard in Maths. These same two pupils achieved the greater depth standard

100% (4 out of 4 pupils) achieved the expected standard in Reading.

75% of pupils (3 out of 4 pupils) achieved the expected standard in Maths

At Ks1: 4 pupils

KS1 Maths 75% Achieved WTS 25% BLW expected standard

Ks1 Reading 75% Achieved EXS

KS1 Writing 50% EXS

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations in maths. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that Problem solving was specific issue alongside stamina to complete the paper

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was slightly higher than their peers in 2021/22 in KS1 and slightly lower among disadvantaged pupils than their peers in 2021/2022 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 some 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
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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.