

## Pupil premium strategy statement

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	Masefield Primary School
Number of pupils in school	230
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Lisa Whittaker
Pupil premium lead	Andrew Done
Governor / Trustee lead	Anne Quigley

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,330
Recovery premium funding allocation this academic year	£8,990
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£89,320

## Part A: Pupil premium strategy plan

### Statement of intent

Children at Masefield Primary (disadvantaged or not) will be in receipt of high quality learning which is carefully planned and sequenced and delivered with thoughtful pedagogy based upon strong educational research and knowledge of how children learn.

Through quality first teaching and increased opportunities for reinforcement of learning both within school and in partnership with home, children will make strong progress in reading, writing and maths as well as the wider curriculum.

We acknowledge the direct link between our Pupil Premium children and those with SEND needs. 42% of children who are pupil premium are also SEND and all teachers work very closely with SEND Coordinator and families to ensure a holistic approach to meeting children's needs.

We want to enhance oral language skills, increase basic literacy and numeracy skills, offer increased reading opportunities via reading books matched to phonics and reading for pleasure, and ensure children have access to targeted high quality adult support through targeted intervention programmes. We expect all pupils (disadvantaged or not) to engage in all aspects of school life equally.

We will provide pastoral support for both pupils and parents, and will work with families to support school attendance so that all children are able to engage with the full learning experience at Masefield. We will also facilitate a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

### Challenges

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

Challenge number	Detail of challenge
1	<b>Low and delayed speech, language and communication skills</b> Pupils with limited use of spoken language and <b>unclear diction. Limited vocabulary. Poor listening and attention skills.</b>
2	<b>Delayed and poor social and emotional skills</b> Pupils' exhibit limited ability to resolve conflict and behaviour difficulties. Limited self-regulation and poor self-control. Poor resilience.
3	<b>Limited and lack of readiness to learn</b> Pupils can be tired, lack organisation, be hungry and are unsure of boundaries. Low attendance and punctuality. Some parents can have low aspirations for their children and a low value of education due to their own negative experiences in education. Some parents are unsure of how best to support their children with learning as education has moved on since they went to school. Low parental engagement.
4	<b>Low income</b> Pupils can lack understanding, general knowledge and vocabulary due to lack of first hand experiences. This can sometimes be due to financial constraints within the family.

5	<p><b>Unidentified developmental delays</b></p> <p>Some pupils begin Nursery and school with unidentified developmental delays from outside agencies and some parents' lack of awareness of what to expect when.</p>
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## 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
In EYFS, to close the attainment gap for pupil premium pupils achieving a Good Level of Development (GLD) with a focus on Communication and Language, Personal, Social and Emotional Development and Literacy.	Attainment gap closed with in school non-pupil premium pupils and national non-pupil premium pupils.
In KS1, to close the attainment gap for pupil premium pupils passing the Phonics Screening Check.	Attainment gap closed with in school non-pupil premium pupils and national non-pupil premium pupils.
In KS1, to close the attainment gap for pupil premium pupils achieving the expected standard and greater depth in reading, writing and mathematics.	Attainment gap closed with in school non-pupil premium pupils and national non-pupil premium pupils.
In KS2, to close the attainment gap for pupil premium pupils achieving the expected standard and greater depth standard in reading, writing, SPAG and mathematics	Attainment gap closed with in school non-pupil premium pupils and national non-pupil premium pupils.
To close the attendance gap for pupil premium pupils, reducing the proportion classed as persistent absentees.	Attendance gap closed with in school <b>non-pupil premium pupils and national</b> non-pupil premium. Number of persistent absentees reduces.
To close the gap in pupils social and emotional development.	To enable all pupils to be at right time development socially and emotionally.
To ensure all SEND pupils have the correct provision and resources in order to make at least expected progress from their starting points.	All SEND pupils make at least expected progress by the end of the year.
To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.	Children's well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and interventions where needed to support them making progress. All pupils make progress on the Thrive assessments.

## 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: £61,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase teacher to child ratio in Year 6 so that it is 20:1	EEF toolkit indicates that reducing class size +3 months impact on learning	2&4
Increase teacher to child ratio in Year 3 so that it is 20:1	EEF toolkit indicates that reducing class size +3 months impact on learning	2&4
Thrive assessment for all pupils in order to identify relevant objectives for whole class action plan supporting the teaching of PSHCE.	EEF indicates that social and emotional interventions can impact +4 months on pupils learning.	2, 3 & 5
Read, Write Inc training and workshops for staff.	EEF indicates that phonics programmes can impact on pupils learning by +4 months.	1
Read Write Inc development for all EYFS, KS1 and for some Y3 pupils.	EEF indicates that phonics programmes can impact on pupils learning by +4 months.	1
Use of LBQ to motivate and support pupils learning.	EEF indicates that digital technology can impact on pupils learning by +4 months.	1
Professional development for all staff to ensure quality first teaching.  ECM-Schoot	EEF identifies good evidence for improving teaching quality through CPD	1, 2, 3, 4, & 5
Speech and language screen and interventions in place for identified pupils using NELI and wellComm toolkits.	EEF indicates moderate impact for oral language interventions (+5 months) and high impact for communication and language approaches in the Early Years (+6 months)  Pupils provided with immediate access to Speech and Language Therapy.	1&5

All year 3 pupils learn to play a musical instrument by a specialist teacher.	EEF indicates that arts participation impacts on pupils learning by +2 months.	3
Variety of Digital Technology used to enhance learning across the curriculum.  Activities to support home learning  -Spag.com  -Phonics Play  -Spelling Shed  -My Maths  -TT Rockstars	EEF indicates moderate impact for digital technology (+4 months). Technology supports learning within the classroom (LBQ) The purchased software provides opportunities to continue learning at home and to provide further opportunities for parents and carers to become involved in children's learning.	4
Enrichment-Small group activities that enrich pupils' life experiences, interests and motivation.	Pupils can have limited spoken language and vocabulary so enriching activities and opportunities can provide enhance pupil vocabulary.  EEF indicates that arts participation impacts on pupils learning by +2 months. Social and emotional interventions by +4 months and sports participation by +2 months.	2, 3 & 4

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

Budgeted cost: £ 31,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing 1:1 and small group support for pupils identified with specific delayed social and emotional developmental needs.	EEF indicates moderate impact for social and emotional interventions (+4 months)	2, 3 & 5
Providing reading Interventions for identified pupils throughout school.	EEF indicates that early literacy approaches can impact on pupils learning by +4 months.	1

Providing writing Interventions for identified pupils throughout school.	EEF indicates that early literacy approaches can impact on pupils learning by +4 months.	1
Behaviour Lead  Bolton Behaviour Support Service to support identified pupils, families and school in managing and improving behaviour.	EEF indicates moderate impact for behaviour interventions (+3 months)	2&4
Educational Psychologist to support the school in assessing pupils correctly in order to access support services and improve provision for identified pupils	Specialist services to support SEND pupils and their families.	1,2 & 5
A Speech therapist is employed for 0.5 day per week to provide specialised targeted support for identified pupils.	EEF indicates moderate impact for oral language interventions (+5 months) and high impact for communication and language approaches in the Early Years (+6 months)  Pupils provided with immediate access to Speech and Language Therapy.	1&5
An attendance officer to increase attendance and punctuality	School has a higher rate of pupils/families with persistent attendance issues and punctuality issues.	4
A part time SENCo to support all SEND pupils' provision and needs.  Ladywood Outreach	Dedicated SEND service to support pupils/teachers and families.  Specialist services to support SEND pupils and their families.	1, 2, 3, 4 & 5

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

Budgeted cost: £20,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creating a Hub-a quiet and safe place that allows pupils to calm down, have interventions and allows for small group interventions. Providing social and emotional support and intervention programmes in the Hub for all KS2 pupils.	EEF indicates moderate impact for social and emotional interventions (+4 months)	2&5

Identified pupils move on to play the clarinet by specialist music teacher Y4-Y6.	EEF indicates that arts participation impacts on pupils learning by +2 months.	3
To provide parent workshops to enable parents to know more on how to best support their children with their learning.	Parents are sometimes unsure of how to best support their children with school work and activities. Supporting parents could allow pupils to consolidate learning and practice new skills.	4
Subsidising of school trips.	Additional experiences can enrich the cultural capital for pupils, extending their vocabulary and enabling increased learning connections and motivation.	3&4
Nursery pupils are encouraged to start when as soon as they turn 3 years.	EEF indicates high impact for an earlier starting age (+6 months)	1, 2, 3, 4 & 5
To provide motivational workshops to reinforce social and emotional learning	Additional experiences can enrich the motivation of pupils learning in their social and emotional development.	2

**Total budgeted cost: £112,600**

## 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.

Teaching		
Aim	Action	Outcome
Reducing class size to improve pupil learning and raise attainment and progress.	Increase teacher to child ratio in Year 6 so that it is 20:1	<p>Smaller class sizes have had a positive impact on pupil progress:</p> <p>Reading: 100% made expected progress            Writing: 100% made expected progress            Maths: 100% made expected progress</p> <p>Attainment is significantly above national for reading, writing and maths,</p> <p>Attainment is above national for greater depth in reading, writing and maths.</p>
Reducing class size to improve pupil learning and raise attainment and progress.	Increase teacher to child ratio in Year 2 so that it is 20:1	<p>Smaller class sizes have had a positive impact on pupil progress:</p> <p>Reading: 95% made expected progress            Writing: 88% made expected progress            Maths: 96% made expected progress</p> <p>Attainment is above national for reading, writing and maths.</p>
To improve social and emotional development in every pupil and close the gap.	Thrive assessment for all pupils in order to identify relevant objectives for whole class action plan supporting the teaching of PSHCE.	One-to-one and small group provision continued throughout the Summer term with all identified individuals working with trained practitioners to undertake Thrive interventions. Pupils in the developing phase are working with classroom TAs to complete planned interventions, following TA



		meetings with the Thrive practitioner..
To improve pupil learning, attainment and progress in phonics	Read, Write Inc training and workshops for staff.	Phonics data is above national for both Y1 & Y2. Y1: 93% Y2: 95%  RWI has been a huge success this year.
To improve pupil learning, attainment and progress in phonics	Read Write Inc implementation for all EYFS, KS1 and for some Y3 pupils.	2 more pupils have passed the phonics screen this year taking the total to 89% in Y3.
To improve pupil learning by using motivating activities	Use of LBQ to motivate and support pupils learning.	LBQ continues to be used effectively throughout school. It has been established in assessment of all foundation subjects to secure knowledge and vocabulary development.
To improve quality first teaching in order to improve pupil learning	Professional development for all staff to ensure quality first teaching.	All CPD has continued this year. During the Summer Term the focus was on EEF research and Ofsted subject summaries. Teacher were able to develop their subject using this knowledge.

Targeted Support		
Aim	Action	Outcome
To improve social and emotional development in every pupil and close the gap.	Providing 1:1 and small group support for pupils identified with specific delayed social and emotional developmental needs.	Pupils have been identified who are need of intervention. These pupils have all made progress against the Thrive statements. The new Hive area has allowed for a safe space to complete these.  This term we have increased the number of 1:1 interventions following more complex needs.
To improve pupil learning, attainment and progress in reading.	Providing reading Interventions for identified pupils throughout school.	Following pupil progress, intervention have been planned using the class actions plan. Class TA take these during the afternoons – these are analysed for impact.

		There has been a bigger focus on developing reading fluency this term following CPD and involvement in a research project.
To improve pupil behaviour which will impact on improving learning, attainment and progress.	Behaviour Lead  Bolton Behaviour Support Service to support identified pupils, families and school in managing and improving behaviour.	The behaviour lead meets the class teacher each term to go through behaviour and barriers. Adjustment plans & BBS has deployed as appropriate. There has been a decrease in incidents since last term. Behaviour support have visited, observed and reported on 5 children during the spring term. They have also continued to provide support and strategies for parents at home.
To improve identified pupil learning, attainment and progress.	Educational Psychologist to support the school in assessing pupils correctly in order to access support services and improve provision for identified pupils	The EP has seen 9 children this year. This provision includes cognitive assessments, observations and panel reports for EHCP. This information has supported teachers in providing the right provision for pupils and has supported parents in helping their children at home.
To improve identified pupil speech, language and communication skills.	A Speech therapist is employed for 0.5 day per week to provide specialised targeted support for identified pupils.	There are 12 children currently on the Speech and Language Traded caseload. 2 children were assessed and reports provided. In Jan 22 the speech therapist allocated to our school left her post and the service have not yet been able to replace her as yet. However in the Summer term we have received a small allocation of time from a speech therapist seconded from another part of the team
To improve identified pupil speech, language and communication skills.	Speech and language screen and interventions in place for identified pupils using NELI and Wellcomm toolkits.	All children were screened before Christmas using the language screen app for the NELI intervention. Children are progressing through the scheme. Wellcomm progress across the EYFS is being tracked in pupil progress booklets now. Reception progress is good with most

		children now working at section 8+ (4yr+).
To improve pupils' attendance and punctuality that in turn will improve learning, attainment and progress.	An attendance officer to increase attendance and punctuality	The attendance officer meets the office regularly to improve attendance. We have offered free before and after school club for children at risk. Letters have been sent to pupils who have not attended over 15 sessions. For persistent absentees, the fine system has been used along with support from the local authority.  The school's annual attendance is 94.1% which is lower than previous years but still remains higher than National.
To ensure all SEND pupils have the correct provision and resources in order to make at least expected progress from their starting points.	A part time SENCo to support all SEND pupils' provision and needs.  Ladywood Outreach	The SENCO has supported the school in identifying pupils who need extra support.

Wider Strategies		
Aim	Action	Outcome
To improve social and emotional development in every pupil and close the gap.	Creating a Hub-a quiet and safe place that allows pupils to calm down, have interventions and allows for small group interventions. Providing social and emotional support and intervention programmes in the Hub for all KS2 pupils.	Pupils have been identified who are need of intervention. These pupils have all made progress against the Thrive statements. 8 pupils have benefited from 1:1 Thrive support this year. 42 pupils have benefited from Thrive group work.
To improve pupils wider curricular opportunities and talents.	All year 3 pupils learn to play a musical instrument by a specialist teacher.	Year 3 have enjoyed learning a musical instrument.
To improve pupils wider curricular opportunities and talents.	Identified pupils move on to play the clarinet by specialist music teacher Y4-Y6.	We have 12 pupils who participate in additional music lessons (clarinet)
To improve pupils wider life experiences and cultural capital	Enrichment-Small group activities that enrich pupils' life experiences, interests and motivation.	Enrichment has been a huge success. Feedback from staff and pupils is extremely positive and links with the wider community are very strong.

To improve pupils learning, attainment and progress.	To provide parent workshops to enable parents to know more on how to best support their children with their learning.	Parents have visited school for class assemblies and parent conferences.  Knowledge days have started again following COVID – this is time when parents can learn with their children.
To improve pupils wider life experiences and cultural capital	Subsidising of school trips.	Trip have been subsidised for PPG pupils.  This includes the Anderton Centre for Y4, London for Y5 and PGL for Y6
To improve pupils learning and development	Nursery pupils are encouraged to start when as soon as they turn 3 years.	Pupils are able to start early to prepare them for N2.
To improve pupil learning by using motivating activities	Variety of Digital Technology used to enhance learning across the curriculum.  Activities to support home learning  -Spag.com  -Phonics Play  -Spelling Shed  -My Maths  -TT Rockstars	Pupils are able to access resources at home. This has improved engagement. Resource contributes to progress as pupils are set individualised tasks focused to their needs.

## 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
TT Rock Stars	Maths Circle
LBQ Subscription	LBQ
Read Write Inc online	Oxford

