

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Matlock Bath Holy Trinity CofE PrimarySchool
Number of pupils in school	43
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2025 (year 2 of 3)
Date this statement was published	1 December 2023
Date on which it will be reviewed	1 December 2024
Statement authorised by	Chris Layhe-Humphreys
Pupil premium lead	Chris Layhe-Humphreys
Governor / Trustee lead	Zoe Oldham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8,730
Recovery premium funding allocation this academic year	£870
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	£9,600

Part A: Pupil premium strategy plan

Statement of intent

At MBHT CofE Primary School, our intention is for all children to make good progress during their school years, across all areas of school life, not just the academic. Some of our disadvantaged children achieve highly and so we also intend to ensure they continue to achieve highly. Furthermore, we intend to offer our children a wider opportunity of experiences and to ensure they are well-prepared for their future, both in the real and virtual world.

Our main approach is to ensure we have good quality teaching in each classroom, with support staff working alongside each teacher, offering consistency, to enable all children to receive timely small group work, intervention and 1:1 support as is needed. This is proven to have the greatest impact on closing attainment gaps as well as providing all children with additional adult support in all areas of school life.

Additional teaching and teaching assistant hours will ensure that there is a consistency of approach to the week in school and there is instant opportunity to intervene and correct any misconceptions.

To ensure our approach is effective, we will:

- ensure disadvantaged children are challenged appropriately in the work that they're set and the support they are given
- intervene as needed to ensure progress remains consistent
- ensure a whole school approach in which all staff take responsibility for disadvantaged children's outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Vocabulary and early language acquisition. Trends over time show that our disadvantaged children entering Reception have low starting points in Communication & Language and Personal, Social and Emotional development.

Part A: Pupil premium strategy plan

2	Phonics and spelling. Our data since 2019 indicates that phonics attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Further support is required.
3	Mathematics. Our assessments show that generally the overall academic progress for our disadvantaged pupils in maths is lower compared to non-disadvantaged pupils and National non-disadvantaged. End of KS2 results (2023) for disadvantaged was encouraging – further support is required across school.

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
Increased vocabulary used throughout both Key Stages	Written vocabulary identified in children's books including cross curricular Increased use of description in written work Increased use of verbal description Increased understanding of simple tasks set Use of appropriate vocabulary for self-help requests
Increase in % of children in Y1 meeting the PSC at least in line with 2019 national	Daily phonics sessions using Monster Phonics Phonic interventions for those who need it Children will apply phonologic knowledge in their books and choose the correct spelling
Application of phonic knowledge applied in writing (correct spelling)	Practise PSC improve each half term Phonics pre-teaching for those at risk of falling behind
Improved progress in mathematics	Termly assessments (PUMA) show an increased rate of progress for disadvantaged children, leading to a higher attainment at the end of the year

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: **£4400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of teaching assistants to support through QFT and targeted intervention to close the attainment gap and nurture personal development.	<p>Strong teaching is the most influential factor in improving the academic outcomes of disadvantaged pupils of all abilities. It will also close the attainment gap between disadvantaged pupils and their peers across the county.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</p> <p>Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning.</p> <p>These strategies are usually more effective when taught in collaborative groups, so that learners can support each other and make their thinking explicit through discussion</p>	1,2,3
Employment of teaching assistants to support through QFT and targeted intervention to close the attainment gap and nurture personal development.	Sutton Trust - Education Endowment Foundation (EEF) research states ' One to one tuition can be effective, on average accelerating learning by approximately two - five additional months' progress. '	1,2,3

1:1 / group support through QFT and targeted intervention to close the attainment gap and nurture personal development.	<p>Providing targeted 1:1 and group tuition, focusing on English, to support gaps and barriers to learning and accelerate progress for pupils working below age related expectations in order to improve access to the whole curriculum.</p> <p>Provide targeted 1:1 and group tuition, focusing on Mathematics to close misconceptions and accelerate progress for pupils working below age related expectations.</p> <p>Sutton Trust - Education Endowment Foundation (EEF) research states - ‘Small group teaching can sometimes be more effective than either one to one or paired tuition.’</p> <p>Sutton Trust - Education Endowment Foundation (EEF) research states ‘One to one tuition can be effective, on average accelerating learning by approximately two - five additional months’ progress.’</p>	1,2,3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£2200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
‘Monster Phonics’ as the delivery tool for phonics.	<p>Monster Phonics is a DfE approved provider</p> <p>Interventions will be 3x weekly for 15 minutes in addition to daily phonics sessions</p> <p>EEF state:</p> <ul style="list-style-type: none"> The majority of studies have been conducted in primary schools, though there are a number of successful studies with secondary age pupils with a similar overall impact (+5 months) Most studies of phonics are of intensive support in small groups and one to one with the aim to supporting pupils to catch up with their peers. The effects of one to one tends to be a little higher (+5 months) compared with small group interventions (+4 months), but this needs to be offset by the number of pupils who can receive support. Approaches using digital technology tend to be less successful than those led by a teacher or teaching assistant. Studies of intensive support involving teaching assistants show slightly lower overall impact (+4 months) compared to those involving teachers. This indicates the importance of training and support in phonics 	1,2

	<p>for interventions led by teaching assistants.</p> <ul style="list-style-type: none"> • Synthetic phonics approaches have higher impacts, on average, than analytic phonics approaches. • Studies have been conducted internationally (7 countries), mainly in English-speaking countries. Those conducted outside of the USA have typically shown greater impact. <p>Monster Phonics state: Monster Phonics is child-centred and improves results. Children make progress because the approach is meaningful, interactive, and easy to understand, creating high engagement. The systematic colour-coding of graphemes linked to phoneme monsters makes phonics easier to understand. Children also love the monsters, and this brings phonics to life. Our activities are multisensory requiring reading, writing, singing and actions. Typically, schools that fully embed Monster Phonics increase phonics screening scores by 15% points in the first year. Studies also show a 23-month improvement in reading age over a 5-month period. These gains can be attributed to the child-centred systematic phonics teaching that underpins Monster Phonics.</p>	
‘White Rose’ Maths to support the delivery of whole school mathematics.	<p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress</p> <p>Research undertaken into Maths: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	3
Nuffield Early Language Intervention (20-week programme proven to help young children overcome language difficulties (x3 NELI sessions per week).	<p>Early literacy approaches have consistently been found to have a positive effect on early learning outcomes. The early literacy approaches in this toolkit led to an average impact of four additional months’ progress, and some studies found that learning was improved by as much as six months.</p> <p>Early literacy approaches EEF (educationendowmentfoundation.org.uk)</p>	1

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

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of Mental Health support available to all pupils.	<p>https://www.mentalhealth.org.uk/a-to-z/c/children-and-young-people</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>School based support is provided and led by the SMHL (currently a TA), support includes:</p> <p>Lego Therapy- Lego Therapy is a therapy that uses Lego to help children build positive relationships through teamwork and structured challenges. Lego Therapy is suitable for all ages as it can be adapted to use Duplo or other building blocks. Lego Therapy is currently accessed by pupils that need help with working with other children and how to converse when working together (mainly those that are on the Autistic Spectrum or have social/emotional needs).</p> <p>M.S.U- Motor Skills United is a programme that incorporates fine motor skills, gross motor skills and emotional wellbeing together to help pupils build a better overall view of self. All pupils benefit from working on these skills but currently, MSU is accessed by pupils that have emotional needs that require smaller group work or 1-on-1 sessions.</p> <p>Emotional Coaching- Emotional Coaching is used to help pupils to delve deeper into identifying their emotions, what can trigger these feelings and what skills they can use to help relieve emotions like sadness, anxiety, and anger. Pupils that have been identified with having emotional or social needs benefit most from Emotional Coaching sessions, but sessions can be accessed by any pupil.</p> <p>Positive Play- Positive Play sessions consist of an individual working 1-to-1 with an adult to complete games or certain activities in a low-pressure environment. It gives pupils a chance to speak freely while engaged in a game or activity so that the problems they are facing are not at the front of their mind. Positive Play sessions are a great opportunity for pupils that have had traumatic experiences or a mental health crisis because it gives them a safe space to express themselves.</p>	1,2,3

<p>The school will fund for all disadvantaged children to be able to attend breakfast and after school clubs to encourage overall good attendance.</p> <p>Residential and school trips will also be subsidised for all disadvantaged pupils.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Working together to improve school attendance - GOV.UK (www.gov.uk)</p> <p>Cultural capital - Early Education (early-education.org.uk)</p> <p>States that:</p> <p>It is important to recognise that everyone has cultural capital – that is – knowledge, skills and behaviours, and that these accumulate over time through many different experiences and opportunities. Cultural capital is understood to contribute to “getting on in life” or “social status”, i.e. being able to perform well in school, knowing how to talk in different social groups or societies, accessing higher education and being successful in work or a career.</p>	1, 2, 3
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Total budgeted cost: £9,600

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 2023 to 2024 academic year.

Written and vocal vocabulary has improved significantly across school and across the curriculum as staff develop their practice and provide more discreet vocabulary that needs to be learnt. This has been embedded as part of the weekly routine with a focus on vocabulary and key spellings that are to be used in all areas of the curriculum. Although improvements have been made, we recognize that this can be developed further, and in particular, our writing outcomes. Writing and the application of SPaG is a whole school priority for the next academic year. KS1 writing (3 pupils – 1 is PP) all achieved ARE (100%). This is an increase on previous year, (2022-2023) attainment was 75% ARE. KS2 writing (3 pupils – 1 is PP) all achieved WTS although there was huge progress made. This is a decrease from previous year where 7 out of 10 pupils achieved ARE (70%).

Our phonics programme (Monster Phonics) is now well-embedded and having a positive impact. Children are clearly using their phonological knowledge in their books and are choosing the correct spelling. Phonics and the application of phonics when spelling: Year 1 phonics outcomes – 100% reached expected standard (6 pupils in cohort). This is an increase from 87.5% in 2021/22, to 100% in 2022/23 (increase of 12.5%) and 100% in 2023/24.

KS1 Maths – 2 out of 3 pupils achieved expected standard or better (67%) for 2023/24 (both achieved GDS). One PP child attained WTS. Data is lower than previous year which was at 87.5% (8 pupils) for expected standard or better. Difference of cohort sizes has an impact on data comparisons.

KS2 Maths – 3 out of 3 pupils achieved expected standard (100% - 1 child is PP), an improvement on previous year by 20%, although cohort sizes impact on data comparisons – there were 10 pupils in previous cohort (2022/23).

Part B: Review of outcomes in the previous academic 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
Phonics	Monster Phonics
Maths	White Rose Maths
Senior Mental Health and Well-Being Lead	DfE

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

Further information (optional)

We currently have two bee hives in school that are looked after by a volunteer and staff. Children have supported the making of the hives, monitoring them and will complete honey extraction. The children will also jar the honey, make labels and help sell the honey in the community.

Subsidised school visits: All school visits are heavily subsidised by the school for affordability.

School Uniform: We have a school uniform with school logo but it is made clear to parents that this is not essential, just the colour choice is essential.

Breakfast and After School Clubs: All pupil premium children can attend these at no cost.

Forecast expenditure for subsidised trips and breakfast/after school clubs for pupil premium children is approximately £2100.