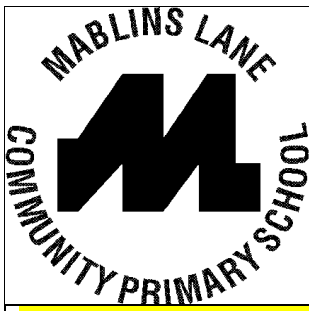




Disadvantaged Pupils – IMPACT PLAN 2023-24

This explains the outcomes we are aiming for **by the end of our current strategy plan 2023/24,**

Revised and Updated APRIL 2024

Key Priority 1

Drive the consistency of the best teaching practice in all year groups so that ALL pupils, including **disadvantaged** pupils, make strong progress in **WRITING**. All pupils' workbooks and pupil voice discussions show that all pupils from their starting points are experiencing opportunities to deepen their learning and can apply it in a range of contexts, including the use of increased and improved vocabulary.

KS2/Yr 6 writing outcomes in 2022/23 show that 57% of disadvantaged pupils met the expected standard.

(Writing 11/21 PP EXS+ 52% Writing 1/21 GDS 5%)

19 pupils = Disadvantaged of these 13 were also SEND

Writing attainment for ARE disadvantaged only = 42% nat Disad = 58%

Writing attainment for GD disadvantaged only = 5.2% nat Disad = 7%

Current year 6 target for writing (April 24):

22 Number of Disadvantaged pupils 13 are also SEND give areas

SEMH - 6 pupils, SLD - 3 pupils, MLD - 3 Pupils, ASD - 1

6 pupils Writing target ARE 2024 disadvantaged only

10 pupils Writing target ARE disadvantaged and SEND

0 pupils Writing target GD 2024 disadvantaged only

0 pupils Writing target GD disadvantaged and SEND

National Outcomes 2023:

In writing teacher assessment, **71%** of pupils reached the expected standard in 2023, up from 69% in 2022.

Key Priority 2

Further accelerate rates of progress and raise attainment at the highest standard for ALL including **disadvantaged** pupils. For all groups of learners to be appropriately challenged in **MATHS** lessons and this results in good or better progress for all pupils, particularly the ARE/Higher Ability pupils by July 2024. To provide 'below' pupils with maths support and interventions.

KS2/Yr 6 maths outcomes in 2022/23 show that 71% of disadvantaged pupils met the expected standard.

(Maths 12/21 PP EXS+ 57% Maths 3/21 GDS 14%)

19 pupils Disadvantaged of these 13 were also SEND

Maths attainment for ARE disadvantaged only = 42% nat Disad = 59%

Maths attainment for GD disadvantaged only = 5.2% nat Disad = 13%

Current year 6 target for maths (April 24):

22 Number of Disadvantaged pupils 13 are also SEND give areas

SEMH - 6 pupils, SLD - 3 pupils, MLD - 3 Pupils, ASD - 1

7 pupils Maths target ARE 2024 disadvantaged only

9 pupils Maths target ARE disadvantaged and SEND

0 pupils Maths target GD 2024 disadvantaged only

1 pupils Maths target GD disadvantaged and SEND

National Outcomes 2023:

In **maths**, 73% of pupils met the expected standard, up from 71% in 2022.

Key Priority 3

Key Skills underpin learning in **READING** exceptionally well in all year groups and reading is promoted as a vehicle for accessing and embedding knowledge within the Foundation Curriculum. All groups of learners are appropriately challenged in all lessons and this results in good or better progress for all pupils, particularly those **disadvantaged**.

KS2/Yr 6 reading outcomes in 2022/23 show that 83% of disadvantaged pupils met the expected standard.

(Reading 13/21 PP EXS+ 62% Reading 4/21 GDS 21%)

19 pupils Disadvantaged of these 13 were also SEND

Reading attainment for ARE disadvantaged only = 52% nat Disad = 60%

Reading attainment for GD disadvantaged only = 5.2% nat Disad = 17%

Current year 6 target for reading (April 24):

22 Number of Disadvantaged pupils 13 are also SEND give areas

SEMH - 6 pupils, SLD - 3 pupils, MLD - 3 Pupils, ASD - 1

5 pupils Reading target ARE 2024 disadvantaged only

10 pupils Reading target ARE disadvantaged and SEND

2 pupils Reading target GD 2024 disadvantaged only

5 pupils Reading target GD disadvantaged and SEND

National Outcomes 2023:

In **reading**, 73% of pupils met the expected standard, down from 75% in 2022.

Key Priority 4

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2.81% - 5.09% lower than for non-disadvantaged pupils.

2020/21

Group Analysis by Vulnerability						
Period:	01/09/2020 AM to 31/07/2021 PM					
Whole School			Percentages			
	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	121	91.31	6.63	2.06	0.28	0.2
Not Pupil Premium	478	96.4	3.14	0.46	0.09	0.03
DIFFERENCE		5.09				

2021/22

Group Analysis by Vulnerability						
Period:	01/09/2021 AM to 31/07/2022 PM					
Whole School	Percentages					
	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	117	91.77	6.32	1.91	1.91	0.24
Not Pupil Premium	487	94.76	4.16	1.08	0.89	0.07
DIFFERENCE		2.99				

2022/23

Group Analysis by Vulnerability						
Period:	01/09/2022 AM to 31/07/2023 PM					
Whole School	Percentages					
	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	127	91.89	6.34	1.76	2.53	0.22
Not Pupil Premium	499	94.7	4.11	1.19	0.85	0.07
DIFFERENCE		2.81				

2022/23 – 6.27% of disadvantaged pupils have been ‘persistently absent’ compared to 9.49% for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged and non-disadvantaged pupils.

Key Priority 5

Further improve and extend a language and literacy strategy across school to improve language skills (oracy) amongst disadvantaged pupils and encourage avid reading for all pupils so that our particularly **disadvantaged** pupils make good progress and achieve high attainment in this subject.

We will measure this through WELLCOMM assessments in EYFs and Phonics screening in KS1.

Our reading benchmarking and NFER assessments in KS2 will allow us to track progress for our disadvantaged pupils.



Pupil premium strategy statement – Mablins Lane Community Primary School.

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	611
Proportion (%) of pupil premium eligible pupils	18.5%
Academic year that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Justine Joule, Headteacher
Pupil premium lead	Jenny Wagstaffe, Deputy headteacher. Emma Forrester.
Governor / Trustee lead	Chris Morris, lead for disadvantaged pupils

November 2023: 113 Disadvantaged Pupils

Year group:	No. of disadvantaged	EAL	SEN	Double disadvantaged:	Triple disadvantaged:	Average attendance:	Social Care Plan:	Young Carer:
EYFS	6	0	0	0	0	91.1%	0	
1	17	1	3	16	0	90.8%	1 + (1 historic plans)	1
2	16	0	5	5	0	92%	4 + (3 historic plans)	

3	11	1	4	6	0	96.3%	(2 historic plans)	
4	24	2	7	8	1	92.7%	1 + (2 historic plans)	
5	16	3	7	8	1	94.4%	(2 historic plans)	1
6	23	3	14	15	2	92.6%	6 + (3 historic plans)	3

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£154,230
Recovery premium funding allocation this academic year	£14,463.75
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£168,693.75

Part A: Pupil premium strategy plan

Statement of intent

We have the highest of expectations of all pupils, irrespective of background or the challenges they face, therefore the focus of our pupil premium strategy is to support our disadvantaged pupils to make good progress and achieve high attainment across all subjects. Those pupils who are already high attainers will still be pushed to make good progress year on year.

Prior attainment will not set limits on our ambitions for our pupils -our disadvantaged pupils don't lack talent or ability, but can lack opportunity.

We aim to address the controllable factors that are preventing disadvantaged pupils from attaining as well as they could.

We have adopted a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. Please see the Top 5 Key Priorities plan and the School Improvement Plan.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. It is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. We will evaluate strategies to understand whether they are working well and that the disadvantaged pupils are appropriately challenged.

We are developing a culture of early intervention for addressing need, using an evidence informed assessment, not assumptions about the impact of disadvantaged. The 3-tiered approach will help us to allocate spending across the following 3 areas:

- supporting the high-quality teaching*
- providing targeted academic support*
- tackling non-academic barriers to academic success, such as difficulties in attendance, behaviour and social and emotional wellbeing*

We have half termly Disadvantaged Pupil Action Group (DPAG) meetings with representatives from all teaching teams as we believe Teacher Voice, in addition to Pupil Voice, is vital in successful development of our strategies. Minutes are recorded and shared with other staff in school. We also have ½ termly Disadvantaged Pupil Staff meetings.

Challenges

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

Challenge number	Detail of challenge																																																																																															
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. This results in too few disadvantaged pupils working at the ‘expected’ standard in writing and reading and very few meeting the ‘greater depth’. DECEMBER 2023 – Poggess <table><tr><td></td><td colspan="2"><u>Autumn 2022</u> No. of <u>chn</u>: <u>Summer 2023</u> No. of <u>chn</u>: 511</td><td colspan="2"><u>Autumn 2022</u> No. of Disadvantaged pupils: 97 <u>Summer 2023</u> No. of Disadvantaged pupils: 100</td><td colspan="2">No. of SEN:</td><td colspan="2">No. of EAL:</td></tr><tr><td colspan="9">Reading</td></tr><tr><td rowspan="2">Autumn 2022</td><td>No. disadvantaged d children Exceeding ARE</td><td>No. non disadvantaged d children Exceeding ARE</td><td>No. disadvantaged d children EXP</td><td>No. non disadvantaged d children EXP</td><td>No. non disadvantaged d children WT</td><td>No. non disadvantaged d children WT</td><td>No. non disadvantaged d children B</td><td>No. non disadvantaged d children B</td></tr><tr><td>4</td><td></td><td>31</td><td></td><td>32</td><td></td><td>30</td><td></td></tr><tr><td rowspan="2">Summer 2023</td><td>No. disadvantaged d children Exceeding ARE</td><td>No. non disadvantaged d children Exceeding ARE</td><td>No. disadvantaged d children EXP</td><td>No. non disadvantaged d children EXP</td><td>No. non disadvantaged d children WT</td><td>No. non disadvantaged d children WT</td><td>No. non disadvantaged d children B</td><td>No. non disadvantaged d children B</td></tr><tr><td>9</td><td>84</td><td>40</td><td>187</td><td>21</td><td>66</td><td>30</td><td>74</td></tr><tr><td colspan="9">Writing</td></tr><tr><td rowspan="2">Autumn 2022</td><td>No. disadvantaged d children Exceeding ARE</td><td>No. non disadvantaged d children Exceeding ARE</td><td>No. disadvantaged d children EXP</td><td>No. non disadvantaged d children EXP</td><td>No. non disadvantaged d children WT</td><td>No. non disadvantaged d children WT</td><td>No. non disadvantaged d children B</td><td>No. non disadvantaged d children B</td></tr><tr><td>0</td><td></td><td>24</td><td></td><td>42</td><td></td><td>31</td><td></td></tr><tr><td rowspan="2">Summer 2023</td><td>No. disadvantaged d children Exceeding ARE</td><td>No. non disadvantaged d children Exceeding ARE</td><td>No. disadvantaged d children EXP</td><td>No. non disadvantaged d children EXP</td><td>No. non disadvantaged d children WT</td><td>No. non disadvantaged d children WT</td><td>No. non disadvantaged d children B</td><td>No. non disadvantaged d children B</td></tr><tr><td>1</td><td>15</td><td>31</td><td>198</td><td>38</td><td>124</td><td>30</td><td>74</td></tr></table>		<u>Autumn 2022</u> No. of <u>chn</u> : <u>Summer 2023</u> No. of <u>chn</u> : 511		<u>Autumn 2022</u> No. of Disadvantaged pupils: 97 <u>Summer 2023</u> No. of Disadvantaged pupils: 100		No. of SEN:		No. of EAL:		Reading									Autumn 2022	No. disadvantaged d children Exceeding ARE	No. non disadvantaged d children Exceeding ARE	No. disadvantaged d children EXP	No. non disadvantaged d children EXP	No. non disadvantaged d children WT	No. non disadvantaged d children WT	No. non disadvantaged d children B	No. non disadvantaged d children B	4		31		32		30		Summer 2023	No. disadvantaged d children Exceeding ARE	No. non disadvantaged d children Exceeding ARE	No. disadvantaged d children EXP	No. non disadvantaged d children EXP	No. non disadvantaged d children WT	No. non disadvantaged d children WT	No. non disadvantaged d children B	No. non disadvantaged d children B	9	84	40	187	21	66	30	74	Writing									Autumn 2022	No. disadvantaged d children Exceeding ARE	No. non disadvantaged d children Exceeding ARE	No. disadvantaged d children EXP	No. non disadvantaged d children EXP	No. non disadvantaged d children WT	No. non disadvantaged d children WT	No. non disadvantaged d children B	No. non disadvantaged d children B	0		24		42		31		Summer 2023	No. disadvantaged d children Exceeding ARE	No. non disadvantaged d children Exceeding ARE	No. disadvantaged d children EXP	No. non disadvantaged d children EXP	No. non disadvantaged d children WT	No. non disadvantaged d children WT	No. non disadvantaged d children B	No. non disadvantaged d children B	1	15	31	198	38	124	30	74
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Years 1-6 Summary Sheet

Summer 2023 and Autumn 2023 data

Summer 2023 No. of chn: 611 Autumn 2023 No. of chn: 609 (Years 1-6 =519)			Summer 2023 No. of Disadvantaged pupils:113 (Years 1-6 = 107) Autumn 2022 No. of Disadvantaged pupils: 100		No. of SEN: 159 (Years 1-6 = 150)		No. of EAL: 67 (Years 1-6 = 62)	
Reading								
Summer 2023	No. disadvantaged d children Exceeding ARE	No. non disadvantaged d children Exceeding ARE	No. disadvantaged d children EXP	No. non disadvantaged d children EXP	No. non disadvantaged d children WT	No. non disadvantaged d children WT	No. non disadvantaged d children B	No. non disadvantaged d children B
	9	84	40	187	21	66	30	74
Autumn 2023	No. disadvantaged d children Exceeding ARE	No. non disadvantaged d children Exceeding ARE	No. disadvantaged d children EXP	No. non disadvantaged d children EXP	No. non disadvantaged d children WT	No. non disadvantaged d children WT	No. non disadvantaged d children B	No. non disadvantaged d children B
	12	58	35	150	20	112	40	92
Writing								
Summer 2023	No. disadvantaged d children Exceeding ARE	No. non disadvantaged d children Exceeding ARE	No. disadvantaged d children EXP	No. non disadvantaged d children EXP	No. non disadvantaged d children WT	No. non disadvantaged d children WT	No. non disadvantaged d children B	No. non disadvantaged d children B
	1	15	31	198	38	124	30	74
Autumn 2023	No. disadvantaged d children Exceeding ARE	No. non disadvantaged d children Exceeding ARE	No. disadvantaged d children EXP	No. non disadvantaged d children EXP	No. non disadvantaged d children WT	No. non disadvantaged d children WT	No. non disadvantaged d children B	No. non disadvantaged d children B
	0	12	30	172	40	160	37	66

Spring attainment and progress including EYFS - 2024:

WHOLE SCHOOL Summary Sheet Spring 2024 data												
	Spring 2024 No. of <u>chn</u> : 604		Spring 2024 No. of Disadvantaged pupils: 114 No. of Disadvantaged pupils (exc. SEND) 76									
	Reading											
Spring 2024	disadvantaged children Exceeding ARE	disadvantaged children (Excluding SEND) Exceeding ARE	non disadvantaged children Exceeding ARE	disadvantaged children EXP	disadvantaged children (Excluding SEND) EXP	non disadvantaged children EXP	disadvantaged children WT	disadvantaged children (Excluding SEND) children WT	non disadvantaged children WT	disadvantaged children B	disadvantaged children (Excluding SEND) children B	non disadvantaged children B
	11	8	76	42	34	239	26	21	85	35	13	90
	1.8%		12.5%	6.9%		39.4%	4.3%		14%	5.8%		14.9%
	Writing											
Spring 2024	disadvantaged children Exceeding ARE	disadvantaged children (Excluding SEND) Exceeding ARE	non disadvantaged children Exceeding ARE	disadvantaged children EXP	disadvantaged children (Excluding SEND) EXP	non disadvantaged children EXP	disadvantaged children WT	disadvantaged children (Excluding SEND) children WT	non disadvantaged children WT	disadvantaged children B	disadvantaged children (Excluding SEND) children B	non disadvantaged children B
	0	0	4	37	33	243	36	25	132	40	18	112
	0		0.7%	6.1%		40.1%	5.9%		21.8%	6.6%		18.5%
	Maths											
Spring 2024	disadvantaged children Exceeding ARE	disadvantaged children (Excluding SEND) Exceeding ARE	non disadvantaged children Exceeding ARE	disadvantaged children EXP	disadvantaged children (Excluding SEND) EXP	non disadvantaged children B	disadvantaged children WT	disadvantaged children (Excluding SEND) children WT	Non disadvantaged children WT	disadvantaged children B	disadvantaged children (Excluding SEND) children B	non disadvantaged children B
	1	1	34	44	42	257	34	20	95	34	18	105
	0.2%		5.6%	7.3%		42.4%	5.6%		15.7%	5.6%		17.3%

	EYFS Summary Sheet Spring 2024 data <table><tr><td></td><td>Spring 2024 No. of chn: 90</td><td colspan="5">Spring 2024 No. of Disadvantaged pupils: 7 No. of Disadvantaged pupils (exc. SEND) 7</td></tr><tr><td></td><td colspan="6">Reading</td></tr><tr><td rowspan="2">Spring 2024</td><td>disadvantaged children ON TRACK</td><td>disadvantaged children (excluding SEND) ON TRACK</td><td>Non- disadvantaged children ON TRACK</td><td>disadvantaged children NOT ON TRACK</td><td>disadvantaged children (excluding SEND) NOT ON TRACK</td><td>Non- disadvantaged children NOT ON TRACK</td></tr><tr><td>2</td><td>2</td><td>50</td><td>5</td><td>5</td><td>33</td></tr><tr><td></td><td colspan="6">Literacy</td></tr><tr><td rowspan="2">Spring 2024</td><td>disadvantaged children ON TRACK</td><td>disadvantaged children (excluding SEND) ON TRACK</td><td>Non- disadvantaged children ON TRACK</td><td>disadvantaged children NOT ON TRACK</td><td>disadvantaged children (excluding SEND) NOT ON TRACK</td><td>Non- disadvantaged children NOT ON TRACK</td></tr><tr><td>2</td><td>2</td><td>40</td><td>5</td><td>5</td><td>43</td></tr><tr><td></td><td colspan="6">Maths</td></tr><tr><td rowspan="2">Spring 2024</td><td>disadvantaged children ON TRACK</td><td>disadvantaged children (excluding SEND) ON TRACK</td><td>Non- disadvantaged children ON TRACK</td><td>disadvantaged children NOT ON TRACK</td><td>disadvantaged children (excluding SEND) NOT ON TRACK</td><td>Non- disadvantaged children NOT ON TRACK</td></tr><tr><td>3</td><td>3</td><td>40</td><td>4</td><td>4</td><td>43</td></tr></table>		Spring 2024 No. of chn : 90	Spring 2024 No. of Disadvantaged pupils: 7 No. of Disadvantaged pupils (exc. SEND) 7						Reading						Spring 2024	disadvantaged children ON TRACK	disadvantaged children (excluding SEND) ON TRACK	Non- disadvantaged children ON TRACK	disadvantaged children NOT ON TRACK	disadvantaged children (excluding SEND) NOT ON TRACK	Non- disadvantaged children NOT ON TRACK	2	2	50	5	5	33		Literacy						Spring 2024	disadvantaged children ON TRACK	disadvantaged children (excluding SEND) ON TRACK	Non- disadvantaged children ON TRACK	disadvantaged children NOT ON TRACK	disadvantaged children (excluding SEND) NOT ON TRACK	Non- disadvantaged children NOT ON TRACK	2	2	40	5	5	43		Maths						Spring 2024	disadvantaged children ON TRACK	disadvantaged children (excluding SEND) ON TRACK	Non- disadvantaged children ON TRACK	disadvantaged children NOT ON TRACK	disadvantaged children (excluding SEND) NOT ON TRACK	Non- disadvantaged children NOT ON TRACK	3	3	40	4	4	43
	Spring 2024 No. of chn : 90	Spring 2024 No. of Disadvantaged pupils: 7 No. of Disadvantaged pupils (exc. SEND) 7																																																																		
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	3	3	40	4	4	43																																																														
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with Writing and Reading than their peers. On entry to Reception classes last year 2022/23: 17 Disadvantaged pupils in total/3 children were SEND ENTRY baseline 2022 Literacy baseline- Disadvantaged Not ARE- 14- 82.4% NON- disadvantaged Not ARE: 50 pupils- 72.5% Maths baseline- Disadvantaged Not ARE: 10 pupils- 58.8% NON-disadvantaged Not ARE: 35 pupils- 50.7% EXIT 2023 Literacy Disadvantaged Not ARE- 14- 82.4% NON- disadvantaged Not ARE: 50 pupils- 72.5% Maths Disadvantaged Not ARE: 10 pupils- 58.8% NON-disadvantaged Not ARE: 35 pupils- 50.7% The gap narrows but remains significant to the end of KS2.																																																																			
3	35.4% of our disadvantaged pupils are on the SEN register, of those children 25% of these children have an EHCP.																																																																			
4	Our attendance data over the last term (Autumn 2023) indicates that attendance among disadvantaged pupils has been below 95% (apart from Y3) compared to over 95% for non-disadvantaged pupils. <u>Disadvantaged:</u> <u>Non-disadvantaged:</u>																																																																			

	<table><tr><td>EYFS</td><td>91.1%</td><td>95.7%</td></tr><tr><td>Y1</td><td>90.8%</td><td>97.3%</td></tr><tr><td>Y2</td><td>92%</td><td>96.4%</td></tr><tr><td>Y3</td><td>96.3%</td><td>96.2%</td></tr><tr><td>Y4</td><td>92.7%</td><td>97.7%</td></tr><tr><td>Y5</td><td>94.4%</td><td>96.5%</td></tr><tr><td>Y6</td><td>92.6%</td><td>95.9%</td></tr></table> 29% of disadvantaged pupils have been ‘persistently absent’ compared to 8% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress. Our Safeguarding Lead works very closely with the EWO and we are carefully monitoring, tracking and working with families to close the above gap. Please see the schools attendance audit reports for 2023/24.	EYFS	91.1%	95.7%	Y1	90.8%	97.3%	Y2	92%	96.4%	Y3	96.3%	96.2%	Y4	92.7%	97.7%	Y5	94.4%	96.5%	Y6	92.6%	95.9%
EYFS	91.1%	95.7%																				
Y1	90.8%	97.3%																				
Y2	92%	96.4%																				
Y3	96.3%	96.2%																				
Y4	92.7%	97.7%																				
Y5	94.4%	96.5%																				
Y6	92.6%	95.9%																				
5	Our pupil voice questionnaire has shown that our pupils have limited experiences beyond their homelife and immediate community limiting general knowledge, social interaction and aspirations. Limited access to books/library service further hinder reading. • 12/20 pupils surveyed revealed that they have not been to the theatre • 1/20 pupils surveyed revealed that they have not been to the library • 7/20 pupils surveyed revealed that they have not been to the swimming baths																					
6	Our assessments, observations and discussions with pupils and families indicate that pupils and their families have social and emotional difficulties, including medical and mental health issues (further compounded by rapidly rising cost of living) Currently 26.13% of our disadvantaged pupils/families are known to be currently affected at present.																					

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, small group interventions (e.g. precision each, 1:1 reading, BRP etc) book scrutiny, classroom environments and ongoing formative assessment. More disadvantaged pupils to make good progress in attainment.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2023/24 show that 71% of disadvantaged pupils met the expected standard. (Maths 12/21 PP EXS+ 57% Maths 3/21 GDS 14%)
Improved reading skills, including comprehension skills for disadvantaged pupils at the end of KS2.	Assessments and observations indicate significantly improved reading skills among disadvantaged pupils. Evidence will be taken from book scrutiny, bench marking assessments, SATs and ongoing formative assessments. <u>School Results:</u> June 2023 - Phonics screening results Year 1 Mablings lane 67% National Average :79% 2024 phonics Target: At least 79% of year 1 children will pass the phonics screening test in line with last years national average.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by the end of the Summer term 2024 demonstrated by the disadvantaged pupils attendance percentages to be closer to 95%

To provide wider opportunities for life experiences for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024 will be demonstrated by collecting qualitative data from student voice, student and teacher observations. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils Mablins Memorable Moments Bucket list books that will evidence all year groups taking part in life experiences. Please see the attached document for the range of experiences completed across the year group.
To provide support for pupils and their families to help with social and emotional difficulties, including medical and mental health issues through specified interventions.	Feedback from families and pupil voice will help to show if the support has been successful. Feedback from teachers and observations of the pupils will indicate improved social and emotional difficulties. Talkabout Assessment in the Social Skills interventions will measure social skill proficiency in four main areas; Body Language, The Way We Talk, Conversation and Assertiveness. ELSA

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: **£86,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils will have regular/weekly opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting and mental and written arithmetic. Support staff and class teachers support learning effectively- addressing misconceptions ASAP in preparation for lessons. Ensure children <i>catch up and keep up</i>. Intervention sessions will take place based on gaps in learning.	Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5,6

Interventions will be monitored and the impact will be measured. Continual raising of teachers' expectations of ALL pupils. Staff to be aware of 'fallen behind' children and target support. Books and equipment to support delivery of interventions and individualise learning. Renew annual purchase/subscriptions TT Rockstars, Mathletics, Bedrock, Spelling Frame and Nessy. Introduce metacognitive approaches to learning to the children.		
Whole class music tuition	Arts participation has been linked with improved academic performance across the board. Children that actively engage with music benefit from: higher IQ scores, more progress in their school lives, better exam results, improved attendance and fewer discipline issues. What's more, these benefits are experienced by children no matter what other challenges they may face in their personal lives. https://musiceducationworks.wordpress.com/2020/12/18/latest-research-from-the-uk-linking-taking-a-music-qualification-with-higher-attainment/ musiceducationworks.wordpress.com	1,2,3,4,6
Enhancement of our English teaching and curriculum in line with DfE and EEF guidance. Teachers to be released to have CPD days on improving writing (Literacy Counts – Autumn Term)	National curriculum in England: framework for key stages 1 to 4 - GOV.UK (www.gov.uk) Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)	1,3,4,6

Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access North West Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	2,3,4,6
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£47,700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils and their families have social and emotional difficulties, including medical and mental health issues. Currently 67% of our PP pupils. If children are feeling anxious, stressed, or emotionally unstable they will be unlikely to effectively access their learning and each their full potential. We will provide the following interventions: Talkabout assessments. SASE Referrals External reports EHA Early help assessments Rainbow Room ELSA Music tuition Pet therapy (Creative Action Team) Bereavement Counselling	For primary school pupils: Integration of music in the classroom and playing an instrument has favourable effects on young children's learning outcomes, in particular cognitive abilities, and to some extent self-esteem and social behaviour. EEF Personal Social and Emotional Development (educationendowmentfoundation.org.uk) EEF Personal Social and Emotional Development (educationendowmentfoundation.org.uk)	6

Provision of teacher / teaching assistant led interventions to ensure pupils catch up and keep up. Sensory room provision and Rainbow Room (EMP) to support EHCP with sensory, SEMH and communication and interaction issues. 35.4% of our disadvantaged pupils are on the SEN register, of those children 25% of these children have an EHCP. These children receive additional funding which needs to be allocated to them to address their individual needs. Additional support measured through timetabling of support staff and pupil progress meetings. PDRs for measuring progress in addition to 'in-class' assessments. Pupils will maintain at least the standard of attainment. SLT monitoring programme. Bedrock (vocabulary app) Funding for	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF One to one tuition Teaching and Learning Toolkit EEF And in small groups: Small group tuition Teaching and Learning Toolkit EEF	3,5,6
Pupils with SEND/EHCP have termly PDR (identifying barriers and raising actions).	Embedding Formative Assessment EEF (educationendowmentfoundation.org.uk)	3

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

Budgeted cost: **£33,400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers and support staff will plan a wide range of visits/WOW events/experiences to inspire/enhance learning and make it memorable. School will be exposed to a wide range of social, cultural, enrichment and sporting	Year groups 2, 4 and 6 have a residential planned. All year groups will have visits planned and visitors to attend school (e.g workshops etc) – SEE APPENDIX 2 AND 3.	5,6

experiences within (and outside) the school day. Financial support for school trips/residentials, clubs and uniform when appropriate. 21 Mabllins Memorable Moments- pledge for children (developed in consultation with children) about experiences that are guaranteed to them while they are in attendance at Mabllins for 7 years. (See: APPENDIX 1 – Mabllins Memorable Moments APPENDIX 2 – trips APPENDIX 3 – mabllins theme weeks special days	EEF Blog: Building social and emotional learning into the... EEF (educationendowmentfoundation.org.uk)	
Monitoring of attendance by Safeguarding Lead (working closely with EWO) . Children below 95% get a First Concerns letter. Children below 90% are invited to an Attendance Meeting. Pupils with unauthorised absence will be called (10 x UAs = fine). Aim to improve attendance. Absenteeism has been highlighted as an issue for disadvantaged pupils (see data) so this will be closely monitored by Safeguarding Leads Excel tracker to evidence actions and outcomes. Attendance discussed at SLT strategy meetings on a termly basis. Also shared in HT report to gobs	Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4

Total budgeted cost: £167,400

carried forward - **£1293.75**

Additional Spend - 22/23

- Pupil @ Resource Provision @ £1250 per term – total costs for AY 22-23 £5750
- Funded music lessons for PP/EAL pupil – total cost £460

- **£4,916.25 (taken from the school budget as top up)**

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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.

Primary Schools Summary of 2023 Provisional Results

Mablins Lane

	School 2019	School 2022	School 2023	School Rank 2019	School Rank 2022	School Rank 2023	Cheshire East 2022	Cheshire East 2023	National 2022	National 2023	Crewe EIP 2023
Foundation Stage GLD	61%	47%	53%	109	113	108	66%	69%	65%	67%	53%
Phonics Y1 EXP+	83%	47%	67%	78	124	108	79%	81%	75%	79%	74%
KS1 Read EXS+	78%	64%	56%	63	83	109	69%	70%	67%	68%	59%
KS1 Write EXS+	71%	54%	38%	64	84	116	59%	62%	58%	60%	51%
KS1 Maths EXS+	73%	73%	62%	81	53	102	70%	73%	68%	70%	62%
KS2 Read AS	68%	76%	76%	104	79	71	77%	75%	75%	73%	65%
KS2 Write EXS+	76%	65%	60%	87	89	109	71%	73%	70%	71%	66%
KS2 Maths AS	87%	73%	76%	38	72	74	74%	75%	72%	73%	68%
KS2 GPS AS	85%	70%	78%	52	88	63	76%	76%	73%	72%	67%
KS2 RWM AS/EXS+	57%	59%	53%	93	71	96	61%	62%	59%	59%	52%
KS2 Read Progress	-0.7	0.8	0.6	84	56	67	0.4	0.6			
KS2 Write Progress	-1.4	-1.5	-2.1	72	90	108	-0.2	-0.2			
KS2 Maths Progress	1.0	0.8	0.2	36	56	68	0.3	0.3			
KS2 Read Prog Interval	1.4	1.5	1.3				0.2	0.2			
KS2 Write Prog Interval	1.3	1.4	1.3				0.2	0.2			
KS2 Maths Prog Interval	1.2	1.4	1.3				0.2	0.2			

All 2023 results are provisional.

AS and EXS + indicate the required standard or better was achieved.

GLD = Good Level of Development GPS = Grammar, Punctuation and Spelling RWM = Reading, Writing and Maths

Changes to the 2019 KS1 Reading, Maths and Science Teacher Assessment Frameworks mean results for these subjects and combined Reading, Writing and Maths (RWM) are not directly comparable to previous years.

KS2 2022 results for attainment and progress are revised.

National figures are those for State Funded Schools from DfE Statistical Releases

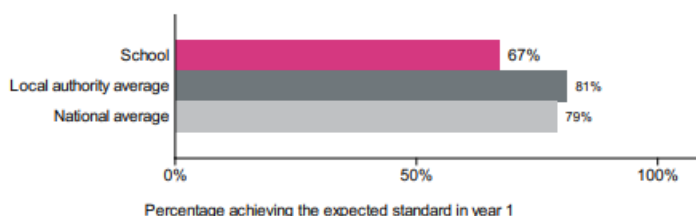
FSP 2022 National is an estimate from the National Consortium of Exam Results (NCER). It is NOT in the public domain and should not be shared on social media.

Partnership figures are the combined results of schools that are within Cheshire East local authority, excluding special schools.

Rank order figures are based on 124 primary schools sorted from highest result (1) to lowest result (124)

Percentage achieving the expected standard in phonics

Number of pupils = 86



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.

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 from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in **Reading** and **Writing** 2022/23 was below our expectations. 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.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils in SUMMER 23 DATA:

	<u>Autumn 2022</u> No. of <u>chn</u> : <u>Summer 2023</u> No. of <u>chn</u> : 511		<u>Autumn 2022</u> No. of Disadvantaged pupils: 97 <u>Summer 2023</u> No. of Disadvantaged pupils: 100		No. of SEN:		No. of EAL:	
	<u>Reading</u>							
Autumn 2022	No. disadvantaged children Exceeding ARE	No. non disadvantaged children Exceeding ARE	No. disadvantaged children EXP	No. non disadvantaged children EXP	No. non disadvantaged children WT	No. non disadvantaged children WT	No. non disadvantaged children B	No. non disadvantaged children B
	4		31		32		30	
Summer 2023	No. disadvantaged children Exceeding ARE	No. non disadvantaged children Exceeding ARE	No. disadvantaged children EXP	No. non disadvantaged children EXP	No. non disadvantaged children WT	No. non disadvantaged children WT	No. non disadvantaged children B	No. non disadvantaged children B
	9	84	40	187	21	66	30	74
	<u>Writing</u>							
Autumn 2022	No. disadvantaged children Exceeding ARE	No. non disadvantaged children Exceeding ARE	No. disadvantaged children EXP	No. non disadvantaged children EXP	No. non disadvantaged children WT	No. non disadvantaged children WT	No. non disadvantaged children B	No. non disadvantaged children B
	0		24		42		31	
Summer 2023	No. disadvantaged children Exceeding ARE	No. non disadvantaged children Exceeding ARE	No. disadvantaged children EXP	No. non disadvantaged children EXP	No. non disadvantaged children WT	No. non disadvantaged children WT	No. non disadvantaged children B	No. non disadvantaged children B
	1	15	31	198	38	124	30	74

Absence among our disadvantaged pupils was 2.81% higher than their peers in 2022/23 and 6.27% of persistent absence was PP. We recognise this gap is large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan. Our

observations and assessments demonstrate challenges in relation to wellbeing and mental health remain significantly high.

Externally provided programmes

Programme	Provider
Social Skills Coaching for AY 22-23 for PP pupils £5562	AK Coaching
Funded music lessons for PP pupil – total cost £460	Love Music Trust

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
None currently at Mablins Lane.
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- The School in 2023/24 has joined the Funded networks - Cheshire East PP Network to discuss key challenges facing our disadvantaged students and explore the EEF's evidence, share best practice and reflect on your own schools PP strategy.
- **April 24 - CEAST network has enabled us as a school to work collaboratively with other local schools how best to further support disadvantaged pupils. We have shared our strategy statements, analysed attendance data and looked at the impact of interventions.**

We have

School Development Pathway: Cheshire
East Pupil Premium Lead's Network

*Funded networks to discuss key
challenges facing our disadvantaged
students and explore the EEF's evidence,
share best practice and reflect on your
own schools PP strategy*

Outcomes

PP Leads will be confident in reviewing their Pupil Premium strategy statements to ensure that PP funding is being deployed effectively.

PP leads will be able to make informed decisions regarding PP-funded activities for 2023/24 and beyond using research-based evidence and other metrics.

PP leads will be part of networks sharing best practice of effective use of PP funding to narrow the attainment gap and improve outcomes for disadvantaged and all pupils within their school community.

- The school in 2023/24 is also part of the group - EEF and Cheshire East Council Evidence Exploration Partnership

Purpose

The purpose of the Partnership Development Team is to provide strategic direction and leadership to the Evidence Exploration Partnership. The Partnership Development Team will aim to achieve the following outcomes:

- Work together to identify a priority, or small number of priorities that can be effectively addressed.
- Draw on a range of backgrounds, expertise, and influence in the system to co-construct solutions aimed at meeting this need.
- Develop a theory of change to inform onward pathways for addressing the priority, including whether continuing with an EEF Evidence into Action partnership is an appropriate way forward for all partners.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We also commissioned a pupil premium review from our SIP (FEB 2024) to get an external perspective. Please see AUDIT review ROV/FEB 2024.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach (work from Cheshire East PP Network.)

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach (this started in Sept 2022) and we will adjust our plan over time to secure better outcomes for pupils. We will review our plan at the end of each academic term.



APPENDIX 1

21 Mablins Memorable Moments



Bucket list

Jump in muddy puddles 	Feel confident in water 	Make bread 	Create and taste a foreign dish 	Go to the beach 	Show how chocolate is made 	Taste something that you have grown 
Find/look after a mini beast 	See wild animals in the flesh 	Create, make and take. 	Experience a 'live' performance 	Picnic with friends 	Feel the grass between your toes 	Build a den with friends 
Meet someone from the emergency services. 	Make your own meal. 	Make pizza. 	Eat an ice-cream with friends. 	Dance like no one is watching. 	Learn how to pitch a tent. 	Take part in an adventurous outdoor activity. 

APPENDIX 2-

Mablins Lane Themed Weeks/Special Days Calendar 2023/2024

MONTH	W/B	W/B	W/B	W/B	W/B
AUTUMN					
SEPTEMBER	04/09/23	11/09/23	18/09/23	25/09/23	
	English recount Curriculum slice 08/09/23	Welcome meetings EYFS Baseline	EYFS Baseline		
OCTOBER	02/10/23	09/10/23	16/10/23	23/10/23	30/10/23
	Thurs 5 th Year 5 HARVEST	Y6 Trafford Hall Mon 9 th – Y5 Living History Day		HALF TERM	ARK WEEK (KIVA FOCUS)
NOVEMBER	06/11/23	13/11/23	20/11/23	27/11/23	
	Remembrance (10/11/23)	Anti-bullying week Children in Need 17/11/23 Tues 14 th EYFS Hobgoblin Theatre	BOOK FAIR	HUMANITIES WEEK	
DECEMBER	04/12/23	11/12/23	18/12/23	25/12/23	
	Christmas Calendar	Christmas Calendar EYFS STAY AND SING 7/12 Thurs 14 th Y5/6 Theatre	Christmas Calendar Y2 NATIVITY 13/12	CHRISTMAS HOLIDAY	
SPRING					
JANUARY	01/01/24	08/01/24	15/01/24	22/01/24	29/01/24
	CHRISTMAS HOLIDAY	ARK WK (Mental Health)	English recount	Y2 Hartington (M/T/W)	
FEBRUARY	05/02/24	12/02/24	19/02/24	26/02/24	
	COMPUTING WEEK Safer internet day 06/02	LANGUAGE WEEK 13/02 and 15/02 Y1 to library	HALF TERM Language Day 21/02/24	GREEN/ART WEEK	

MARCH	04/03/24	11/03/24	18/03/24	25/03/24	
	Fair Trade Fort-night	Fair Trade Fort-night Y4 Anglesey Red Nose Day 15/03/24	MATHS WEEK Maths day 23/03/24 Y3 SPRING CON-CERT	MULTI-FAITH WEEK Y4 CARNIVAL CONCERT	
SUMMER					
APRIL	01/04/24	08/04/24	15/04/24	22/04/24	29/04/24
	EASTER HOLI-DAY	EASTER HOLI-DAY	English re-count	23/24 th Y6 Safety Central Healthy School Week	SCIENCE WEEK
MAY	06/05/24	13/05/24	20/05/24	27/05/24	
	BH	Y6 SATS WEEK	Y6 Lakes Y1 SUMMER SHOW	HALF TERM	
JUNE	03/06/24	10/06/24	17/06/24	24/06/24	
	ARK WEEK	Healthy Eating Week	SPORTS WEEK	SHOW AND SHINE WEEK	
JULY	08/07/24	15/07/24	22/07/24	29/07/24	
	MUSIC WEEK	Y6 PERFOR-MANCES	LEAV-ERS		
KEY	INSET	HOLI-DAYS	RESIDEN-TIALS		

Make a £ Grow week?