



# May Park Primary 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	May Park Primary School
Number of pupils in school	534
Proportion (%) of pupil premium eligible pupils	32.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	<ul style="list-style-type: none"><li>• 2023-2024</li><li>• 2024-2025</li><li>• 2025-2026</li></ul>
Date this statement was published	Sept 2023
Date on which it will be reviewed	Sept 2024
Statement authorised by	Gina De N'Yeurt
Pupil premium lead	Gina De N'Yeurt
Governor / Trustee lead	Cashan Campbell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£237,845
Recovery premium funding allocation this academic year	£25,375
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	£238,220

# Part A: Pupil premium strategy plan

## Statement of intent

### **Aim:**

We have a diverse community of children and families at May Park. We feel highly privileged to be working within this community and are committed to alleviating the challenges our pupil's face so that they achieve their full potential. We strive to provide each pupil with the provision they need to achieve the targets they are set.

We are committed to ensuring our significant pupil premium funding is used effectively.

At May Park we want our pupils to be able to transition between year groups, key stages and ultimately phases successfully and with high levels of achievement regardless of any disadvantages posed by their backgrounds. We are clear that all staff are responsible for the achievement of disadvantaged pupils.

The main aim of our Pupil Premium strategy is to improve the progress for all disadvantaged pupils to be inline with or exceed the progress of their non-disadvantaged peers, regardless of starting points in core subjects (Reading, Writing and Mathematics).

### **The key principles of our strategy plan are:**

- Improve classroom pedagogy by providing targeted support and supporting whole school quality first teaching strategies, and Early Intervention.
- Ensure that the progress of disadvantaged pupils is not negatively impacted by poor attendance.
- Ensure that the progress of disadvantaged pupils is not negatively impacted by social and emotional difficulties, including medical and mental health issues.
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Our PP Strategy actions:

- **Progress:** 100% of our pupils make at least progress across the year based on their starting points.
- **Strengthening the Core:** Staff systematically and effectively plan to improve achievement in the core (phonics, reading, writing and mathematics).
- **Curriculum:** Our curriculum is designed to develop strong cultural capital and focusses on knowledge and skills progression in order to address any social disadvantage later in life
- **Assessment:** Design and develop effective and robust assessment methods in order to target intervention and accelerate progress.
- **Attendance:** School attendance is 91.7%.
- **Safe and Well:** Promote a safe and inclusive environment where pupils and staff keep themselves mentally healthy.
- **CPD:** Through continuous, regular and practice-linked professional development we focus on enhancing our practice as professionals.

### **Acronyms used throughout this statement**

**MPP** – May Park Primary School

**CPD** – Continuing Professional Development

**PP** – Pupil Premium

**MTC** – Multiplication Tables Check

## Challenges

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

Challenge number	Detail of challenge
1	Progress and Attainment gaps in Mathematics
2	Progress and Attainment gaps in Reading
3	Progress and Attainment gaps in Writing
4	Maintaining progress and attainment in Y1 Phonics
5	Increasing the Attainment in Y4 Multiplication Checks
6	Improve the overall absence and persistent absence of disadvantaged pupils

## 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 progress for all Pupil Premium pupils, regardless of starting points in Reading, Writing and Mathematics	100% of disadvantaged pupils make at least expected progress.  Assessments and observations indicate significantly improved outcomes in the core curriculum for disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved attainment for all Pupil Premium pupils in Reading, Writing and Mathematics	100% pupils reach their attainment targets at KS2 and KS1.  Assessments and observations indicate significantly improved outcomes in the core curriculum for disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Increase in Pupil Premium pupil attainment in the Phonics Screening Test in line with the National Average 82% (2019)	Phonics attainment in 2024/25 for disadvantaged pupils is at or above the national Phonics benchmark 82% in 2019 (last published benchmark)

<p>Rapidly decrease the overall absence for disadvantaged pupils.</p> <p>National average for overall absence in primary schools is 10.9% - 2022-23</p>	<p>Overall absence in 2024/25 is at or below 5% for disadvantaged pupils.</p>
<p>Rapidly decrease the overall absence for disadvantaged pupils.</p> <p>National picture for PA – 35.7 % (all schools)</p>	<p>Persistent absence in 2024/25 is below 10% for disadvantaged pupils.</p>
<p>Improve the attainment in the multiplication tables checks.</p>	<p>In 2024/25 disadvantaged pupils continue to meet the national expectations for the multiplication tables checks</p>
<p>Pupils have broad and enriching experiences beyond their home-life and immediate community</p>	<p>In 2024/25 there is 100% equal access to educational visits for all disadvantaged pupils.</p>

## 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, 233.94

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD staff training effective feedback is used to improve pupil achievement.</p>	<p>There is strong evidence to suggest that Feedback redirects or refocuses the learner’s actions to achieve a goal, by aligning effort and activity with an outcome.</p> <p>‘Feed forward’ training for staff in addition to the implementation of a coaching model that focuses on providing effective forward-thinking feedback in all subjects. Developing a self-driven ‘how can I improve’ attitude</p> <p>EEF Teaching and Learning toolkit - Feedback  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>                      Impact = +6 Months</p>	<p>1,2,3,4,5</p>
<p>Reading Fluency Training (Herts Grid for Learning) - CPD staff training on MPP reading fluency for improved outcomes across the school.</p>	<p>Evidence Based Programme: <b>Herts Grid for Learning Fluency Programme.</b></p> <p>Training for staff on Reading comprehension strategies to focus on the learners’ understanding of written text. Evidence suggests that if pupils learn a range of techniques which enable them to comprehend the meaning of what they read including inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension they are able to identify and resolve difficulties for themselves.</p> <p>EEF Teaching and Learning toolkit – Reading Comprehension  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>                      Impact = +6 Months</p>	<p>2,3,4</p>

<p>CPD staff training Focus on Knowledge acquisition and retention.</p> <p>Staff are able to teach pupils how to monitor their own learning.</p>	<p>Evidence Based Programme: <b>Teaching WALKTHRU</b>s – Tom Sherrington</p> <ul style="list-style-type: none"> <li>• <b>Focus on Knowledge Organisers</b></li> </ul> <p>There is strong evidence to suggest that metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>EEF Teaching and Learning toolkit - Metacognition <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p>Impact +7 Months</p>	<p>1,2,3,4,5</p>
<p>Use of subject specific maths – Standardised testing so that gaps can be analysed and narrowed.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>EEF Using Diagnostic Assessment <a href="https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf">https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</a></p>	<p>1,2,3,4,5</p>
<p>Implementing new Phonics SSP – teaching is explicit, systematic and consistent for disadvantaged pupils.</p>	<p>Evidence Based Programme: <b>Little Wandle Letters and Sounds</b></p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds</p> <p>EEF: Phonics <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>2, 4</p>
<p>Recruitment and retention of a second Pastoral Support</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p>	<p>1,2,3,4,5,6</p>



Manger with ELSA.	ELSA approaches will be embedded into routine educational practices and supported by professional development and training for staff.	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 150,120.05

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on Early Reading and Phonics – targeted support for disadvantaged children not achieving the national standard in the phonics check – Year 1 and Year 2	<p>Evidence Based Programme: <b>Little Wandle Letters and Sounds</b></p> <p>Evidence Based Programme: <b>Herts Grid for Learning Fluency Programme.</b></p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p> <p>EEF Teaching and Learning toolkit – Phonics  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>            Impact = +5 Months</p>	2, 4
Targeted intervention for Reading and Mathematics in Year 2 and Year 6	<p>Evidence Based Programme: <b>Herts Grid for Learning Fluency Programme.</b></p> <p>Intervention targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p>	1, 2

	<p>EEF Teaching and Learning toolkit – Reading Strategies  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>Impact = +6 Months</p> <p>EEF Teaching and Learning toolkit – Small Group Tuition  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Impact = +4 Months</p> <p>EEF Teaching and Learning toolkit – Mastery Learning  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p> <p>Impact = +5 Months</p>	
Targeted intervention for number fact retention – MTC in Year 4.	<p>Intervention targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>EEF Teaching and Learning toolkit – One to One Tuition  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>Impact = +5 Months</p>	1, 5
Targeted intervention in Writing – Year 6 and Year 6 (Teacher led)	<p>Intervention targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>EEF Teaching and Learning toolkit – Small Group Tuition  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Impact = +4 Months</p>	3

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

Budgeted cost: £ 26,866.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance – Improve whole school knowledge and awareness of the importance of attendance</p> <p>Targeted Parent Meetings</p> <p>Parent contracts for PP children to improve persistent absence.</p>	<p>Embedding principles of good practice set out in the DfE’s <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop/implement new procedures and meet with parents.</p> <p>Regular EWO support to work alongside school leader</p> <p>Parental lead role Jan 2024 – support targeted families with personalised plan</p> <p>EEF Teaching and Learning toolkit – Parental Engagement  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>Impact = +4 Months</p>	<p>1,2,3,4,5,6</p>
<p>Attendance – free breakfast club and after school club places to encourage attendance and good punctuality at school.</p>	<p>EEF Teaching and Learning toolkit - Extending School Time  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> <p>Impact = +3 Months</p>	<p>1,2,3,4,5,6</p>
<p>Behaviour &amp; Wellbeing</p> <p>Regular meetings – triangulation of need for PP children (Pastoral Team)</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>ELSA approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Access to Bridge Therapy services for children and parents.</p> <p>EEF Teaching and Learning toolkit – Behaviour Interventions</p>	<p>1,2,3,4,5,6</p>

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a> Impact = +4 Months	
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**Total budgeted cost: £ 238,220.00**

## 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 2022 to 2023 academic year.

#### **Progress and Attainment gaps in Reading - Low Impact**

##### **KS1 Attainment**

PP pupils attainment was better than non-PP pupils but attainment was below national and below target.

##### **KS2 Attainment**

KS2 reading attainment showed that PP pupils were above their targets (100% Progress from KS1) but the attainment between PP and Non PP increased.

#### **Progress and Attainment gaps in Writing - Low Impact**

##### **KS1 Attainment**

The gap between PP and non-PP was narrow however attainment was significantly below NA.

##### **KS2 Attainment**

KS2 attainment showed that PP pupils had better attainment at GDS than non-PP pupils however this was not true at EXS. At both attainment levels they did better than their predictions based on KS1 data.

#### **Progress and Attainment gaps in Maths - Low Impact**

##### **KS1 Attainment**

PP pupils attainment lower than non-PP pupils with the gap remaining the same on end of Year 1 teacher assessments.

##### **KS2 Attainment**

KS2 maths attainment showed that non-PP pupils had better attainment than PP with both groups below target and national average.

#### **Maintaining progress and attainment in Y1 Phonics - Low impact**

Year 1 Phonics check was 48% this was below Non-pp pupils in school and disadvantaged nationally (62%).

#### **Increasing the Attainment in Y4 Multiplication Checks - Medium Impact**

**Improve the overall absence (OA) and persistent absence (PA) of disadvantaged pupils - Medium Impact.**

OA and PA are still above national average but have improved on pre-pandemic levels.

## 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

## 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?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

**Extending school time** – working with a local charity Unique Voice to provide schools in half terms, Easter, Christmas and the summer holidays targeting disadvantaged pupils. Provision such as this has been proven to have a positive impact on achievement (+3 months).

EEF Teaching and Learning toolkit – Summer Schools

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools>