

Evaluation of Pupil Premium Spending - academic year 2022 - 2023

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: £4000 Actual cost: £3993.70

Activity	Evidence that supports this approach	Challenge no. addressed	Impact
Teaching for Learning CPD – EAW Reading CPD	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/technical-appendix https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation+ 7 months 4. Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. For example, teachers might explain their thinking when interpreting a text or solving a mathematical task, alongside promoting and developing metacognitive talk related to lesson objectives ‘Teach reading comprehension strategies through modelling and supported practice’ EEF Guidance Report CPD = £1000	1/2/3	At Martley, we recognise that investing in our staff’s pedagogy through continuous professional development will improve outcomes for our pupils. We aim for all pupils to have access to effective teaching and learning in every lesson. Through the CPD on modelling, staff have looked at the EEF model in order to impact all groups of pupils but specifically disadvantaged pupils.

Subscriptions	Arbor Fees = £ 2070 NTS Assessments = £ 633 Numbots = £86.70 Widget = £ 204 Total subscriptions = £ 2993.70		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £18700 Actual Cost: £ 18586.39

Activity	Evidence that supports this approach	Challenge number(s) addressed	
Using the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils.	Use of targeted tuition to support pupils with specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One-to-one tuition EEF (education endowment foundation.org.uk) and in small groups: Small group tuition toolkit strand EEF (education endowmentfoundation.org.uk)	2, 3 and 4	Not used from PP
<i>SEND/ CLASS TAs</i>	TAs work in structured settings with high quality support and training. This enables smaller groups and some, one-to-one interventions when required. To raise the profile for SEN/PP interventions and targeted therapies. (Word Aware, Phonics) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Teachers identify pupils needing support through AfL and Pupil Progress Meeting. 25% TA salaries + Nessy subscription (£180) = £18586.39	1& 2	Additional phonics sessions have been targeted at disadvantaged pupils who require further phonics support across KS1 and into KS2. These sessions have been delivered by trained TAs. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Phonics EEF (educationendowmentfoundation.org.uk) PSC 2023 = 89%

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

Budgeted cost: £4000 Actual Cost: £3904.71

Activity	Evidence that supports this approach	Challenge number(s) addressed	
<p>School Attendance Champion</p> <p><i>Education Welfare</i></p> <p><i>CPD using Legal Action to address pupil absence: Guidance for Schools</i></p>	<p>TA with dedicated hours to increase attendance working with families to promote being on time and good attendance through building positive relationships and being emotionally available. Working with the SLT to prevent persistent absence and lateness.</p> <p>Attendance Matters- A parent's guide</p> <p>The Education Welfare Service (EWS) supports us, our children and their families to raise achievement by promoting high levels of school attendance and punctuality, working to prevent truancy and disengagement from school.</p> <p>Attendance Matters- A parent's guide</p>	<p>5</p>	<p>At Martley, we understand the importance of pupils social, emotional and mental wellbeing. We care for our children as individuals and aim to ensure all pupils, especially our disadvantaged and vulnerable pupils, have their emotional needs met. Social, emotional and mental health needs are a significant barrier to learning and progress for many children. We have adopted the TISUK approach as a whole school in order to provide a long term, embedded approach to ensuring our pupils build strategies for dealing with their emotional needs and can access their lessons and learning every day. A TISUK practitioner is in place providing a whole school approach and individual children if required.</p> <p>Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. Wider Strategies provision included:</p> <ul style="list-style-type: none"> • Reward systems implemented • Increased communication through Class dojo.

			<ul style="list-style-type: none"> Increased home calling and visits School offer for enrichment 						
	<p>Pupils who do not attend school when school is open (uncoordinated absences) see a small decline in their academic achievement:</p> <ul style="list-style-type: none"> Each day of individual pupil absence results in around 0.3-0.4% of a standard deviation reduction in achievement. Equivalently, eight days of absence (the average in England) would move a pupil one place down a ranking of 100 pupils (e.g. from 50th to 51st). Pupils from low-income households see a larger negative effect from each day of absence. <p>https://www.ucl.ac.uk/ioe/research-projects/2021/apr/school-absences-and-pupil-achievement</p> <p>TA salary for TIS support = £2432</p>		<p>Attendance Report 2022 – 2023</p> <p>All enrolled students</p> <table border="1"> <tr> <td>All students</td> <td>95.52%</td> </tr> <tr> <td>Authorised</td> <td>3.83%</td> </tr> <tr> <td>Unauthorised</td> <td>0.65%</td> </tr> </table>	All students	95.52%	Authorised	3.83%	Unauthorised	0.65%
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Increase cultural capital of disadvantaged pupils.	<p>In a school where a large proportion of pupils have access to extra-curricular opportunities we feel that supporting disadvantaged pupils to benefit from a wider curriculum such as individual and group music lessons and outdoor learning helps to provide equality of opportunity. Wider curriculum opportunities increase pupil’s cultural capital and help to provide opportunities for specific language and vocabulary development.</p> <p>https://culturallearningalliance.org.uk/what-is-cultural-capital/</p> <p>Music Lessons = £555 Residential Visit = £ 294 Subsidized trips/visits = £300 Subsidized Breakfast Club = £ 323.70</p>	7	<p>Pupil Premium has been used to support families with the cost of trips, residential and clubs as well as uniform need. Contingency fund for acute issues. Experiences outside the classroom greatly benefit children and we want all to be able to access these opportunities.</p>						

Total budgeted cost: £27700

