



## Pupil Premium Strategy Statement

Model Village Primary School

September 2023 – July 2024

# Pupil premium strategy statement

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 the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	240
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23 2023-24 2024-25
Date this statement was published	December 2022 November 2023
Date on which it will be reviewed	July 2023 July 2024 July 2025
Statement authorised by	Alan Brown, Principal
Pupil premium lead	Hayley Davis
Governor / Trustee lead	Alex Marsh



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### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£146, 955
Recovery premium funding allocation this academic year	£6, 007.50
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£152, 962.50



## Part A: Pupil premium strategy plan

### Statement of intent

At Model Village, we strive to provide good quality first education for all of our children. We believe that all children can achieve the very best, irrespective of the many challenges they face, and we endeavour to provide help and support where it is needed most. We recognise that the progress made by children from disadvantaged backgrounds can be slower than that of children from non-disadvantaged backgrounds and aim to support those who need it most so that they can progress to the best of their abilities. We recognise that there is a gap between the academic achievements of disadvantaged children and others and aim to narrow this gap so that all children leave our school with equal chances in life.

Despite this, we are also aware that not all disadvantaged children need support to progress in line with their peers. A number of our disadvantaged children achieve at or above Age Related Expectations throughout their time in our school. We aim to give all our children a wide range of enriching experiences, both in and out of the school environment, which can foster self-esteem and confidence as well as providing opportunities to succeed and ambitious goals to strive for.

All staff in school are responsible for identifying children who need extra support to keep up with the learning taking place in class. Intervention at the point of learning is crucial to enable children to access the curriculum in the first instance. We provide extra learning opportunities for those who need it with provision based on ongoing formative and summative assessments. Interventions such as this are specifically based on individual needs, not broadly based on assumptions, to enable individual children to make progress in line with their peers. Where possible, interventions are carried out with small groups or individuals. They are precise and concise so that children can still access a broad and balanced curriculum. Many of our disadvantaged children achieve well due to the good quality first teaching on offer at our school so we endeavour to offer opportunities for children to participate in a range of experiences such as clubs and educational visits so that they can improve life skills such as communication, confidence and organisation, as well as find the things that really excite them and ignite their enthusiasm. Many of these and other projects are delivered in conjunction with other organisations and are funded from our PP budget as well as other funding.



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We recognise that behaviour and attitudes are key in making changes and achieving great things and know that as a school, we need to work in partnership with the families of our children in order to ensure the highest engagement from all those in our school family. We know how important good attendance is in so many aspects of school and life and work tirelessly to improve the attendance of all of our children.

## Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions with children show that challenges in language and communication have an impact on learning from the very earliest years of school. This has a direct impact on phonics and reading attainment, including the attainment of disadvantaged pupils, and highlights a need for strong starts in EYFS.
2	Our attendance data for the last 5 years consistently shows attendance, including attendance for disadvantaged children, below 95% (except during the 2020-2021 academic year when national COVID restrictions were in place). Unauthorised absences, including family holidays, account for over 1.5% of absences on average over the last five years..
3	Our assessments, observations and discussions with children and families have identified low levels of engagement. Behavioural, cognitive and emotional engagement is low, including in disadvantaged children and their families. The need for support for some children and families remains high with over 15% of pupils being referred for nurture, positive play and Early Help. Over 75% of referrals are for disadvantaged children. Low levels of engagement directly impact progress and attainment across the curriculum, including the core skills in English and Maths.
4	Our assessments show that the academic attainment gap is beginning to narrow but that more work needs to be done to ensure this trend continues and that all children achieve in line with or above their Age Related Expectations. Gaps in learning are evident in some areas highlighting a need for these gaps to be filled so that children can progress to the best of their ability.



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### Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved and sustained language and communication skills in EYFS.	Percentage of children achieving GLD at the end of Reception to increase to 70% of all children with no significant gap between the number of PP children achieving GLD and the number of non-PP.
Improved and sustained progress and attainment in phonics and reading.	Percentage of children achieving the expected standard to be in line with national averages with no significant gap between PP and non-PP children: <ul style="list-style-type: none"><li>• Year 1 Phonics – 83%</li><li>• KS1 Reading – 75%</li><li>• KS2 Reading – 75%</li></ul>
Improved and sustained attendance for all pupils.	Overall attendance improves to at least 96% with no significant gap between the attendance of PP children and non-PP children. Proportion of unauthorised absences to fall to below 1%.
Improved and sustained progress and attainment in maths.	Percentage of children achieving the expected standard to increase to: <ul style="list-style-type: none"><li>• EYFS maths – 75%</li><li>• KS1 maths – 75%</li><li>• KS2 maths – 85%</li></ul> with no significant gap between PP and non-PP children.
To achieve and sustain improved engagement for pupils and their families, including disadvantaged pupils.	Sustained high levels of engagement by demonstrated by: <ul style="list-style-type: none"><li>• qualitative data from student voice, student and parent surveys and teacher observations.</li><li>• a reduction in the number of referrals for nurture, positive play and Early Help, particularly for disadvantaged children.</li></ul>



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	<ul style="list-style-type: none"><li>• a significant increase in participation in enrichment activities, homework, reading at home, etc.</li></ul>
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### 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: £102,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subscription to Little Wandle Letters and Sounds. Little Wandle programme is delivered to children in EYFS and KS1 for daily phonics and guided reading sessions. The scheme includes regular assessments to identify gaps in learning in individuals.</p> <p>Little Wandle books are used in guided reading sessions and sent home to rehearse and consolidate learning in school.</p> <p>Selection of books to be updated and gaps through lost/damaged books to be replaced.</p> <p>New and existing staff training through scheme resources. Training and coaching for new and existing staff and for the new English lead to be delivered by Trust phonics lead.</p>	<p>The EEF says that, “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. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.”</p> <p><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>1 3 4</p>



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<p>English lead to be released for monitoring support and CPD. New and existing staff to be released for training.</p>		
<p>Teaching of whole class shared reading to be developed in KS1 and 2 so that VIPERS reading comprehension skills are embedded.</p> <p>NFER assessments to be delivered to identify children needing extra support to keep up with expectations.</p> <p>English lead to ensure CPD for all staff involved. New and existing staff to be released for training, lesson studies and coaching in school and in other successful schools.</p>	<p>Reading comprehension strategies are proven to have a high impact.</p> <p><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>1 3 4</p>
<p>Subscription to Power Maths to be delivered with consolidation from White Rose Maths.</p> <p>New and existing staff training through release of staff for training, lesson studies and coaching with Maths lead and Maths Hub. CPD in the Five Big Ideas of Mastery linked to all training for all teaching staff.</p> <p>Release of teachers, TAs and Maths lead.</p>	<p>The EEF’s guidance report, “Improving Mathematics at Key Stages 2 and 3” has many recommendations which relate to the NCETM’s Five Big Ideas for Mastery.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eeef-blog-mastery-and-maths">https://educationendowmentfoundation.org.uk/news/eeef-blog-mastery-and-maths</a></p>	<p>3 4</p>



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<p>Learning environments to be developed to ensure a good range of resources are available for each class and working walls demonstrate the Five Big Ideas and a range of vocabulary which is modelled by staff.</p> <p>TAs deployed to support maths lessons to help identify misconceptions and gaps in learning. Teachers and TAs to intervene at the point of learning.</p> <p>Teaching staff to conduct transition meeting each year and share Ready to Progress Criteria/progress against KPIs.</p>		
<p>Mastery in Number to be delivered in Reception, Key Stage 1 and Year 4 and 5 in addition to the daily maths lesson. TAs deployed to support learning.</p> <p>Staff new to the programme to be released for training.</p>	<p>According to the EEF, “Early numeracy approaches appear to benefit all groups of children, including children from low-income families.”</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-numeracy-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-numeracy-approaches</a></p> <p>MVPS EYFS and KS1 maths data from July 2023 shows an increase in the number of children achieving ARE after taking part in the Mastery in Number lessons.</p>	<p>3 4</p>



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<p>EYFS lead to ensure CPD in planning, teaching and approaches used at MVPS for all staff new to EYFS/MVPS. Staff to be released for training, lesson studies and coaching in school and in other successful schools.</p>	<p>In his book, “Addressing Educational Disadvantage”, Marc Rowland says that, “Early intervention is critical. The earlier that schools intervene, the better the chance of success – giving disadvantaged pupils the best chance of enjoying and thriving throughout their school career.” (page 15)</p>	<p>1 3 4</p>
<p>Develop high quality play and engagement opportunities in EYFS, especially in the outdoor provision. Provision will include developing a language rich environment across all of EYFS Release of EYFS lead to monitor the provision. Purchase of new resources , etc. CPD for all EYFS staff.</p>	<p>Research evidence tells us that:</p> <ul style="list-style-type: none"> <li>• The attainment gap is at its narrowest in the early years.</li> <li>• The effect of strategies and interventions tend to be greater when adopted in the early years.” (page 62)</li> </ul>	<p>1 3 4</p>
<p>CPD on marking and feedback to improve individual written feedback and whole class feedback with specific tasks to move children’s learning forwards.</p>	<p>The EEF says that, “feedback may have a positive impact through supporting pupils to focus future learning on areas of weakness, through identifying and explaining misconceptions, through supporting them in taking greater responsibility for their own improvement or through increasing pupils’ motivation to improve.”</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	<p>1 3 4</p>
<p>INSET and follow up CPD to develop adaptive teaching.</p>	<p>EEF research suggests that teachers should employ certain approaches to support all children, including those with</p>	<p>1 3 4</p>



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<p>SENDCO to monitor developments and provide support.</p>	<p>SEND, to develop independent learning skills.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes">https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1635870019">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1635870019</a></p>	
<p>Delivery of an updated broad and balanced curriculum to appeal to all children's strengths and interests and to equip children with a wider general knowledge of the world around them.</p> <p>Curriculum leaders released to ensure coverage, consistency, high expectations and progression.</p> <p>Resources to be purchased to enrich the curriculum.</p>	<p>The DFE offers suggestions for creating a broad and balanced curriculum evident in case studies in their document, "Teaching a broad and balanced curriculum for education recovery". They suggest that pupils should, "learn from wider experiences such as educational visits and visitors to the school."</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1033448/Teaching_a_broad_and_balanced_curriculum_for_education_recovery.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1033448/Teaching_a_broad_and_balanced_curriculum_for_education_recovery.pdf</a></p>	<p>3</p>



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

Budgeted cost: £51, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Little Wandle Letters and Sounds keep up programme to be delivered to children who need extra support to keep up with the programme.</p>	<p>The EEF says that, “the teaching of phonics should be matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns.”</p> <p><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>The DFE’s “Teaching a broad and balanced curriculum for education recovery,” says that, “Making sure pupils catch up with their reading is the priority, since it is vital for their access to the rest of the curriculum.”</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1033448/Teaching_a_broad_and_balanced_curriculum_for_education_recovery.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1033448/Teaching_a_broad_and_balanced_curriculum_for_education_recovery.pdf</a></p>	<p>1 3 4</p>
<p>YARC assessments used to identify gaps in learning and to track progress in bottom 20% of cohorts from Year 2 to Year 6.</p>	<p>A case study of a successful school detailed in Marc Rowland’s book, “Addressing Educational Disadvantage” shows that</p>	<p>1 3 4</p>



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<p>Daily 1-1 interventions delivered with these children to help them improve fluency and accuracy and to help them keep up with the rest of the class.</p>	<p>prioritising fluency in reading should be a priority in “tackling the literacy gap in the classroom”. (page 26)</p> <p>The DFE’s “Teaching a broad and balanced curriculum for education recovery,” says that, “Making sure pupils catch up with their reading is the priority, since it is vital for their access to the rest of the curriculum.”</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1033448/Teaching_a_broad_and_balanced_curriculum_for_education_recovery.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1033448/Teaching_a_broad_and_balanced_curriculum_for_education_recovery.pdf</a></p>	
<p>Teachers and TAs identify gaps in learning in maths lessons and intervene promptly to enable children to keep up with the curriculum. This can include 1-1 or small group interventions and reteach/preteach sessions.</p>	<p>According to the EEF, “any pupils who do not achieve mastery are provided with extra support through a range of teaching strategies such as more intensive teaching, tutoring, peer-assisted learning, small group discussions, or additional homework.”</p> <p><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>3 4</p>
<p>SALT and C&amp;L groups delivered in EYFS.</p>	<p>The EEF says that, “Overall, studies of communication and language approaches</p>	<p>1 3</p>



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	<p>consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.”</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p>	4
Recovery tutoring/school led tutoring with a focus on reading and/or maths.	<p>According to the EEF, “studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit. One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil’s</p>	1 3 4



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	<p>understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils to spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum.”</p> <p><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>Small group and individual interventions to adapt the timetable and learning to support children who are struggling to manage their social and emotional needs.</p>	<p>The EEF says that, “Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. While targeted approaches to SEL learning seem to have greater impacts on average, approaches should not be viewed in opposition, as most schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs.”</p>	<p>3 4</p>
<p>Nurture group to provide support for children who find it challenging to manage their own social, emotional and behavioural difficulties.</p> <p>Staff to plan, prepare and deliver the provision and to track progress of individuals.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	



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<p>Positive play sessions to support children to manage their own social, emotional and behavioural difficulties.</p> <p>Staff released for training and to deliver the programme.</p>		

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

Budgeted cost: £5, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop a culture of “reading for pleasure” throughout school and the community through:</p> <ul style="list-style-type: none"> <li>• Use of Go Read to track reading frequency at home. Reading diaries provided for those families who prefer. Rewards for regular reading.</li> <li>• Meetings with parents to ensure expectations are shared.</li> <li>• Coaching sessions for groups of parents to model a 1-1 reading</li> </ul>	<p>The National Literacy Trust’s Annual Literacy Survey has found that fewer than 50% of children enjoy reading and fewer than 30% of children read daily.</p> <p><a href="https://literacytrust.org.uk/research-services/research-reports/children-and-young-peoples-reading-engagement-in-2022/">https://literacytrust.org.uk/research-services/research-reports/children-and-young-peoples-reading-engagement-in-2022/</a></p>	<p>1 3 4</p>



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<p>session with their own child.</p> <ul style="list-style-type: none"><li>• Daily story time in each class. The range of books to be updated and widened.</li><li>• School library to be well stocked with new books purchased at least once per term. Books band selections to be updated.</li><li>• Visits to Shirebrook library with all children encouraged to join the library and be responsible for their own library card and books. Parents invited to join each class on their visits.</li><li>• “Time to read” afternoons through the year followed by a reduced price book fayre with a wide range of other quality books available.</li><li>• “Feed the need to read” book fayres with free books available.</li></ul>		
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<p>Further development of the Kindness Curriculum to support wellbeing and develop children’s vocabulary for talking about their own and others’ well-being.</p> <p>Kindness café to reward children who demonstrate the theme each month.</p>	<p>The EEF says that, “Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. While targeted approaches to SEL learning seem to have greater impacts on average, approaches should not be viewed in opposition, as most schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs.”</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>3 4</p>
<p>Highlight the importance of good/improved attendance to children and families.</p> <ul style="list-style-type: none"> <li>• Release of attendance lead to track attendance and monitor effectiveness of actions.</li> <li>• Regular communication with parents, including parents of children whose attendance drops below 96%.</li> <li>• Teachers regularly meet with parents of</li> </ul>	<p>An EEF assessment of research on attendance interventions has found that, “ There is some evidence of promise for several strategies including parental engagement approaches and responsive interventions that target the individual causes of low attendance Positive impacts were found for both parental communication approaches and targeted parental engagement</p>	<p>1 2 3 4</p>



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<p>children with attendance lower than 96%.</p> <ul style="list-style-type: none"><li>• EAL versions of attendance policy to be available.</li><li>• Imposing penalty fines and ensuring parents/carers are aware of the penalty before booking holidays.</li><li>• Administration staff make daily phone calls to ensure absences are authorised where appropriate.</li><li>• PP lead to follow up absences with targeted families.</li><li>• Daily attendance rewards, weekly attendance rewards, termly 100% attendance awards.</li><li>• Breakfast club subsidies.</li></ul>	<p>interventions. The impact was larger for targeted approaches. Responsive intervention in which a member of staff or team use multiple interventions and target approaches specifically to the needs of individual pupils was also found to be effective.”</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1666256121&amp;fbclid=IwAR1QqhAELTTItV7RhWax64NnmAr5wKub1ONH4bI2eAQ5RTFWEPyZG2RQhu8">https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1666256121&amp;fbclid=IwAR1QqhAELTTItV7RhWax64NnmAr5wKub1ONH4bI2eAQ5RTFWEPyZG2RQhu8</a></p>	
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<p>Stay and Play sessions for children in Mini Models and Nursery, inviting parents to attend a session with their child, observing how staff work with children and allowing staff to share good practice with parents, build relationships and help develop engagement from parents from the early years.</p>	<p>The EEF suggests that, “parental engagement strategies are typically more effective with parents of very young children. It is important to consider how you will maintain parental engagement as children get older. For example, providing flexible communications (e.g. short sessions at flexible times) might create opportunities for parents of older pupils to engage with the school. Consider what support you can give to parents to ensure home learning is of high quality. For example, providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes than simply gifting a book to pupils or asking parents to provide generic help to their children.”</p>	1 3
<p>Offer extended hours for Mini Models and Nursery children to allow more flexible provision and therefore allow a greater range of children to attend from the very youngest years.</p>	<p><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>The EEF also says that, “beginning early years education at a younger age appears to have a high positive impact on learning outcomes. It is estimated that children who start to attend an early years setting before</p>	



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turning three make approximately six additional months' progress compared to those who start a year later. Positive effects have been detected for early reading outcomes in the first year of primary school and moderate to high effects have been detected for early language and number skills. There are some indications that the impact of high-quality early years provision is particularly positive for children from low-income families.”

<https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/earlier-starting-age>



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<p>Clear expectations of home learning tasks set each week.</p> <ul style="list-style-type: none"> <li>• Reading – use of Boom Reader to log reading at home.</li> <li>• Spelling practice – books and resources provided.</li> <li>• Times Tables Rock Stars.</li> <li>• Active Learn maths games.</li> </ul>	<p>The EEF have found that homework can have a positive impact, especially for disadvantaged pupils. Homework clubs are found to help overcome barriers such as not having the space or equipment to complete tasks. Digital technology typically has a greater impact.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>	<p>1 3 4</p>
<p>After school homework club/library sessions, including a quiet space, support and the correct equipment.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>	<p>1 3 4</p>
<p>Subsidies for educational experiences to include:</p> <ul style="list-style-type: none"> <li>• Some subsidies for educational visits.</li> <li>• After school clubs provided at no extra cost.</li> <li>• £25 credit available at the school office for disadvantaged children.</li> </ul>	<p>The DFE offers suggestions for creating a broad and balanced curriculum evident in case studies in their document, “Teaching a broad and balanced curriculum for education recovery”. They suggest that pupils should, “learn from wider experiences such as educational visits and visitors to the school.”</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1033448/Teaching_a_broad_and_balanced_curriculum_for_education_recovery.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1033448/Teaching_a_broad_and_balanced_curriculum_for_education_recovery.pdf</a></p>	<p>1 2 3</p>



**Pupil Premium Strategy Statement**

**Model Village Primary School**

**September 2022 – July 2025**

**Total budgeted cost: £158, 000**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Review for 2022-2023 academic year

The data on this part of the strategy statement is based upon Key Stage 1 and 2 performance data, phonics check results and our own internal assessments.

Analysis highlights varied progress and attainment of our pupils between subjects and cohorts.

Areas that were largely successful include EYFS, where children met or exceeded our expectations across various areas of the curriculum. We will look to find the most successful strategies and apply elements of this pedagogy where possible and appropriate in the coming year. Language and communication skills are vital to progression in all other areas of learning and progress data shows that this stands at 78% for July 2023 and attainment for the prime areas stands at 75% - both securely above our target of 70%.

For the second year running, KS1 phonics attainment has improved and been in line with National Averages. Again, the approaches used here will be applied in other areas.

Attainment in KS2 is below our set targets. We will continue to strive for the high expectations we have for our children but acknowledge that the results were largely in line with National Averages.

Attendance continues to be below our targets and this will need to be an important part of the reviewed strategy.

Analysis also shows that disadvantaged children have outperformed non-disadvantaged children in some areas. This is something that we will continue to monitor to ensure all our children leave us with equal chances in life.

The data below demonstrates the outcomes in more detail.

- In July 2023, 68% of all children and 80% of disadvantaged children achieved GLD with a difference of +12%.
- In July 2023:



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- Y1 Phonics. 87% of all children and 88% of disadvantaged children were working at ARE with a difference of +1%.
- KS1 Reading. 67% of all children and 73% of disadvantaged children were working at ARE with a difference of +6%.
- KS2 Reading. 70% of all children and 67% of disadvantaged children were working at ARE with a difference of -3%.
- In July 2023:
  - EYFS maths. 78% of all children and 80% of disadvantaged children were working at ARE with a difference of +2%.
  - KS1 maths. 70% of all children and 64% of disadvantaged children were working at ARE with a difference of -6%.
  - KS2 maths. 73% of all children and 67% of disadvantaged children were working at ARE with a difference of -6%.
- In July 2023, attendance was recorded as:
  - All children – 92.98%
  - Disadvantaged children – 92.2%

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider



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### Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*