

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Maharishi School
Number of pupils in school	232
Proportion (%) of pupil premium eligible pupils	16.4%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Lisa Edwards
Pupil premium lead	Lisa Edwards
Governor / Trustee lead	Dr Ian Birnbaum

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,055
Recovery premium funding allocation this academic year	£7,274
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£42,329

Part A: Pupil premium strategy plan

Statement of intent

Background

Pupil Premium is a Government initiative which was first introduced in April 2011. Maharishi School receives the Pupil Premium grant each financial year from the Department for Education (DfE), with the amount determined by the number of students receiving free school meals (FSM) in the last 6 years, those who are, or have been, looked after in the care of the local authority or are from military families. This funding is provided to ensure that these students are not disadvantaged in any way and receive the necessary support to achieve their full potential.

The DfE gives schools the freedom to use the Pupil Premium grant as they see fit, based on their knowledge of pupils' needs. However, schools are accountable for the use of this additional funding. The use of the Pupil Premium grant is targeted to support a wide variety of highly effective support and intervention strategies.

The purpose of the Pupil Premium Strategy

In England and Wales, statistics indicate that there is a significant gap in the academic performance of pupils who receive free school meals (and/or who are looked after) and those who are not. On average, these pupils underperform academically compared to their peers.

At Maharishi School, we are committed to systematically developing the full potential of every student. We believe that the difference between success and failure comes from dedication, a thirst for knowledge and a commitment to learning. We aim to support and encourage all of our pupils to succeed to the best of their ability regardless of their individual starting points

In addition to providing quality first teaching, we aim to raise achievement and narrow the gap between disadvantaged pupils and their peers through effective deployment of our main budget and the additional funding available to Pupil Premium-eligible pupils.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". We ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Objectives

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged peers both within school and nationally
- Ensure that all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Access a wide range of opportunities to develop their knowledge and understanding of the world

In making provision for socio-economically disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socio-economically disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socio-economically disadvantaged.

Achieving our objectives

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide appropriate nurture and resilience support to guide pupils in their emotional and social development, in particular through Consciousness-based Education and also via a range of additional strategies and interventions as required, including access to a highly-trained family support worker
- Provide all teachers with high quality CPD to ensure that pupils access effective quality-first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition
- Provide all pupils with a chrome book for in-school learning, as well as to support homework and remote learning
- Target funding to ensure that all pupils have access to trips, residentials and first hand learning experiences

- Provide opportunities for all pupils to participate in enrichment activities including DofE, sport, music and theatre visits
- Provide access to frequent and high quality careers education and associated opportunities, such as careers fairs and work experience opportunities
- Provide support with transport to promote attendance
- Track and monitor attendance to provide intervention and support where a need is identified

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principles

We will ensure that teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data, learning walks, book reviews and pupil voice. Class teachers will identify specific intervention and support, at least termly, for individual pupils through: data analysis, pupil progress reviews, class action plan reviews and SEND support reviews.

Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Pupil attendance is not in line with the school target and persistent absence (PA) is above national data
2	Pupils who have experienced early trauma (Adverse Childhood Experiences: ACE's) experience challenges in self-regulation and emotional wellbeing.
3	The attainment gap between disadvantaged and non-disadvantaged pupils has widened further since the school lockdowns.
4	Progress disadvantaged pupils in KS2 maths 2023 is lower than national figures
5	Pupils' vocabulary is limited due to a lack of exposure to the wider world and this, in turn, impacts on their ability to read and comprehend fluently

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
Attendance for pupil premium children improves and persistent absence reduces	School attendance targets are reached and attendance data indicates that the gap to PA national closes year on year
Pupils who have experienced early trauma have access to a range of self-regulation strategies and experience improved emotional wellbeing.	Attendance, exclusion and internal behaviour management data demonstrate increased self-regulation and pupils demonstrate increased positivity in pupil surveys.
Reduce the attainment gap of disadvantaged compared with non-disadvantaged pupils.	Internal and external data shows a reduction in the attainment gap between disadvantaged and non-disadvantaged pupils.
There is no distinction between the progress made in KS2 maths by disadvantaged and non- disadvantaged pupils.	Internal and external data shows that disadvantaged pupils achieve as well as their non-disadvantaged peers.
All pupils have access to a wide range of social, cultural and academic in-school and extra-curricular experiences	Data shows that disadvantaged pupils perform broadly in line with their non-disadvantaged peers in reading and the wider curriculum

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: £4,570

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading - Literacy Lead promotes literacy, provides staff CPD and monitors	Reading is a key determiner for academic success. Closing the reading gap leads to improved	3 & 5

and supports reading interventions £690	confidence, engagement and greater outcomes	
Writing - Writing Lead promotes literacy, provides staff CPD and monitors and supports literacy interventions £690	"...access to effective writing instruction is important, as writing enables pupils to communicate, express their ideas and views, as well as opening up opportunities for success in school across the curriculum." EEF KS1 Literacy Guidance Report	3 & 5
Maths - Numeracy Lead promotes numeracy, provides staff CPD and monitors and supports numeracy interventions £690	Numeracy is a key determiner for academic success and financial competency in adult life	3, 4 & 5
Pupil Premium Leadership and Management - deputy heads & the headteacher work together to identify any staff who would benefit from further CPD to support the learning of vulnerable pupils £2,500	"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils." EEF guide to the Pupil Premium. Staff who feel skilled and confident leading an intervention will see better progress from the children. Through targeted CPD, we hope to see TAs becoming more confident with monitoring and evaluating the interventions which take place, enabling them to evaluate which strategies lead to good progress and how this is measured.	3 & 5

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

Budgeted cost: £19,649

Activity	Evidence that supports this approach	Challenge number(s) addressed
Data analysis - deputy heads & the	Pupils identified by termly data analysis and termly pupil progress	3, 4 & 5

headteacher closely monitor and intervene where the progress of PP pupils is below ARE or below that of non-PP pupils £1,475	meetings with SLT and class teachers	
Small group support maths classes for Y6 targeted pupils, taught by secondary maths teacher £525	Small group tuition teaching strategy from the EEF teacher toolkit. “The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.”	4
Small group support maths classes for Y6 targeted pupils, taught by external maths specialist £900	As above	4
Small group support maths classes across KS3-4, led by maths TA specialist £2,681	As above	4
Small group support English classes across KS3-4, led by English TA specialist £1,541	As above	4
Small group reading intervention for Y6 led by qualified teacher £1,187	Reading is a key determiner for academic success. Closing the reading gap leads to improved confidence, engagement and greater outcomes	3 & 5
Small group maths support for targeted KS4 secondary phase pupils led by qualified teacher £7,000		4

Secondary phase homework catch-up clubs offered by all teachers £1,250	Homework strategy from the EEF teacher toolkit “Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.”	3, 4 & 5
1:1 pupil progress meetings between targeted Year 11 students and staff mentors. £160	Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collected responsibility for PP children’s progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.	3, 4 & 5
IDL subscription online dyslexia/literacy resource KS1-4 £980	Reading is a key determiner for academic success. Closing the reading gap leads to improved confidence, engagement and greater outcomes	3 & 5
Rapid Phonics subscription online phonics catch-up resource for KS2 £295	Reading is a key determiner for academic success. Closing the reading gap leads to improved confidence, engagement and greater outcomes	3 & 5
Class Action Plans £655	To identify underperformance and track interventions and pupil progress	3, 4 & 5

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

Budgeted cost: £22,833

Activity	Evidence that supports this approach	Challenge number(s) addressed
Careers mentoring - Pupil Premium learners prioritised and, where needed,	The Gatsby Benchmark sets out a framework of eight guidelines about what makes the best careers provision in schools and colleges	1 & 3

receive additional support. £1,487	EEF: “Young people who have a good understanding of what they need to do in school to achieve their career ambitions ... do a lot better economically later in life than their peers”.	
Attendance administration assistant £1,095	EEF: “Interventions may well be one part of an effective Pupil Premium Strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour.”	1
Headteacher, deputies and family support worker monitor and support the attendance, engagement and readiness to learn of PP pupils £1,510	As above	1, 2, 3, 4 & 5
Extra-curricular clubs and trip support £600	“Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling.” Social Mobility Commission research	1, 2, 3, 4 & 5
Equipment, uniform and subject supplies £1,000	Removing potential barriers to participation increases attendance	1
Interventions and support led by family support worker £2,440	EEF: “Social and emotional learning interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions”.	1, 2, 3, 4 & 5

Inclusion officer £8,759	Improving outcomes for pupils by providing support to overcome barriers to learning both inside and outside the school.	1, 2, 3, 4 & 5
Social skills group £2,761	EEF: "Social and emotional learning interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions".	1, 2, 3, 4 & 5
Drawing and Talking therapy - The Shame about Trauma £2,381	EEF: "Research on ACEs demonstrates that being exposed to four or more significant adverse experiences tends to affect children and teenagers' behaviour as well as their physical and mental health, both immediately and throughout their lives. This is a relatively new field of research and it appears that interventions can reduce the harmful effects...".	1, 2, 3, 4 & 5
Other Support: Transport, Breakfast club, Data management, Finance management, Technology £800	Tracking and monitoring progress to implement interventions effectively. Removing barriers to participation increases attendance.	1, 2, 3, 4 & 5

Total budgeted cost: £47,052

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.

Attendance

The introduction of a part-time attendance administrator has enabled closer monitoring of attendance and persistent absence. Although persistent absence figures still remained higher than desired, the attendance of most pupils contacted regarding their absence rates steadily improved after each intervention; resulting in overall school attendance figures which were similar to national figures:

- Whole school attendance in July 2023 was 92%
Combined national attendance in July 2023 was 92.5%
- Primary phase attendance in July 2023 was 94%
National primary attendance in July 2023 was 94%
- Secondary phase attendance in July 2023 was 89%
National secondary attendance in July 2023 was 90.7%

Exclusion and suspension data

Internal data showed a decrease in the disproportionality of disadvantaged pupils receiving exclusions and suspensions.

Writing

The table below shows a comparison of all pupils achieving equal to or greater than their EYFS or KS1 predictions in writing.

2022	2023
Y1 - 75%	Y2 - 82%
Y2 - 73%	Y3 - 100%
Y3 - 89%	Y4 - 100%
Y4 - 88%	Y5 - 94%
Y5 - 75%	Y6 - 83%

GCSE data

There was no significant difference between the achievement of disadvantaged pupils and their non-disadvantaged peers. Average grade 4.4 v 4.6.

School Ebacc entry was 94% compared with 39% nationally.

School Ebacc point score was 4.76 compared with 4.27 nationally.

Reading and the wider curriculum

Data shows that disadvantaged pupils perform broadly in line with their non-disadvantaged peers in reading and the wider curriculum across both phases and at GCSE level in 2023.

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
Talk for Writing (primary)	Pie Corbett
White Rose Maths (primary and secondary)	White Rose Maths
IDL Online dyslexia/literacy resource (primary and secondary)	IDL
Boxall Profile for assessing pupils' social, emotional and behavioural needs	Boxall Profile
Science, history, geography and ICT (primary)	Discovery Education
Access to SATS papers (primary)	Testbase
Access to GCSE past papers (secondary)	Exampro
Practice grammar and punctuation papers (primary)	SPAG.com
Lesson plans and teaching resources (primary)	Hamilton Trust

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Additional pupil premium strategies that did not require PP funding or recovery premium include:

- Additional access to support for Transcendental Meditation (or Word of Wisdom for younger pupils).
- Consciousness-based Interdisciplinary Studies sessions to refocus pupils' attention on connecting the Self to one's learning and to the world around us.
- The Duke of Edinburgh bronze award (DofE) is accessed by almost all pupils, including disadvantaged, in year 9. DofE focuses on building life skills such as confidence, resilience, and socialising. The Duke of Edinburgh silver award is offered in year 10.
- Dungeons & Dragons groups at the secondary phase provide opportunities for self development during evening and weekend sessions.
- The School Magazine Team is open to all primary and secondary phase pupils who learn about collaboration, teamwork and attention to detail through their role within the team.
- All pupils attended an assembly led by a former pupil and Oxford University Outreach Worker. A small group of pupils had the opportunity to visit Lady Margaret Hall College, Oxford University.