



Measham CE Primary School

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (funding to help improve the attainment of our disadvantaged pupils. This forms part of our 3 year strategy.

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	Measham CE Primary School
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	July 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Hannah Carter Acting Headteacher
Pupil premium lead	Hannah Carter Acting Headteacher
Governor / Trustee lead	Sarah Pemberton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,595
Recovery premium funding allocation this academic year	£8,990
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£87,585

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

For all of our pupils (disadvantaged and not) we aim to enhance:

- ✓ oral language skills
- ✓ address SEMH concerns within our bespoke well-being offer
- ✓ improve motor skills
- ✓ increase basic numeracy skills
- ✓ offer increased reading opportunities via reading books matched to phonics and reading for pleasure
- ✓ ensure children have access to quality first teaching with targeted intervention

We expect all pupils (disadvantaged or not) to engage in all aspects of school life equally.

We experience some common barriers to learning for our disadvantaged children:

- ✓ less support at home
- ✓ weak language and communication skills
- ✓ lack of confidence
- ✓ more frequent behaviour difficulties
- ✓ poorer attendance and punctuality issues

There may also be complex family situations and children suffering from ACES that prevent children from flourishing. The challenges are varied.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- ✓ Ensuring that teaching and learning opportunities meet the needs of all the pupils
- ✓ Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- ✓ When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- ✓ We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- ✓ Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

- ✓ The range of provision the Governors consider making for this group include and would not be inclusive of:

- ✓ Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- ✓ To allocate a 'Catch Up' Enhanced Teaching Assistant to each Year Group - providing small group work focussed on overcoming gaps in learning
- ✓ support
- ✓ Additional teaching and learning opportunities provided through trained ETA's or external agencies
- ✓ All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- ✓ Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- ✓ Additional learning support.
- ✓ Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- ✓ Behaviour support for our most challenging children

Challenges

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

Challenge number	Detail of challenge
1	Internal assessments indicate that our pupil premium children are not making as rapid progress in reading, writing and maths as non-pupil premium children.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are most evident from EYFS through to Year 2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	Many of our pupil premium children do not have the rich and varied experiences as non-pupil premium children seem to have meaning knowledge of the world and vocabulary acquisition is limited
5	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic.
6	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.

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
Progress in Reading	Achieve national average progress scores in KS2 Reading by 2023/24
Progress in Writing	Achieve national average progress scores in KS2 Writing by 2023/24
Progress in Mathematics	Achieve national average progress scores in KS2 Maths by 2023/24
Other	Ensure attendance of disadvantaged pupils is above 96%
Improved attitudes to learning	Reduction of behavioural issues on CPOMS Reduction in referrals to ELSA
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

Activity in this academic year

This details how we have spent 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: £37,585

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for all pupils. English and Maths CPD is ongoing and disseminated during staff meetings Maths and English are high priority on school development plan and CPD plan.	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Sutton Trust – quality first teaching has direct impact on student outcomes. Training and supporting highly qualified teachers deliver targeted support.	1 2 3 4

Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £38,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Establish small group interventions for disadvantaged pupils falling behind age-related expectations</p> <p>To deliver ELSA to help children and young people learn to understand their emotions and respect the feelings of those around them</p> <p>Implement NELI language intervention for increased vocabulary development</p> <p>Continuation of Lexia Reading Core5 programme 3x weekly. 1:1 tuition to develop language skills and recognition of spelling patterns to enhance comprehension and inference in reading and organisation and composition in writing. Purchase additional iPads</p>	<p>Having analysed our cohorts, we have identified that the Year 5 cohort need support to address gaps in reading for boys and maths.</p> <p>Due to Covid we have identified that children in Year 1 and Year 2 have gaps that could be effectively addressed through intensive tuition.</p> <p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area.</p> <p>Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	All
<p>Forest School sessions to build on characteristics for learning and develop positive wellbeing. Each class to receive one morning per week for a half term block throughout the year</p>	<p>Forest school activities provide opportunities for visual, auditory and kinaesthetic learning within each activity. Forest school activities enable all children to achieve with a degree of challenge,</p>	4 5 6

	<p>building confidence and self-esteem and encouraging the perseverance that will help to build resilience.</p> <p>The effects of long-term forest school programmes build on the resilience, confidence and wellbeing of children and children's resilience and confidence</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Emotional Literacy Support Assistant (ELSA) to support PP children – promoting the emotional literacy of children. Provide additional support at lunchtimes and break times</p> <p>Exciting trips and visits will be planned to enhance the curriculum including residentials for Year 5 and 6 and a whole school Pantomime visit to school (cultural capital)</p> <p>Improving readiness to learn for the most disadvantaged pupils- include purchasing of resources to support class-based learning</p> <p>Forest School sessions to build on characteristics for learning and develop positive wellbeing</p> <p>Subsidising visits – including residential, day visits and clubs enabling all children have access to a range of clubs and cultural activities</p> <p>Music tuition and hire/purchasing of instruments</p> <p>Additional PE kits bought to allow to participate fully in sport to raise self-esteem</p>	<p>Children who are exposed to these have an enhanced knowledge and understanding of the world. When finance isn't a factor for families, they almost always want their children to experience these</p>	<p>4 5 6</p>

<p>Additional school uniform purchased to ensure PP children don't feel disadvantaged at school compared to their peers</p> <p>Sports coach employed to run activities/games at lunchtime to engage more sporty children and to further reduce behavioural incidents</p>		
<p>School to School Graduated Response Practitioner (Oakfield) to spend time in school to offer strategies to support children who are having difficulty accessing their learning through behavioural issues and management of their own behaviour.</p>	<p>Staff will follow the recommendations made by the School to School Graduated Response Practitioner who will have been out to make observations of targeted pupils and make recommendations</p> <p>The School to School Graduated Response Practitioner will implement the recommendations alongside staff supporting the pupils from school</p>	<p>5 6</p>
<p>Parents are invited in to join phonics/reading workshops to help parents to become engaged in their child's learning, particularly reading. There are also videos on our website which parents can watch and refer to too.</p>	<p>Reading and sharing stories can:</p> <ul style="list-style-type: none"> -help your child get to know sounds, words and language, and develop early language skills -learn to value books and stories. -spark your child's imagination and stimulate curiosity -help develop your child's brain, ability to focus, concentration, social skills and communication skills -encourages quality time together -promotes discussion about the stories/texts and other issues which may arise as a result of reading the book 	<p>3 4</p>

Total budgeted cost: £87,585

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 2021 to 2022 academic year.

Actions	Impact
<p>Quality first teaching for all pupils. English and Maths CPD is ongoing and disseminated during staff meetings</p> <p>Maths and English are high priority on school development plan and CPD plan.</p> <p>Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place.</p>	<p>Teaching continues to improve</p> <p>Staff are well training and best placed to support children- CPD needs identified in line with SDP making sure that teaching and learning is high quality for all pupils</p>
<p>Establish small group interventions for disadvantaged pupils falling behind age-related expectations</p>	<p>Children received 1:1 or small group work working on specific targets identified by the class teacher. Learning has been moved on with most children making good progress from their starting points. Standards achieved by pupils eligible for PP continues to at least match that of other pupils to narrow the gap.</p>
<p>Emotional Literacy Support Assistant (ELSA) to support PP children – promoting the emotional literacy of children. Provide additional support at lunchtimes and break times.</p>	<p>Improved emotional literacy – children able to deal with conflict, more resilient. Children becoming more self-confident.</p>
<p>Implement NELI language intervention for increased vocabulary development</p>	<p>Communication and language scores end of EYFS 2022: Listening, attention, understanding: 86% Speaking: 83%</p>
<p>Continuation of Lexia Reading Core5 programme 3x weekly. 1:1 tuition to develop language skills and recognition of spelling patterns to enhance comprehension and inference in reading and organisation and composition in writing. Purchase additional iPads</p>	<p>Lexia has continued throughout the year tracking children's progress and individual targets. The program is accessible at home.</p> <p>Learning has been moved on with most children making good progress from their starting points. Standards achieved by pupils eligible for PP continues to at least match that of other pupils to narrow the gap.</p>
<p>Forest School sessions to build on characteristics for learning and develop positive wellbeing. Each</p>	<p>Children becoming more resilient when facing challenges. Boosting self-esteem, encouraging team work and problem solving strategies – promoting independence, encouraging the</p>

class to receive one morning per week for a half term block throughout the year	perseverance that will help to build resilience Good progress in class based learning.
Exciting trips and visits will be planned to enhance the curriculum including residential for Year 5 and 6 and a whole key stage theatre visit (cultural capital) with families	We have increased the number of trips/visits this year. Cost is not a barrier for families. However, this has still been impacted by the pandemic somewhat.
Improving readiness to learn for the most disadvantaged pupils- include purchasing of resources to support class based learning Forest School sessions to build on characteristics for learning and develop positive wellbeing	Children becoming more resilient when facing challenges. Boosting self-esteem, encouraging team work and problem solving strategies – promoting independence. Good progress in class based learning.
Music tuition and hire/purchasing of instruments	Improvement in self-confidence, patience and perseverance - developing characteristics essential for lifelong learning.
Additional PE kits bought to allow to participate fully in sport to raise self-esteem.	Development of perseverance, resilience, self-confidence and have the opportunity to attend a wide range of sporting events.
Additional school uniform purchased to ensure PP children don't feel disadvantaged at school.	Children feel a sense of belonging and pride – raising their self-esteem and confidence. In turn this filters through to their academic work allowing them to make good progress.
Sports coach employed to run activities/games at lunchtime to engage more sporty children and to further reduce behavioural incidents	Improvement in self-confidence and perseverance - developing characteristics essential for lifelong learning. Reduction in lunchtime incidents