

Pupil premium strategy statement – Messingham Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Messingham Primary
Number of pupils in school	251
Proportion (%) of pupil premium eligible pupils	8% (21/251)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	31.12.21
Date on which it will be reviewed	31.12.22
Statement authorised by	R.Hutchings Headteacher
Pupil premium lead	R.Hutchings Headteacher
Governor / Trustee lead	H.Frost Pupil Premium Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,301
Recovery premium funding allocation this academic year	£3045
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	£24,346

Part A: Pupil premium strategy plan

Statement of intent

At Messingham Primary, it is our intention that all pupils, regardless of background or personal challenges can access our values based, thematic approach to learning, where cross-curricular links bring learning to life. Within the unique context of our community, our pupil premium strategy focus is to support disadvantaged pupils in achieving high attainment in all subject areas, including those who are already high achievers.

The challenges faced by vulnerable children at Messingham is constantly monitored and the activities set out in this strategy plan are to ensure that their needs are supported, both academically and personally.

We change our topics frequently in EYs and KS1 and together with high-quality teaching, this ensures learning is fresh and exciting for our younger learners, effective in holding their interest and attention, whilst enabling them to develop the appropriate knowledge and skills. This also impacts on closing the disadvantage attainment gap but also benefits the non-disadvantaged pupils' progress. At Messingham, we have the intention that all pupils' progress will be sustained and improved.

For those disadvantaged pupils, in this education recovery phase following the pandemic, who were worst affected during lockdowns and during isolations, the National Tutoring Programme will provide targeted support alongside the other wider school plans.

Through our clear and progressive curriculum, common challenges and through recognising the individual needs of disadvantaged pupils at Messingham we will ensure that all pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We know that children in our context need essential life skills and an understanding of their role in the world.

The effective teaching, learning and assessment will meet the needs of all pupils through the rigorous analysis of data and through examination of gaps in learning. Class teachers will identify through the class pupil premium plan, specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from our pastoral team.

Messingham is a village and civil parish in North Lincolnshire, England. Messingham Primary has a mixture of straight and mixed year group classes across both key stages. We are slightly larger than an average sized primary school and almost all pupils are of White British heritage. The proportion of pupils known to be eligible for the pupil premium, which is additional funding provided by the government for children in local authority care, pupils known to be eligible for free school meals and pupils whose parents are

serving in the armed forces, is well below the national average. The percentage of disabled pupils and those with special educational needs supported at school action is below average.

Out of the 21 disadvantaged children at Messingham, 67% in Reading, 71% in Writing and 71% in Maths are working at or above age related expectations

Challenges

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

Challenge number	Detail of challenge
1	Progress in writing was disrupted over the lockdowns with some disadvantaged children not receiving the provision at home that matched that of other peers
2	As a result of Covid it was found that some disadvantaged children had greater difficulties with phonics than their peers
3	On reviewing children returning to school it was found that some disadvantaged children had been more greatly impacted than their peers by the school closures. As part of this the school observed that children's well-being and self-esteem and it was observed that these children needed to have support for their social and emotional needs.
4	As a result of a survey children found it difficult to explain the school's current marking policy, also having difficulty recalling how this would impact on their learning. Changes were made to the marking policy as a result.
5	As a result of an internal review the school's curriculum was narrow and did not reflect on the needs of the children in the school. The incoming Deputy HT worked with the current curriculum leader in order to facilitate changes to the curriculum design so it was a more bespoke and fit for purpose curriculum aligned to the unique needs of the children in the school.
6	Children from disadvantaged families to access breakfast club from November 2021 to support transition to school and enable additional support to families.

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
Children show improved outcomes in their writing (more children making progress from their baseline starting points.)	Review of data in July 2022 shows an improvement in progress data. Some children who are making smaller steps will show progress in their books

<p>Disadvantaged children make similar progress to their peers in phonics, thus enabling them to become better readers at an early age.</p>	<p>For Little Wandle to be introduced in the school and interventions carefully targeted to support disadvantaged and others in the school. This will then show improved progress from baseline starting points to end of year results in Reading in EYFs and KS1</p>
<p>Additional nurture sessions provide emotional support and stability for disadvantaged children helping them feel safer and more secure in the school environment.</p>	<p>Pupil Voice recognises the additional support that has impacted on children, and children share the impact this has had (soft impact)</p>
<p>Curriculum change enables more opportunities for children to explore their own interests and the wider world around them.</p>	<p>Opening up children to a world beyond Messingham with the design of a bespoke curriculum. The children of the school respond to the changes in curriculum in a positive manner – shown through pupil voice. (soft impact)</p>
<p>Breakfast Club and potentially an after school child care provision will provide support for lower income families and potentially enable them to pursue work/college opportunities</p>	<p>Numbers of children accessing the wrap around care go up and families are supported – parent survey to ascertain the benefits of the provision and children have a better start to the day</p>
<p>Social and Emotional learning interventions with disadvantaged children to support the progress that the children make in school leading into the SATS.</p>	<p>Pupil Premium group of children begin to receive social and emotional interventions from experienced staff in order to prepare them for the SATS in Year 6. SATS results analysed in Year 6 for better progress from the selected group</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.

Activity 1 Phonics – Introduction of ‘Little Wandle’

Budgeted cost: £3450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Little Wandle to replace ‘letters and sounds’ and work with a complete synthetic phonics program.	Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. (EEF)	2,3,5

Activity 2 - Training opportunities provided for all staff to be trained for the Little Wandle Reading Program

Budgeted cost: £3000 (Each TA and Teacher completes 11 hours of training. Time allotted in school and INSET days where TA’s are asked to come into school

Activity	Evidence that supports this approach	Challenge number(s) addressed
Using Pupil Premium funding, to ensure that ALL staff are adequately trained to support young readers	EEF - Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.	1,2

Activity 3 - Targeted academic support (From February 2022 – Additional teacher to be available for 1-1 and small group interventions)

Budgeted cost: £3360 (based on £160 per pupil) – Teacher returning from Maternity in March/April.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Using Pupil Premium funding, and Recovery premium funding to support disadvantaged children through interventions	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. (EEF)	1,2,3,4,

Activity 4 - Pastoral Lead provides support for behaviour, well-being and counselling as part of social and emotional learning interventions

Budgeted cost: £3900 (equivalent of 2 hours per day for Level 3 TA)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral lead provides nurture, well-being and support for children (post lockdowns)	EEF = Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning	1,2,3,4,5,6

Activity 5 - Subsidised costs for disadvantaged children to attend school trips and other activities including the Year 6 PGL trip

Budgeted cost: £1800 (6 x £300) to fund the Year 6 trip for disadvantaged pupils

Activity	Evidence that supports this approach	Challenge number(s) addressed
All school trips, activities and other paid for opportunities will be subsidised to support giving greater	"Pupils funded through the pupil premium benefit from additional adult support. Funds are also used to make sure that they can take part in all activities including after-school clubs,	3, 5

opportunities to disadvantaged group	visits and residential trips” Council for learning. These opportunities will support the children in gaining confidence and not feeling different from their peers	
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Activity 6 - Free access to Breakfast Club for disadvantaged children

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free access to the school's newly introduced Breakfast Club (Currently being accessed by 4 children at £5 per day per child	EEF = Enrichment activities without a specific focus on learning can have an impact on attainment, although can be lower. These interventions may, however, be beneficial for their own sake outside of any attainment impacts.	5

Activity 7 – Curriculum changed (Bespoke to Messingham School)

Budgeted cost: £1800 – Resources, time and development

Activity	Evidence that supports this approach	Challenge number(s) addressed
Through research, staff, pupil and parents voice a bespoke curriculum was designed to support disadvantaged and other children at Messingham to learn skills and knowledge of the wider world.	Ofsted identified curriculum quality as having two components: intent and implementation, with 'intent' broken down into rationale, ambition and concepts. A raising of standards and expectations was clearly needed at Messingham in order to give all children the skills they need to progress and develop.	3

Activity 8 - Targeted academic support (1-1 interventions using designated TA)

Budgeted cost: £4000 (based on 400 hours @ £10 per hour) – designated TA in role reporting directly to class teachers

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Using Pupil Premium funding, and Recovery premium funding to support disadvantaged children through interventions	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.	1,2,3,4,
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Total budgeted cost: £24,310

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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?	N/a
What was the impact of that spending on service pupil premium eligible pupils?	N/a