

# Pupil premium strategy statement – Messingham Primary School

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	261
Proportion (%) of pupil premium eligible pupils	15/261 = 5.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	<i>Mr R Hutchings</i>
Pupil premium lead	<i>Mr R Hutchings</i>
Governor / Trustee lead	<i>Mrs H Frost (Pupil Premium Governor)</i>

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,775
Recovery premium funding allocation this academic year	£6,314
Pupil premium (and recovery premium) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£27,089</b>

# 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.

At the heart of our approach is high-quality teaching focussed on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum. We also provide a sympathetic learning environment that is bespoke to the needs of all children inclusive of disadvantaged children with the primary aim of enabling children to catch up and return to the main class.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills through the school's wider values based education that underpins our curriculum enabling the children to be immersed in ethical vocabulary and opportunities that will support their journey into the next phase of their education.

**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 15 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, this has continued to be the case over the last year.
2	As a result of Covid it was found that some disadvantaged children had greater difficulties with phonics than their peers
3	The school observed that children's well-being and self-esteem was lower in this group in some cases than in non-pupil premium children.
4	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 bespoke curriculum was created with the purpose of providing a diverse learning opportunity for all children inclusive of pupil premium
5	Children from disadvantaged families to access breakfast club from November 2021 to support transition to school and enable additional support to families.
6	Additional support given to Year 2 class (affected by teacher absence)

## 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 2023 to show an improvement in progress data. Some children who are making smaller steps will show progress in their books
Disadvantaged children make similar progress to their peers in phonics, thus	For Little Wandle to be monitored in the school and interventions carefully targeted

enabling them to become better readers at an early age.	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
Additional nurture sessions provide emotional support and stability for disadvantaged children helping them feel safer and more secure in the school environment.	Pupil Voice recognises the additional support that has impacted on children, and children share the impact this has had (soft impact)
Curriculum change enables more opportunities for children to explore their own interests and the wider world around them.	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)
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	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
Social and Emotional learning interventions with disadvantaged children to support the progress that the children make in school leading into the SATS.	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

## 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 – Imbedding of ‘Little Wandle’ program

Budgeted cost: £3950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Little Wandle to replace ‘letters and sounds’ in 2020/21 and work with a complete synthetic phonics program. Training for all staff including reading volunteers	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. This training is extended to reading volunteers so children receive same standard of reading/phonics support	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 2023 – Additional teacher to be available for 1-1 and small group interventions in EYFS supporting with Phonics)

Budgeted cost: £4485 (based on £195 per day cost for teacher)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Using Pupil Premium funding, and Recovery premium funding to support disadvantaged children through interventions in EYFS for phonics and early reading.	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,
Using Pupil Premium funding, and Recovery premium funding to provide additional support and bespoke learning opportunities in EYFS area for 3/38 children in receipt of Pupil Premium	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,

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

Budgeted cost: £4900 (equivalent of 2 ½ 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

## Activity 5 – Subsidised costs for disadvantaged children to attend school trips and other activities including the Year 6 PGL trip as well as ensuring children are not disadvantaged in opportunities (cheerleading showcase, Young voices and have same PE kit etc)

Budgeted cost: TOTAL = inclusive of £1580 (4 x £395) to fund the Year 6 trip for disadvantaged pupils + £1320 other educational trips (Science Museum, as well as the purchase of Costumes/uniform for cheerleading showcase and school) this sum is inclusive of enabling children to travel to these events.

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 opportunities to disadvantaged group	Funds are also used to make sure that they can take part in all activities including after-school clubs, visits and residential trips” Council for learning. These opportunities will support the children in gaining confidence and not feeling different from their peers	3, 5
Cheerleading Showcase involving over 190 children (Costumes T-Shirts needed for event).	As above	3, 4, 5, 6
Transport to the Cheerleading showcase and other activities to enable children in receipt of pupil premium to participate.	As above	

## Activity 6 - Free access to Breakfast Club for disadvantaged children

Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free access to the school's newly introduced Breakfast Club (Currently being accessed by 2 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 Small Group Catch up for phonics in KS2

2 x children Budgeted cost: 1 hour 30 per week per child = £2958

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle expanded to include Year 6 children who have difficulty with spelling	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 8 HLTA Support in KS1

1 x HLTA to be shared in KS1 class as an additional support for early reading support 1 x morning per week = £3420

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional HLTA small group work with designated children inclusive of Pupil Premium children to develop early reading.	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

**Total budgeted cost: £27,113**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Education outcomes for primary pupils:2021-2022

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics screening results and our own internal assessments. The children achieved an overall pass of 92% in phonics (20/22) the one child in receipt of PPG in this class did not achieve the phonics pass screening however their screening test went from 6 to 29 by the end of the year. They will continue to receive phonics support moving into Year 2.

In KS1 the school achieved an expected standard of 77% in Reading, 69% in writing and 83% in Maths. There was one child in this group in receipt of PPG who achieved Greater Depth in reading, writing and maths.

In KS2 final tests the school achieved the expected standard of 91% in reading, 81% in writing and 84% in Maths. There were 7 children in receipt of PPG out of these achieving the expected standard or better the results were 85% in reading, 71% in writing and 71% in Maths. The progress of the children from KS starting points showed that in reading 2 of the 7 children made strong progress (one child going from WTS to GDS) with none making negative progress from their KS1 starting points. In Writing the progress showed that one child made strong progress with none making negative progress from their starting points and finally in Maths out of the 7 children 1 child made strong progress and one child negative progress from their starting points.

#### Wider outcomes, for primary and secondary pupils:

Using the values based education approach and giving the children a number of leadership opportunities in Year 5 and 6 the children developed their overall confidence and when using pupil voice are far more likely to understand what they are good at in school and where they can develop further. Behaviour and learning behaviours are excellent across all year groups and children come to school ready to learn and have a kindness and empathy with each other based on a mutual respect with the staff who support them.

### Externally provided programmes

Programme	Provider



## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. That will include:

- Working in partnership with a qualified PE teacher who supports the learning in PE lessons with the Teacher (as part of the Sports Premium funding) in order to develop CPD amongst staff and to give the children greater learning opportunities in sport.

### **Planning, implementation and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected as well as wanting to ensure that the three year plan (Inclusive of Little Wandle) would be evaluated over a 3 year period so we could best judge value for money in this area.

We used the EEF's families of schools database to look at the performance of disadvantaged pupils in school like ours. And we looked at several reports, studies and research papers about effective use of pupil premium and the intersection between socio-economic disadvantage and SEND.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit. We have also put a sharp focus on supporting teachers to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff, such as Physical Education. This has also included additional training for teachers with 2 x members of staff now accessing the NPQSL program, 2 x NPQML, 1 x NPQEL and a number of TA's going on to undertake the HLTA training. The schools has also accessed training in White Rose Maths for Early Years and KS1 as well as beginning to look at 'Talk for Writing' which will be reviewed and piloted over the summer term.

We have used the EEF's implementation guidance to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality improvement to secure better outcomes for pupils over time.