

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	268
Proportion (%) of pupil premium eligible pupils	19/268=7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022/2023 to 2024/25
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Mr R Hutchings
Pupil premium lead	Mr R Hutchings
Governor / Trustee lead	Mr R Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,655
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£18,655

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 and every member of the school can be the best version of themselves. 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, regardless of their starting points.

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 EYFS 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. Thus facility is a separate space that is used by a number of adults and children for Little Wandle interventions, booster sessions and to enhance learning.

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. This 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 School has 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 18 disadvantaged children at Messingham, 63% in Reading, 53% in Writing and 58% 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 has seen slower progress being made by disadvantaged children when compared with non-pupil premium children. This began during lockdown and has continued to be the case over the following years.
2	Some disadvantaged children have greater difficulties with phonics than their peers and require additional support.
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	A priority for the school is to give opportunities for children from disadvantaged backgrounds to be challenged (especially the most able)
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 3 class (who were affected by teacher absence for the whole of last year)

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 across year groups in 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 to support disadvantaged and others in the school. This will then show improved

enabling them to become better readers at an early age.	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)
More challenge for the most able	Children from disadvantaged backgrounds have access to be challenged (most able reader/writer/sports events)
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
Additional adults support writing in Year 3.	More children are secure in basic skills in writing having been able to close the gap with children from non pp backgrounds.

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 – Supporting the further growth of ‘Little Wandle’ program

Budgeted cost: £4370, inclusive £3950 (Little Wandle) + £420 Amazon Fire Tablets

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Little Wandle in order to follow a complete synthetic phonics program. Training for all staff including reading volunteers to support all children inclusive of disadvantaged	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
Purchase of 6 x Amazon Fire in order to facilitate children/families who need Ebook system	As above	2,3,5

Activity 2 – Training opportunities provided for all volunteer readers as well as new/existing 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 TAs 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
Using the above to ensure that volunteers also have access to training (there are 5 x volunteer readers at Messingham)	As above	1.2

Activity 3 – Pastoral Lead provides support for behaviour, well-being and counselling as part of social and emotional learning interventions

Budgeted cost: £5500 (equivalent of 2 ½ hours per day for Level 3 TA = £4950) + Training for drawing and talking (£600)

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
Additional training for talking and drawing for 2 x more adults in the school.	As above	1,2,3,4,5

Activity 4 – 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 £1390 (2 x £395) to fund the Year 6 trip for disadvantaged pupils + £600 other educational trips (Yorkshire Wildlife Park, The Humber Bridge), this sum is inclusive of enabling children to travel to these events.

Activity	Evidence that supports this approach	Challenge number(s) addressed
For 2 x children to attend the residential PGL trip in Year 6.	Funds are also used to make sure that disadvantaged children 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
All school trips, activities and other paid for opportunities will be subsidised to support giving greater opportunities to disadvantaged group	As above	3,5

Activity 5 - Free access to Breakfast Club and After School wrap around care for disadvantaged children

Budgeted cost: £5700 = to £3800 (morning) + £1900 (afternoon)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free access to the school's Breakfast Club (Currently being accessed by 4 children at £5 per day per child in the morning).	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
This is repeated for the afternoon wrap around care for 1 child at £10 per 2 hour session.	As above	5

Activity 6 Support given for more able to be challenged

Access to trips, special events (talented writer program). = £1200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>2 x children to be able to given free access to the gifted program for maths and writing.</p> <p>Children to take part in sporting events (cost of transport) clothing</p>	<p>The DfE has researched that children from disadvantaged backgrounds should receive just as much focus as less academically able pupils (November 2021).</p> <p>At Messingham there are a small number of children from disadvantaged backgrounds who have been highlighted for being more able.</p>	2,3,5

Activity 7 – HLTA to support interventions in Year 3

Budgeted cost: £3420 = 1 x HLTA in lower KS1 class as an additional support for writing interventions and securing of basic skills

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>From Summer 1 term, cover has been assigned for one of the school's HLTA's to move across to lower KS1 on order to provide interventions for targeted children including those from a disadvantaged background* Focus on introducing the children to a rich vocabulary to support their reading/writing</p>	<p>EEF = 'While exposure to rich language is important, research has shown that explicit instruction and practice with new words is necessary for pupils to develop a deep understanding of vocabulary. Wide reading should be encouraged and scaffolded, with explicit opportunities to explore, discuss and apply new vocabulary pupils are exposed to when they read.'</p>	6

*In 2022/23 the Year 2 class did not have a substantive teacher for long part of the year due to absence and there are still some gaps in learning.

Total budgeted cost: £24,580

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Education outcomes for primary pupils:2022-2023

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 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 79% in phonics (26/33) the one child in receipt of PPG in this class did not pass the phonics pass screening however their screening test went from 6 to 27 by the end of the year. They will continue to receive phonics support moving into Year 2. There was one child in receipt of Pupil Premium support who did manage to pass the screening when retested in Year 2.

In KS1 the school achieved an expected standard of 60% in Reading, 53% in Writing and 53% in Maths. There was one child in this group in receipt of PPG who achieved a 'working towards' assessment in all areas. This class did not have a substantial teacher from October, hence the plans to support via quality first teaching and interventions as the children move through KS2.

In KS2 final tests the school achieved the expected standard of 77% in reading, 80% in writing and 80% in Maths. There were 8 children in receipt of PPG (one of these children was mobile). Out of these achieving the expected standard or better the results were 75% in reading, 50% in writing and 63% in Maths. The progress of the children from KS1 starting points showed that in reading, 1 of the 8 children made strong progress (one child going from WTS to EXP) with one (mobile child) making negative progress from their KS1 starting points. In Writing, the progress showed that one child made strong progress (going from WTS to GDS) with none making negative progress from their starting points. Finally in Maths out of 8 children 1 child made strong progress and one child (mobile) made 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, and improved in confidence. This was evidenced in pupil voice surveys conducted by subject leaders and class teachers. The children can reflect and are now 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 (N/a)

Programme	Provider
TTRS	Times Tables Rock Stars
Spelling Shed	Spelling Shed
Nessy (Literacy support)	Nessy
Accelerated Reader	Renaissance

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. Little Wandle has proved successful in the teaching of phonics with the children at Messingham.

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 Spanish. This has also included additional training for teachers with 2 x members of staff now qualified in the NPQSL program, 2 x NPQML, 1 x NPQEL and a number of TA's going on to undertake the HLTA training. There is also another TA who is about to undergo Forest Schools training as a number of our feeder Nurseries have use this method of teaching. 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.