

# Pupil premium strategy statement – Messingham Primary School

This statement details our school's use of pupil 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	249
Proportion (%) of pupil premium eligible pupils	6.0% (15/249)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-2024 to 2025-2026
Date this statement was published	31.12.25
Date on which it will be reviewed	31.12.26
Statement authorised by	Mr R Hutchings
Pupil premium lead	Mr R Hutchings
Governor / Trustee lead	Mrs K Remond

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,325
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£23,325

# 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 are 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. The Den is a facility which 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, 39% in Reading, 23% in Writing and 28% 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	Narrow Gaps between disadvantaged and non-disadvantaged
2	Progress in writing has seen slower progress being made by disadvantaged children when compared with non-pupil premium children.
3	Some disadvantaged children have greater difficulties with phonics than their peers and require additional support.
4	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.
5	A priority for the school is to give opportunities for children from disadvantaged backgrounds to be challenged (especially the most able)
6	Children from disadvantaged families to access breakfast club from November 2025 to support transition to school and enable additional support to families.
7	To ensure children are safe and secure in school

## 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
For the gap between disadvantaged and non-disadvantaged to be narrowed.	Children targeted to improve their outcomes in reading, writing and maths, thus narrowing the gap between disadvantaged and non-disadvantaged children.
Children show improved outcomes in their writing (more children making progress from their baseline starting points.	Review of data across year groups in 2025 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 enabling them to become better readers at an early age.	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 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
Pupil survey conducted to ascertain how safe children feel in school in Autumn 2.	Review of the plan and any implications put in place, review the survey again in the summer term.

## Activity in this academic year (2025-2026)

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Activity 1 Phonics – Supporting school’s ‘Little Wandle’ program

**Total Budgeted cost = £4950** inclusive of £3950 (Little Wandle) + £600 Additional cost to replace books (these are ones not returned and an incomplete set would make teaching of phonics difficult). The books will be more expensive but the school will ask the FOMs (Friends of Messingham) to support the purchase of books

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)	2,3,5,6

Purchase of 6 x Amazon Fire in order to facilitate children/families who need Ebook system	As above	2,3,5,6
Replacement of Little Wandle scheme books.	These are to replace ones that were not returned last year and bring full sets back into the classroom to aid and benefit all children.	2,3,5

**Activity 2 – All new staff to receive First Aid Training – either basic first aid to support on the playground/classroom and additional staff to receive update in paediatric first aid training. Existing staff receive top up training to ensure all staff are first aid trained.**

**Total Budgeted cost = £1295** inclusive of £595 (All members of staff received paediatric first aid training in September 2025) +Additional £700 for other new staff to receive the training, meaning that ALL staff are eventually trained in school.

Activity	Evidence that supports this approach	Challenge number(s) addressed
From September 2025 any staff who started the year received paediatric first aid training (27 members of staff). A parent runs a first aid company and the school received this training (certificated) at cost – saving a considerable amount of money. This training is done on a 3 year rolling program and the current staff are trained for three years.	Importance of all children feeling safe at school	7
From September 2025 any additional staff who join the school will undergo the training (this will be more bespoke – hence the additional cost being higher than original for smaller numbers of staff		7

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

**Total Budgeted cost: £4950** (equivalent of 2 ½ hours per day for Level 3 TA = £4950)

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	2,3,4,5, 7
Additional training for talking and drawing for 2 x more adults in the school.	As above	2,3,4,5, 7

### 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)

**Total Budgeted cost: = £2385** inclusive of £1185 (3 x £395) to fund the Year 6 trip for disadvantaged pupils + £1200 other educational trips (Yorkshire Wildlife Park, The Humber Bridge, Year 6 leavers activities). This sum is inclusive of enabling children to travel to these events and have access to opportunities when they get there, thus not feeling disadvantaged amongst their peers.

Activity	Evidence that supports this approach	Challenge number(s) addressed
For 5 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."	3,4,7
All school trips, activities and other paid for opportunities will be subsidised to support giving greater	As above	3,4,7

opportunities to disadvantaged group		
Purchase of PE kit, specialist equipment etc for the above activities.	As above	3,4,7

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

**Total Budgeted cost: £6500** = to £4200 (morning) + £2300 (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.	5,7
This is repeated for the afternoon wrap around care for 1 child at £10 per 2 hour session.	As above	5.7

## Activity 6 Support given for more able to be challenged

**Total Budgeted Cost = £1200** with access to trips, special events (talented writer program), and sporting events including North West Football finals, Rounders and Netball Championships.

Activity	Evidence that supports this approach	Challenge number(s) addressed
2 x children to be able to given free access to the gifted program for maths and writing.	The DfE has researched that children from disadvantaged backgrounds should receive just as much focus as less academically able pupils (November 2021).	1,2,3,5
Children to take part in sporting events (cost of transport) clothing etc	At Messingham there are a small number of children from disadvantaged backgrounds who have been highlighted for being more/most able in sport. Messingham uses transport to enable children to visit Sheffield Institute of sport, local tournaments, and both girls and boys football teams	2,3,4

	reached the North West Finals (held in York)	
Staff Training – Challenge delivered from School improvement partner and opportunity for school's challenge lead to receive training.	The DfE has researched that children from disadvantaged backgrounds should receive just as much focus as less academically able pupils (November 2021).	1,2,3,5

## Activity 7 – HLTA/Teacher to support booster sessions in Year 5

**Total Budgeted cost: £2500** = 2 x HLTA in one lower KS1 and one in upper KS2 class as an additional support for writing booster sessions.

Activity	Evidence that supports this approach	Challenge number(s) addressed
From Summer 1 term, cover has been assigned for one of the school's returning teachers from maternity, alongside existing 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	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.'	1,2,4,5

\*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. Active plan is to additionally support this class all the way through to year 6 and there are 4 children in this cohort who are in receipt of free school meals, with an additional mobile child (LAC) also in receipt of additional funding.

**Total budgeted cost: £23,835**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Education outcomes for primary pupils: 2023-2024

##### **Phonics**

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 1 and 2 performance data, phonics screening results and our own internal assessments. The children in Year 1 achieved an overall pass of 86% in phonics (24/28). One child in receipt of PPG in this class passed the screening test with additional support (they had not passed in Autumn term mock screening and the boosters received had a significant impact on their outcomes). There were 3 children in Year 2 who did not achieve the screening test mark last year whilst in Year 1. They did not achieve again, however results with the additional support they were getting improved significantly child A 0 to 13, Child B 10 to 28 and Child C 25 to 31 out of 40 with 32 being the pass mark.

They will continue to receive phonics support moving into Year 3.

##### **KS1 Results**

In KS1 (of which the data is not part of publically reported data) the school achieved an expected standard of 77% in Reading, 67% in Writing and 75% in Maths. There were three children in this group in receipt of PPG. Each child made progress within reading, writing and maths with significant increase in scores in reading/maths tests. The final outcomes showed that 0/3 = 0% achieved the expected standard in reading, 0/3 in writing and 1/3 in Maths. However, overall progress seen in books and the knowledge retained was very strong in each case.

##### **KS2 Results**

In KS2 final tests the school achieved the expected standard of 83% in reading, 77% in writing and 86% in Maths. There were 7 children in receipt of PPG. Out of these achieving the expected standard or better the results were 57% in reading, 29% in writing and 29% in Maths.

#### 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, following the school's motto of 'being the best version of ourselves'. 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

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/a
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/a

## Further information (optional)

### Additional activity

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

- Working in partnership with a qualified Football Coach 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.
- Additional PE support through qualified teacher (maximum 10 days per year) to support lessons and upskill teachers (sports premium funding).

### 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 taking into consideration that for a number of children progress would need to be gauged in small steps rather than overall attainment being improved. (out of the 18 children currently in receipt of FSM 7 have additional needs)

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 and PSHCE. This has also included additional training for teachers with a member of staff trained as part of succession planning as a SENCo and other staff have accessed the NPQ program. Forest Schools training has been implemented successfully as a number of our feeder Nurseries have use this method of teaching, and the success of this last year has seen another member of staff apply to take the training this year. 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.