

School overview

Metric	Data
School name	Messing Primary School
Pupils in school	88 pupils
Proportion of disadvantaged pupils	22%
Pupil premium allocation this academic year	Pupil premium 20/21 Total allocation 20 pupils at £1345 + 4 pupils at £310=£28,140
Academic year or years covered by statement	2020/21
Publish date	July 2020
Review date	October 2020
Pupil premium lead	Mrs Jackie Halliday
Governor lead	Charlotte Frost

Disadvantaged pupil progress scores for last academic year

Measure	Progress score
Reading	KS2 progress measure unavailable 19/20 as SATS did not take place due to the pandemic.
Writing	
Maths	

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	No scores available as SATS did not take place due to the pandemic.
Achieving high standard at KS2	
Measure	Activity
Priority 1 To increase support for pupils with wellbeing and mental health on return to school after long absence due to covid19.	Wellbeing support programme for pupils following return to school after reduced provision during lockdown. Trained LSA to provide support.
Priority 2 To accelerate progress and raise attainment in reading writing and maths across all year groups.	Quality first teaching and accurate assessment to identify gaps in learning. PPG learning support assistant recruited.

Barriers to learning these priorities address	<p>Pupils will need to have a healthy mind-set to be able to engage with and embed learning. Pupils were experiencing higher levels of mental health issues prior to lockdown and we expect these to increase post lockdown.</p> <p>Accurate assessment of gaps in learning mean these are addressed through targeted support strategies.</p> <p>E.g. pre-teaching/pop tasks.</p>
Projected spending	Total £5545

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Pupils accurately assessed on return to school and gaps from home learning during lockdown identified. Pupils below ARE in reading make accelerated progress so that progress measures are in line with or better than national.	July 2020
Progress in Writing	Pupils accurately assessed on return to school and gaps from home learning during lockdown identified. Pupils below ARE in writing make accelerated progress so that progress measures are in line with or better than national.	July 2020
Progress in Mathematics	Pop tasks and assertive mentoring programme maths assessment used to identify gaps from home learning during lockdown. Pupils below ARE make accelerated progress so that progress measures are in line with or better than.	July 2020
Phonics	Pupils attain national expectation or better in the Phonics screening check following lockdown.	July 2020
Other		

Measure	Activity
Priority 1	Pupils in year 2 to achieve standards in phonics screening check following missed schooling due to covid. Pupils in year 1 to achieve national standard in phonics screening check.
Priority 2	Accurate assessment and class based interventions to address the gaps in knowledge and skills due to lockdown.
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions to support accelerated progress. Families being supported with engaging with home learning.
Projected spending	£11 473

Targeted academic support for current academic year

Measure	Activity
Priority 1	Pupils to make accelerated progress in maths and gaps in knowledge from different experiences of homes learning to be addressed through specific targeted support. Catch up maths programme to be introduced .Staff to be trained. Pre –teaching interventions to support progress in maths.
Priority 2	Interventions in reading and writing to support with accelerated progress. Dancing bears/clicker/listening attention and working memory/write from the start/phonological guide
Barriers to learning these priorities address	Pupil gaps in knowledge and skills identified and interventions support with catch up. Accurate and targeted AFL supports narrowing of gaps.
Projected spending	£5012

Wider strategies for current academic year

Measure	Activity
Priority 1	Provide access to ‘Smiley’ breakfast club and opportunities for all pupils to engage with clubs and visits. Engage with attendance officer to support with punctuality and attendance.

Priority 2	Access to online resources –times tables rock stars /my maths programmes used alongside national free programmes to support home learning for all pupils. Pupils supported in the eventuality of further partial or full lockdowns.
Barriers to learning these priorities address	Support pupils with accessing additional provision at breakfast club to improve attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£6,228

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Use of accurate, timely and targeted AFL to support narrowing the gaps in pupils' knowledge and understanding following return to school after covid19 lockdown.	Ensuring enough time is given over to allow for staff professional development. Use of INSET days and staff meeting time for training and analysis.
Targeted support	Ensuring enough time for school maths-lead to support staff with delivering and evaluating impact of intervention.	Release time/inset for staff training and monitoring of progress.
Wider strategies	Pupils arriving in time to access Smiley club.	High engagement with families to support with this.

Review: last year's aims and outcomes

Aim	Outcome
<p>To improve oral language skills; knowledge of a wider range of vocabulary is developed to support with reading and writing outcomes so that they improve and the gap is narrowed.</p> <p>Clicker programme to support SEND pupils in receipt of PPG</p> <p>Writing, spelling and vocabulary development small group and 1:1 tuition.</p> <p>Dancing bears/attack spelling spelling support.</p>	<p>77% made expected or better progress in reading to Spring 2 with 15% making accelerated progress.</p> <p>62% made expected or better progress in writing with 23% making accelerated progress.</p> <p>Evidence of the positive impact of whole school strategies for vocabulary development in monitoring of books. To be continued as a whole schools strategy.</p>
<p>Maths learning is embedded and outcomes improve.</p> <p>Small group pre-teaching maths and basic skills.</p> <p>Dyscalculia programme used.</p>	<p>Confidence and mastery of written methods in maths has improved for pupils receiving small group and individual additional support.</p> <p>62 % of pupils made expected or better progress to Spring 2.15% made accelerated progress in maths.</p>

	Pre-teaching supports with confidence and understanding ad will continue.
<p>Pupils are supported emotionally and socially and therefore better equipped to engage fully with their learning.</p> <p>Well-being LSA mentor to use approaches learnt to support small groups with emotional awareness and strategies for developing emotional resilience.</p> <p>‘Zones of regulation’ strategy continues to support pupils with self-regulation and new staff are trained to support pupils with this.</p>	<p>80% pupils made good progress with ability to share and self-regulate. Much improved behaviour of 1 pupil and more positive about school and relationships.</p>
<p>Pupils have access to learning support at home.</p> <p>Online learning tools to support home learning and encourage high motivation. Introduction of spelling shed across the school to support with motivation and progress with spelling skills.</p> <p>Pupils have equal opportunities to engage in enrichment activities</p>	<p>All pupils were supported with access to home learning resources before and during the lockdown and reduced provision.</p> <p>Breakfast club offered to support with punctuality and additional welfare support.</p>

Total is £28 258