

Pupil premium strategy statement

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	Messing Primary School
Number of pupils in school	85
Proportion (%) of pupil premium eligible pupils	22%
Academic years that our current pupil premium strategy plan covers	3 years 2021/22 - 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	June 2022
Statement authorised by	Jackie Halliday Headteacher
Pupil premium lead	Emma Eagland
Governor / Trustee lead	Emma Gardner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 28,140
Recovery premium funding allocation this academic year	£ 2,900
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	£31,040

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We aim for them to see themselves as learners, to believe in themselves, to feel valued, confident and have high expectations of themselves.

The pupil premium grant fund is used as a national strategy to support those pupils identified as economically disadvantaged. At Messing Primary, we have also identified other factors which may have an impact on pupils' academic achievement, learning behaviours, self-esteem and motivation in the classroom. Most notably these are changes in the family situation and challenging family dynamics. The specific strategies we will put on place are intended to support these pupils too.

Wider initiatives introduced to support disadvantaged pupils will be developed through quality first teaching so that all pupils will benefit from these. Through staff and pupil surveys, observations and a good knowledge of successful research-based initiatives, we will ensure that our strategy specifically meets the needs of our pupils at Messing.

The strategies we have identified as the most effective and which we aim to have the greatest impact on pupil attainment, will build upon those we have introduced over the past couple of years.

As a whole school we have supported pupils' positive attitudes to learning through a growth mind-set approach and encouraging pupils to be reflective learners. This will be developed further through a focus on metacognitive skills and self-regulation in the classroom. This is recognised by the EEF as a highly effective strategy for supporting pupil progress and attainment.

Our well-being programme has been used to support pupils with their emotional understanding and self-regulation through strategies such as the 'zones of regulation' programme and pastoral care. The development of a wellbeing room has further enhanced this provision. This will be further progressed through staff training and approaches used in Trauma Perceptive Practice.

Language and vocabulary development have been developed through specific interventions such as Talk boost and NELI as well as wider school reading and writing strategies. We aim to develop this further by understanding how our disadvantaged pupils access language in the classroom, their barriers and how to support through quality first teaching and specific interventions to encourage confident articulate speaking and conversation skills.

Challenges

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

Challenge number	Detail of challenge
1	<p>Pupil surveys, observations and discussions show that disadvantaged pupils have lower expectations of themselves and are less engaged/motivated with their learning. They tend to see learning as something done to them rather than initiating and reflecting on their learning. We aim to encourage them to understand and develop the skills, understanding and strategies of successful learners and to be able to reflect on their strengths and areas for development.</p>
2	<p>Assessments, observations and discussions with staff and pupils show that a large proportion of disadvantaged pupils have underdeveloped oral language skills and or vocabulary when writing and speaking. They are less likely to volunteer to share their ideas in class in front of their peers than non-disadvantaged pupils.</p>
3	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in knowledge and skills gaps leading to pupils falling further behind age-related expectations.</p>
4	<p>Our assessments show that a proportion of disadvantaged pupils have greater difficulties with phonics which then impacts on their reading. Class based strategies and group interventions to support phonic knowledge have been effective and supported pupils with meeting the expected standard in year 1 or the following year in year 2.</p>
5	<p>Pupil surveys, discussions with parents, behaviour and welfare records and observations demonstrate a significant proportion of pupils, disadvantaged and non-disadvantaged have been impacted socially and emotionally by school closure. We aim to support their well-being and emotional regulation through a school wide approach and specific wellbeing interventions.</p> <p>Wellbeing support has increased during the pandemic, particularly with KS2 pupils. 8 pupils (7 of whom are disadvantaged) currently require additional support with social and emotional needs in small group interventions or on a one-to-one basis. A further 7 pupils (5 of whom are disadvantaged) were supported over the last year.</p>

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
Teaching strategies which encourage pupils to be reflective learners and support metacognition and self-regulation as are used throughout the curriculum.	<p>Staff confidently use a range of strategies to support pupil metacognition and self-regulated learning across the curriculum.</p> <p>Pupils talk about themselves as learners, understand their strengths and areas for improvement and understand which strategies to use to be a successful learner. Disadvantaged pupils are engaged during lessons and demonstrate resilience with their learning.</p>
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language skills and confidence among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved academic attainment for disadvantaged pupils with a significant narrowing of the gap in attainment between disadvantaged and non- disadvantaged pupils.	<p>Due to small cohorts of 12 pupils per year group, improvement in the attainment of disadvantaged pupils is measured on an individual basis. Progress and age-related expectation will be used as a measure.</p> <p>End of year age related attainment of disadvantaged pupils is compared the non-disadvantaged pupils. This gap will narrow year on year.</p>
Pupils make accelerated progress in phonics knowledge through support from interventions so that they meet the expected standard in phonics.	Disadvantaged pupils who enter school with below age expected levels of literacy will make accelerated progress and meet the phonics standard at the end of year 1.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, student and parent surveys and teacher observations • increase in participation in enrichment activities, particularly among disadvantaged pupils

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£10,858**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff training: Developing metacognition in the classroom throughout the curriculum.</p> <p>Resources to support teaching strategies.</p> <p>Release time to develop a long-term strategy and train the disadvantaged lead and staff.</p>	<p>Developing pupils’ metacognitive knowledge of how they learn — their knowledge of themselves as a learner, of strategies, and of tasks — is an effective way of improving pupil outcomes.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	1
<p>Embedding dialogic activities and accountable talk across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>These have similar approaches to those used for developing metacognition and accountable talk.</p>	2
<p>Purchase of ‘accelerated reader’ to support engagement with reading and standardised testing of reading skills.</p>	<p>Accelerated reader will be used to build upon the reading fluency intervention introduced last year to support pupils reading comprehension skills.</p> <p>There are indications that approaches involving digital technology can be successful in improving reading comprehension, particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p>	3

	Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	
<p>Improve the quality of social and emotional learning and SEMH through Trauma Perceptive Practice, Zones of regulation and a range of wellbeing interventions.</p> <p>Wellbeing mentor funded.</p> <p>Through staff training, TPP approaches will be embedded into routine educational practice.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£12 299**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Group interventions based on Talk Boost and NELI to support the development of confident speaking and conversation skills.	<p>Oral language interventions have a positive impact on literacy skills and confidence.</p> <p>Nuffield early language intervention</p> <p>EEF Improving literacy reports.</p> <p>IEE 2018 --Conversation is more important than word exposure for literacy and language development.</p> <p>EEF small group tuition in the teaching and learning toolkit exemplifies the impact of this on pupil attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1 and 2
Additional structured phonics catch up sessions to support disadvantaged pupils who require further phonics support.	This has had a very positive impact in previous years. Pupils with a low baseline have made accelerated progress.	3 and 4
Catch up numeracy intervention, pre-teaching and additional maths boosting to support disadvantaged pupils with maths progress.	A range of small group and 1 to 1 interventions delivered by well-trained TA's have a good impact on progress.	3

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	
Intervention to support writing attainment.	Sessions to support writing skills are closely linked to classroom writing focus/topics and school focus on developing vocabulary. Writing is scaffolded, modelled and pupils given strategies to support confident independent writing in class.	3
Reading fluency intervention and accelerated reader programme.	Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text. EEF Literacy guidance KS2 Literacy Guidance 2017.pdf (d2tic4wvo1iusb.cloudfront.net) Progress with reading comprehension skills supported by interventions.	3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£7,771**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and punctuality supported through access to breakfast club.	Low prior attainment in KS2 can then be a contributing factor to lower attainment in KS4. Pupil safeguarding and attainment supported through strategies to encourage high levels of punctuality and attendance. https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf	4
Financial and motivational support to increase pupil wellbeing through equal access to all clubs and activities.	Sport and physical activity has well documented benefits for SEMH. Disadvantaged pupils should have equal access to all school activities but are sometimes prohibited by family circumstances.	4
Regular staff training and release time to develop the approaches used in Trauma Perceptive Practice. Zones of regulation teaching across the school and the language of the Zones used consistently.	The nine elements of Trauma Perceptive Practice focus on a combination of research studies over 20 years including work by Daniel Siegel on the role of attachment, relationship and connectedness and the impact of childhood trauma on wellbeing and behaviour. The approaches used support pupils with SEMH and their attainment and whole school wellbeing.	1 and 4

<p>Release time for wellbeing mentors to support parents with the zones and any new staff.</p> <p>Small group and individual wellbeing support sessions.</p>	<p><i>Centre for Early Childhood Mental Health and consultation. Addressing education disadvantage in schools and colleges The Essex Way.</i></p> <p>Metacognition and self- regulation impact on pupil attainment.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	
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Total budgeted cost: £ 30,928

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.

Strategy aims for disadvantaged pupils

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	Impact
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.	Well-being support programme for groups and individual supported pupils on return to school after restricted opening and lockdown. This will continue as part of the strategy.
To accelerate progress and raise attainment in reading writing and maths across all year groups.	Learning support assistant recruited. Introduced fluency intervention to support reading comprehension skills. Maths and writing small group interventions and 1:1 support Catch up numeracy programme. Staff training. Pre –teaching interventions to support progress in maths.	Internal progress data for the year showed disadvantaged pupils making progress in line with non-disadvantaged pupils in writing and maths and above in reading. A gap in attainment /age related expectation remains and is the focus for the disadvantaged strategy. Catch up numeracy and RTP approach effective in identifying and targeting support to close the gaps. <ul style="list-style-type: none"> • KS1 2/3 pupils achieved both targets. • Lower KS2 5/7 -pupils made accelerated progress • Upper KS2 3/4 pupils made accelerated progress These will continue as part of the strategy.
Phonics Pupils attain national expectation or better in the Phonics	Small group intervention and 1:1 support following lockdown and home learning.	Year 1: 2/3 disadvantaged pupils made good progress and 1/3 met the standard. Year 2: 3/4 disadvantaged pupils met the standard.

screening check following lockdown.		Interventions on return to school had a good impact on standards. These will continue as part of the strategy.
Early Intervention programmes	Nuffield Early Language Intervention (NELI) programme to be introduced to support with language and communication skills in pupils identified in the Reception class.	Varied impact – majority of pupils entered above the baseline and the programme was impacted by a lockdown mid-way through. On return pupils had exceeded the remit of the programme. We will not be continuing with this programme. -some of the approaches can be used
Access to online resources alongside national free programmes to support home learning for all pupils. 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.	Training for google classroom and use of inline programmes. Access to clubs for all pupils to support attendance and punctuality.	All pupils were supported with access to home learning resources before and during the lockdown and reduced provision. Breakfast club offered to support with punctuality and additional welfare support. Attendance non-covid related at 96.8%.

Externally provided programmes

Programme	Provider
Catch up maths	Catch up numeracy
Accelerated reader	Renaissance learning

Further information

We have embraced the Essex Disadvantaged strategy and our Disadvantaged pupils' champion has attended training and network meetings. All staff will be included in the strategy. The disadvantaged pupils' lead is also completing a master's programme incorporating metacognition in the classroom and will be using this research to support class based, school wide teaching strategies. She will be sharing research and approaches with other staff through inset training and team support. Many of the strategies used in the Essex disadvantaged strategy also link closely with Trauma Perceptive Practice which is also a school focus for supporting pupil wellbeing and behaviour.