

Pupil premium strategy statement 2022-23



This statement details our school's use of pupil premium (and recovery premium for the 20223 to 2023 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 2022 to 2023 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	77
Proportion (%) of pupil premium eligible pupils	19%
Academic years that our current pupil premium strategy plan covers	3 years 2021/22 - 2024/25
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Charlotte Brown Headteacher
Pupil premium lead	Emma Eagland
Governor / Trustee lead	Emma Gardner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,085
Recovery premium funding allocation this academic year	£3045
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£32,130

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	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.
2	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.
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	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.
5	Pupil surveys, discussions with parents, behaviour and welfare records and staff 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.

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 2022-2023

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: **£5,413**

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>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>	3 & 5

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

Budgeted cost: **£15,820**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Group interventions based on 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 EEF Improving literacy reports. IEE 2018 --Conversation is more important than word exposure for literacy and language development. 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 & 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 & 4
Catch up numeracy intervention, pre-teaching and additional maths boosting to support disadvantaged pupils with maths progress.	<p>A range of small group and 1 to 1 interventions delivered by well-trained TA's have a good impact on progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	3
Purchase web based program to be used in school and at home. TT Rockstars	<p>Children are able to engage with online activities at home and provide parents with a different way to support their child.</p> <p><i>EEF – clear evidence technology approaches are beneficial for writing and maths practice.</i></p>	1
Reading fluency intervention and accelerated reader programme.	<p>Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text.</p> <p>EEF Literacy guidance KS2 Literacy Guidance 2017.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	3

	Progress with reading comprehension skills supported by interventions.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost **£10,897**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and punctuality supported through access to the breakfast club.	<p>Low prior attainment in KS2 can then be a contributing factor to lower attainment in KS4. Pupil safeguarding and attainment is supported through strategies to encourage high levels of punctuality and attendance.</p> <p>https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf</p>	4
<p>Financial and motivational support to increase pupil wellbeing through equal access to all clubs and activities.</p> <p>Subsidies include: visits, sports clubs and enrichment days for PPG children</p>	<p>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.</p> <p>Extra-curricular clubs are financed, where needed, so all PPG have access to all opportunities and develop their 'cultural capital'</p> <p>Children from lower income families may not be able to attend school trips which will disadvantage their access to a broad and balanced curriculum.</p> <p>Children from lower income families may not be able to participate in extra-curricular activities such as music tuition or sports. <i>Evidence suggests that cultural capital passed on through families helps children do better in school. - Cultural Learning Alliance.</i></p>	4
<p>Regular staff training and release time to develop the approaches used in Trauma Perceptive Practice.</p> <p>Zones of regulation teaching across the school and the language of the Zones used consistently.</p> <p>Release time for wellbeing mentors to support parents with the zones and any new staff.</p>	<p>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.</p> <p><i>Centre for Early Childhood Mental Health and consultation. Addressing education disadvantage in schools and colleges The Essex Way.</i></p>	1 and 4

Small group and individual wellbeing support sessions.	Metacognition and self- regulation impact on pupil attainment. Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	
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Total budgeted cost: £ 32,130

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 2021 to 2022 academic year.

Strategy aims for disadvantaged pupils

Measure	Activity	Impact
Teaching strategies which encourage pupils to be reflective learners and support metacognition and self-regulation as are used throughout the curriculum.	Staff training: Developing metacognition in the classroom throughout the curriculum. Resources to support teaching strategies. Release time to develop a long-term strategy and train the disadvantaged lead and staff.	Children are more able to speak about their learning and are beginning to recognise what they need to do to improve. The profile of metacognition has improved across the school.
Improved oral language skills and vocabulary among disadvantaged pupils.	Group interventions based on Talk Boost and NELI to support the development of confident speaking and conversation skills.	Pupils supported through Talk Boost demonstrated an increase with their confidence speaking aloud in class and holding conversations with others.
Improved academic attainment for disadvantaged pupils with a significant narrowing of the gap in attainment between disadvantaged and non- disadvantaged pupils.	Reading: Staff and parents trained on using the assessments in accelerated reader. Accelerated reader embedded. Reading group booster sessions. Maths: Catch up maths intervention in KS1 and 2	In reading, teachers were able to target specific texts to support pupils with their progress which also supported engagement in reading. Parents have a clear understanding of Accelerated reader. With small numbers of pupils the impact is challenging to analyse and this will continue to be embedded. Trained LSAs have been delivering engaging Catch up maths interventions. In upper KS2 the gap has been narrowed. In KS1 the gap has been narrowed by 50%.

<p>Pupils make accelerated progress in phonics knowledge through support from interventions so that they meet the expected standard in phonics.</p>	<p>Introduced phonics assessment /expectations at stages Additional structured phonics catch up sessions to support disadvantaged pupils who require further phonics support</p>	<p>100% met the expected standard in phonics in Year 1 100% met the expected standard in phonics in Year 2 (This was 1 pupil who was disadvantaged)</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Regular well being sessions and interventions. Contact with parents to support pupils. Pupils encouraged to participate in wider school activities such as after school sports. Small group interventions including pre-teaching to encourage confidence, motivation and participation.</p>	<p>53% of pupils entitled to FSM attended sports clubs. With the focus on disadvantaged pupils accessing all sports clubs offered, staff observations show increased confidence in pupils in other curriculum areas. Additional children attended sports clubs who previously had not.</p>

Externally provided programmes

Programme	Provider
Catch up maths	Catch up numeracy
Accelerated reader	Renaissance learning
TT Rockstars	Maths Circle
Bug Club	Pearson

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.