

# Pupil premium strategy statement 2023-24



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 2023 to 2024 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	87
Proportion (%) of pupil premium eligible pupils	FSM 21% SPP 0% LAC 0%
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 2024
Statement authorised by	Charlotte Brown
Pupil premium lead	Helen Lewis
Governor / Trustee lead	Pip Parmenter

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,825
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£21,825</b>

## 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 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 in 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.

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, 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.</p> <p>We aim to encourage them to understand and develop the skills, understanding and strategies (resilience, growth mindset, independence) to become successful learners.</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 articulate their ideas in class in front of their peers than non disadvantaged pupils.</p>
3	<p>There is a growing proportion of disadvantaged pupils with SEND identified. This has impacted on children's ability to access the full curriculum, requiring additional interventions and resulted in gaps in knowledge and skills 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 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 staff observations demonstrate a significant proportion of pupils, disadvantaged and non-disadvantaged, have been impacted socially and emotionally by school closure. There has also been an increase in SEMH and behavioural factors.</p> <p>We aim to support well-being and emotional regulation through a school wide approach and specific wellbeing interventions.</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.

Challenge	Intended outcome	Success criteria
1.	Teaching strategies which encourage pupils to be reflective learners and support metacognition and self-regulation are used throughout the curriculum.	Staff confidently use a range of strategies to support pupil metacognition and self-regulated learning across the curriculum. 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.
2.	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.
3.	SEND pupils who are also entitled to pupil premium funding are making expected progress from their own starting points, receiving a balanced curriculum.	Due to small cohorts of 12 pupils per year group, improvement in the attainment of SEND and disadvantaged pupils is measured on an individual basis. Progress and age-related expectation will be used as a measure. This gap will narrow year on year.
4.	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.
5.	To promote improved wellbeing in our school, particularly our disadvantaged pupils, ensuring they are able to access emotional and behavioural support.	Improved and sustained high levels of wellbeing demonstrated by: - 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 2023-2024

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: **£3,210**

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><a href="https://www.educationendowmentfoundation.org.uk/metacognition-and-self-regulation-eee">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></p>	1
<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><a href="https://www.educationendowmentfoundation.org.uk/ee-social-and-emotional-learning-pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	3 & 5
<p>Phonics teaching scheme subscription and online resources.</p> <p>Whole school CPD training opportunity for embedding the phonics teaching scheme.</p>	<p>Findings of using a phonics scheme from the EEF:</p> <ol style="list-style-type: none"> <li>1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</li> <li>2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</li> <li>3. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</li> <li>4. Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly.</li> </ol>	4

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

Budgeted cost: **£11,860**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group (1:3/4) academic tutoring	The Education Endowment Foundation Guide states that: <i>small group tuition has an average impact of four months' additional progress over the course of a year.</i>	1 & 3
Reading fluency intervention and subscription to 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 <a href="https://www.eef.org.uk/eef/media/136/ks2-literacy-guidance-2017.pdf">KS2 Literacy Guidance 2017.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	2 & 3

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

Budgeted cost **£6,755**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to curriculum trips - subsidies in costs including transport and entrance fees (as well as residential trip fees for UKS2)	From the EEF: Planned educational visits targeted to diminish the difference and celebrate successful attitude and progress. Opportunities and experiences will help to widen children's horizons and diminish the difference, providing pupils with experiences that they can discuss and draw upon in their learning. Out of classroom experiences will build cultural capital and understanding of the rich artistic, cultural, spiritual and social heritage of the UK and its various communities.  Part subsidising school clubs, educational	1 & 2

	visits and residential trips will improve participation and ensure those in receipt of PPG funding are given the same opportunity to take part.	
Financial and motivational support to increase pupil wellbeing through equal access to all clubs and activities.	<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><i>Evidence suggests that cultural capital passed on through families helps children do better in school. - Cultural Learning Alliance.</i></p>	1, 2 & 5
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><a href="https://www.nfer.ac.uk/media/3338/being_pre_sent_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf">https://www.nfer.ac.uk/media/3338/being_pre_sent_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf</a></p>	5
<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>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
<p>Small group and individual wellbeing support sessions.</p> <p>Release time for wellbeing mentors to support parents with the zones and any new staff.</p>	<p>Metacognition and self- regulation impact on pupil attainment.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></p>	5

**Total budgeted cost: £ 21,825**

## 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 2022 to 2023 academic year.

#### Results from statutory assessment 2022/23

Meeting expected standard in Year 1 Phonics Screening Check	75% of cohort 0% of FSM pupils
Meeting expected standard at KS1 in RWM	50% of cohort 75% of FSM pupils
% of disadvantaged students meeting expected standard at KS2 in RWM	78% of cohort 100% of FSM pupils

Intended outcome	Success criteria and <i>impact</i>
Teaching strategies which encourage pupils to be reflective learners and support metacognition and self-regulation 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> <ul style="list-style-type: none"> <li>- <i>There is an observed impact of reflection through children's comments in the reading journals as weekly reflections on their challenges and strengths in learning tasks. This means children have begun to develop strategies supported by the classteacher to develop their learning styles.</i></li> <li>- <i>Planning in foundation subjects includes opportunities for developing growth-mindset strategies. This means the broad curriculum allows opportunities for self-regulated learning.</i></li> </ul> <p><i>Specific teaching has included:</i></p> <ul style="list-style-type: none"> <li>- <i>Zones of regulation</i></li> <li>- <i>Metacognition</i></li> <li>- <i>TPP ethos</i></li> </ul>
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>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.</p> <ul style="list-style-type: none"> <li>- <i>2 x members of staff have been trained in Talk Boost for each Key Stage and interventions are in place for identified pupils. This means the development of children's language skills.</i></li> <li>- <i>Essex Word Aware is embedded throughout the school with weekly assemblies, word displays in each classroom, vocabulary challenges and a raised profile through the school newsletter. This means there has been improved access to varied and rich vocabulary.</i></li> </ul>



	<ul style="list-style-type: none"> <li>- <i>Moderation of children’s writing demonstrates some impact of vocabulary being used with the guidance of word banks for disadvantaged pupils or those with SEND.</i></li> </ul>
<p>Improved academic attainment for disadvantaged pupils with a significant narrowing of the gap in attainment between disadvantaged and non- disadvantaged pupils.</p>	<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. End of year age related attainment of disadvantaged pupils is compared to pupils who are not identified as disadvantaged. This gap will narrow year on year.</p> <p><i>Progress Headlines:</i></p> <ul style="list-style-type: none"> <li>- <i>42% of children identified as disadvantaged made 6 steps of progress or more in reading across the year.</i></li> <li>- <i>67% of children identified as disadvantaged made 6 steps of progress or more in writing across the year.</i></li> <li>- <i>83% of children identified as disadvantaged made 6 steps of progress or more in maths across the year.</i></li> </ul> <p><i>Attainment Headlines:</i></p> <ul style="list-style-type: none"> <li>- <i>In reading, 47% of children identified as disadvantaged were working at ARE or above, compared to 64% of the school</i></li> <li>- <i>In writing, 47% of children identified as disadvantaged were working at ARE or above, compared to 58% of the school</i></li> <li>- <i>In maths, 53% of children identified as disadvantaged were working at ARE or above, compared to 64% of the school</i></li> </ul>
<p>Pupils make accelerated progress in phonics knowledge through support from interventions so that they meet the expected standard in phonics.</p>	<p>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.</p> <p><i>Attainment headlines 2021-22:</i></p> <ul style="list-style-type: none"> <li>- <i>100% of Year 1 pupils met the expected standard in the phonics screening check.</i></li> </ul> <p><i>Attainment headlines 2022-23:</i></p> <ul style="list-style-type: none"> <li>- <i>67% of Year 1 pupils met the expected standard in the phonics screening check. Of these, 0% were disadvantaged. Of the disadvantaged pupils who did not meet the expected standard, 50% were also pupils with SEND.</i></li> <li>- <i>100% of pupils met the expected standard in Year 2. Of the 100%, 0% were identified as disadvantaged.</i></li> </ul>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils, ensuring they are able to access emotional and behavioural support.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>- qualitative data from pupil voice, student and parent surveys and teacher observations</li> <li>- increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul> <ul style="list-style-type: none"> <li>- <i>1:1 Well-being ‘check-in’ sessions were used to support children. Of those who accessed these, 50% of pupils were identified as disadvantaged.</i></li> <li>- <i>Throughout the year a number of clubs were offered. The average percentage of pupils attending sports clubs across the school is 48%. Of these, 50% are SEND and 44% FSM.</i></li> <li>- <i>Farm provision was accessed specifically for a wellbeing group of 6 pupils in KS2. Of the group, 30% were identified as disadvantaged</i></li> </ul>

	<ul style="list-style-type: none"> <li>- <i>Financial support was offered for the following trips:</i> <ul style="list-style-type: none"> <li>- <i>Young Voices at O2 for KS2 choir (5 pupils)</i></li> <li>- <i>Layer Marney Towers KS1 history (2 pupils)</i></li> <li>- <i>Colchester Zoo KS2 topic (1 pupil)</i></li> </ul> </li> </ul>
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## Externally provided programmes

Programme	Provider
Number Stacks Maths Intervention	
Accelerated reader	Renaissance learning
Twinkl Phonics Scheme	Twinkl
Bug Club	Pearson
Talk Boost (KS1 and 2)	Speech and Language UK

## 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 the SENCo and works closely with children identified as disadvantaged through wellbeing sessions and interventions.

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.