Pupil Premium Strategy Statement 2024 / 2025

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	88
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers	2024/2025
Date this statement was published	21st July 2024
Date on which it will be reviewed	March '25; July '25
Statement authorised by	
Pupil premium lead	
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,120
Recovery premium funding allocation this academic year	£0

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£28,120

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

Challenges

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

Challenge number	Detail of challenge
1 Skills development	Pupil surveys, observations and discussions show that disadvantaged pupils have lower expectations of themselves and are less engaged/motivated with their learning. We aim to encourage them to understand and develop the skills, understanding and strategies (resilience, growth mindset, independence) to become successful learners.
2 Growth in confidence	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.
3 SEND	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.
4 Emotional Regulation	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 from the last few years. There has also been an increase in SEMH and behavioural factors. We aim to support well-being and emotional regulation through a school wide approach and specific wellbeing interventions.
5 Impact on Learning	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.

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
1 Skills development 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. Growth in Confidence 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 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 Emotional Regulation	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.

Pupils make accelerated progress in phonics knowledge through support from interventions so that they meet the expected standard in phonics.	
5 Impact on Learning 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

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: £23,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	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. Metacognition and self-regulation	EEF (educationendowmentfoundation.org.uk)	1, 3, 5
Improve the quality of social and emotional learning and SEMH through Trauma Perceptive Practice, Zones of regulation and a range of wellbeing interventions. Wellbeing mentor funded. Through staff training, TPP approaches will be embedded into routine educational practice.	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): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	2, 4

Phonics teaching scheme subscription and online resources. Whole school CPD training opportunity for embedding the phonics teaching scheme. Forest Schools	Findings of using a phonics scheme from the EEF: 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. 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. 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). 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.	3, 4

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

Budgeted cost: £2,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group (1:3/4) academic tutoring	1:1 and small group (1:3/4) academic tutoring The Education Endowment Foundation Guide states that: small group tuition has an average impact of four months' additional progress over the course of a year.	1, 4
Reading fluency intervention and subscription to Accelerated Reader programme.	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	2,4

	the text. EEF Literacy guidance KS2_Literacy_Guidance_2017.pdf (d2tic4wvo1iusb.cloudfront.net)	

Wider strategies

Budgeted cost: £2,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Drawing and Talking sessions / Relaxation groups / Managing Feelings Groups (part funded for PP pupils) Forest Schools	When children require mental health services, clinicians need to conduct assessments that are developmentally sensitive and that include the child's point of view. Drawing is a popular tool that is commonly used in clinical settings. Research on drawing in experimental settings has confirmed that the opportunity to draw while talking increases the amount of verbal information that children report during an interview. The present research examined whether drawing also facilitates children's self reports during a mental health assessment. A total of 33 5-12-year-old children were asked either to draw and tell about their presenting problem or to tell only. Children who drew and told provided twice as much verbal information as children who told only. Further, interviewers in the draw and tell condition used a greater number of minimal responses than did interviewers in the tell only condition. These data have important implications for clinical practice. www.researchgate.net	3, 4

| Support to improve attendance for disadvantaged families | The Department for Education (DfE) published research in 2016 which found that:

• The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4
• Pupils with **no absence** are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions
• Pupils with **no absence** are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons | 4 |

Total budgeted cost: £28,120

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 2023 to 2024 academic year.

The Pupil Premium for 2023 – 2024 was £21,825 and was targeted to fund the following provision:	
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. - 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 class teacher to develop their learning styles. - Planning in foundation subjects includes opportunities for developing growth-mindset strategies. This means the broad curriculum allows opportunities for self-regulated learning. Specific teaching has included: - Zones of regulation - Metacognition - TPP ethos
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. - 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. - 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. - 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.
Improved academic attainment for disadvantaged pupils with a significant narrowing of the gap in attainment between disadvantaged and non-disadvantaged pupils.	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. Progress Headlines: - 42% of children identified as disadvantaged made 6 steps of progress or more in reading across the year. - 67% of children identified as disadvantaged made 6 steps of progress or more in writing across the year. - 83% of children identified as disadvantaged made 6 steps of progress or more in maths across the year. Attainment Headlines: - In reading, 47% of children identified as disadvantaged were working at ARE or above, compared to 64% of the school - In writing, 47% of children identified as disadvantaged were working at ARE or above, compared to 58% of the school - In maths, 53% of children identified as disadvantaged were working at ARE or above, compared to 64% of the school
Pupils make accelerated progress in phonics knowledge through support from interventions so that they meet the expected	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. Attainment headlines 2021-22: - 100% of Year 1 pupils met the expected standard in the phonics screening check. Attainment headlines 2022-23: - 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. - 100% of pupils met

standard in phonics.	the expected standard in Year 2. Of the 100%, 0% were identified as disadvantaged.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Spelling Shed	Ed Shed
Renaissance	
Times Tables Rockstars	