

# Pupil premium strategy statement – Metheringham Primary School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	274
Proportion (%) of pupil premium eligible pupils	36% (99 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2021-2024 Year 3 2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Leanne Duggin
Pupil premium lead	Natalie Jones
Governor / Trustee lead	Richard Outhwaite

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80310
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£6851
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£8212
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£95373

# Part A: Pupil premium strategy plan

## Statement of intent

- At Metheringham Primary School, we have high aspirations and ambitions for all our pupils, and we strongly believe that all learners should be able to reach their full potential to help them to achieve and prosper in life.
- We believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed.
- Our pupils in receipt of Pupil Premium Funding face specific barriers to reaching their full potential and we are determined to provide support and guidance to help them to overcome these barriers. It is our intention to address any social divide and inequality. The purpose of the pupil premium strategy is to support disadvantaged children in overcoming challenges to achieve their full potential and to ensure there is equality for all.
- We also aim to provide pupils with access to a variety of exciting opportunities and a rich and broad curriculum. Our aim is for children to be given opportunities that allow them to see beyond their own lived experiences and get to feel and understand that they have a positive part to play in a rich and varied society (locally, nationally and globally).
- Our key principles are to support their wellbeing and academic ability through a balanced, supportive curriculum that is delivered by a staffing team who really care about each individual child. Also, to foster a love for learning within each child and help them to acquire skills and abilities that ensure they fulfil their potential, both in our school, and in their future endeavours. Our strategy plan is designed to ensure that all children have equal access to our curriculum, and that the funding is used effectively to ensure we meet their needs.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Internal and external assessments indicate that reading, writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Our Year 6 data showed that...</p> <ul style="list-style-type: none"><li>• 33% of disadvantaged pupils met the expected standard in reading compared to 60% for non-disadvantaged pupils.</li><li>• 67% of disadvantaged pupils met the expected standard in writing compared to 74% for non-disadvantaged pupils.</li></ul>

	<ul style="list-style-type: none"> <li>• 56% of disadvantaged pupils met the expected standard in maths compared to 56% for non-disadvantaged pupils.</li> <li>• 33% of disadvantaged pupils met the expected standard in reading, writing and maths combined compared to 43% for non-disadvantaged pupils.</li> </ul> <p>Good levels of progress and attainment for our eligible pupil premium children especially in <b>Maths and in English</b> need to be secured.</p>
2	Observations and discussions with families have identified social and emotional issues for many pupils. There is greater prevalence of <b>social and emotional</b> challenges for our pupil premium children and their families, and these include physical and mental health issues which can limit parental and pupil engagement in school life.
3	Assessments, observations and discussion with pupils show that disadvantaged pupils generally have greater difficulty with <b>phonics</b> than their peers. This negatively impacts their development as readers, as well as their accessibility in other curriculum areas.  The 2023 Phonics screen data showed that 75% of disadvantaged pupils met the required standard.
4	There is greater prevalence of <b>challenging behaviours</b> of some pupil premium children.
5	Our <b>attendance</b> data of over the last year (2022-2023) indicates that attendance among Pupil Premium pupils was 94.32% in comparison to 95.69% for non-Pupil Premium pupils. Attendance of pupil premium children is lower than that of their peers and absenteeism is negatively impacting disadvantaged pupils' progress.

## 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
Improved reading attainment among disadvantaged pupils.	School Assessment and tracking shows progress made is in line with age related expectations over the academic year.  Pupils in Y6 will achieve above or in line with national average progress scores in KS2 reading

Improved writing attainment among disadvantaged pupils.	School Assessment and tracking shows progress made is in line with age related expectations over the academic year. Pupils will achieve above or in line with national average progress scores in KS2 writing
Improved maths attainment among disadvantaged pupils.	School Assessment and tracking shows progress made is in line with age related expectations over the academic year. Pupils will achieve above or in line with national average progress scores in KS2 maths
Phonics	The percentage of children achieving the phonics threshold will be in line with or above the national average.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance of disadvantaged pupils will average at 95% or better. Persistent absenteeism will decrease.
To achieve and sustain improved wellbeing for all pupils in our school particularly our disadvantaged pupils.	Sustained high levels of wellbeing which will be demonstrated by: <ul style="list-style-type: none"> <li>• Pupil voice, parent surveys and teacher observations</li> <li>• A reduction in behaviour incidents (evidenced on CPOMS)</li> <li>• A reduction in suspensions</li> <li>• A sustained record of participation in enrichment activities particularly among disadvantaged pupils.</li> </ul>

## 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: **£35,815**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD opportunities for the PP Lead. Release time to work with members of the pastoral team and members of the teaching team to ensure systems, provision and monitoring for PP pupils are secure and effective. Cost: 6 days release time <b>£1050</b></p>	<p>The EEF states that supporting PD is an important way to ensure the development of high-quality teaching practices.</p>	<p>1-5</p>
<p>To monitor the quality and effectiveness of phonics' teaching. Cost: 6 days release time <b>£1050</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> The EEF states that the teaching of phonics should be explicit and systematic. Phonics is an important component is the development of early reading, particularly children from disadvantaged backgrounds.</p>	<p>3</p>
<p>To support staff in delivering High Quality Maths and English lessons through identified PD needs and opportunities. We will fund ongoing</p>	<p>The EEF states that supporting PD is an important way to ensure the development of high-quality teaching practices.</p>	<p>1 and 3</p>

<p>teacher training and release time. 5 days teacher release time Cost : <b>£875</b></p>		
<p>To support communication and language through the LCC Fluency Programme. Release time for English Lead and EYFS Lead to take part in CPD. CPD to support the teaching of English for teaching staff. 12 days release time Cost: <b>£2100</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>The EEF states that 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 all be taught explicitly. Having time to talk in older year groups, using quality picture books and explicitly teaching subject related vocabulary widens vocabulary and extend communication skills. Elklan trained staff will also support SALT issues following guidance from trained SALT specialists.</p>	<p>1 and 3</p>
<p>To retain experienced TAs to work in class or independently with groups for Maths and English. This will also provide surgery interventions to ensure all children have achieved learning objectives from the days learning. Cost: T.A hours across</p>	<p>The EEF's guidance on the effective use of Teaching Assistants indicates that if these personnel are used effectively and efficiently then this can contribute to overall outcomes not only for disadvantaged pupils but for all pupils. Our TA's will support in classes by carrying out effective surgery work, leading interventions and/or supporting the class whilst the teacher provides targeted work for groups.</p>	<p>1 and 3</p>

the school <b>£30,740</b>		
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: **£18,230**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure that targeted support is in place for phonics across the whole school. Targeted support will be provided by Teaching Assistants. Training will be provided to all new staff.</p> <p>Cost: 6 days release time for phonics leader <b>£1,050</b> TA support <b>£7,650</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>The EEF states that the teaching of phonics should be explicit and systematic. Phonics is an important component in the development of early reading, particularly children from disadvantaged backgrounds.</p>	3
<p>To monitor the need for the NCETM Mastering Number</p>	<p>This NCETM project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number.</p>	1

<p>Programme to be used to increase number fluency in Year 1 and 2.</p> <p>To provide targeted support for groups of Y1 and Year 2 children where a need is identified.</p> <p>Two days release time Cost: <b>£170</b></p> <p>TA Support: <b>£7,822</b></p>		
<p>To participate in the TRG maths mastery programme and explore the five big ideas to enhance our maths curriculum.</p> <p>10 days release time</p> <p>Cost: <b>£1,538</b></p>	<p>The TRG maths mastery programme is aimed to ensure all children have a positive attitude towards maths, enjoy the subject and develop a growth mindset. The members of staff have been enrolled in the project.</p>	<p>1</p>

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

Budgeted cost: **£41,328**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To employ a Learning and Family support mentor supported by the SENDco and wider pastoral team to work with pupils, build relationships with their families and provide support e.g. through TAC.</p> <p>Cost: Learning and Family Support Mentor <b>£12,242</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning">https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</a></p> <p>The EEF recommend prioritising social and emotional learning (SEL) to avoid ‘missed opportunity’ to improve children’s outcomes. The SEL report stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.</p> <p>Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools. Supporting resources: The EEF Toolkit has a strand on parental engagement. The EEF guidance report on ‘Working with Parents to Support Children’s Learning’ offers practical approaches and insights for communicating and supporting parents.</p>	2, 4 & 5
<p>To employ staff to support pupils with</p>	<p>The EEF behaviour toolkit recommends that there is a clear need for schools to have consistent and clear behaviour policies that promote positive behaviour in schools.</p>	4

<p>their behaviour, emotional and /or social development needs.</p> <p>To equip and resource a room in school (The Den) as a place where pastoral team can meet and support pupils 1:1 or in small groups.</p> <p>Behaviour mentor</p> <p><b>£26,336</b></p>	<p>The EEF promote the inclusion of tier 3 support strategies.</p>	
<p>To improve the attendance of PP pupils by ensuring that calls and visits are made to check on poor attendance.</p> <p>To use the ATTEND support package to encourage pupils with emotional difficulties to attend.</p> <p>To ensure that pupils and parents have a named person with</p>	<p>DfE research in 2016 that higher absence rates in KS2 lead to lower attainment. This followed on from research in 2012 identifying the link between poor attendance and lower attainment for all children. Pupils with persistent absence are less likely to stay in education. This is particularly worrying for pupils from disadvantaged backgrounds. There is increasing evidence of pupils with emotionally based school refusal issue, some brought on by the pandemic, some through issues in school and some through external issues in the home.</p>	<p>2 and 5</p>

<p>whom to share their concerns.</p> <p>Part of the role of the family and Learning Mentor is to monitor attendance and to support families with attendance related concerns.</p> <p>Cost: LFSM Costs as above</p>		
<p>To provide homework club led by members of the pastoral team.</p> <p>Pastoral Team Included in costs above</p>	<p>To provide homework club led by members of the pastoral team.</p> <p>Pastoral Team Included in costs above</p>	<p>1</p>
<p>To provide opportunities to support personal development through extra-curricular activities and music tuition by LCC music service and independent providers.</p> <p>Cost: <b>£2,750</b></p>	<p>Arts Activities: Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</p> <p><a href="http://educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1</p>

**Total budgeted cost: £95,373**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

In 2023 37 children were assessed using the KS2 SATS. 44% of the cohort were pupil premium.

64% of PP children achieved the expected standard or above in maths. 18% achieved greater depth in this subject.

71% of PP children achieved expected or above in Writing with 18% achieving greater depth.

47% of PP children achieved expected or above in Reading with 29% achieving greater depth.

Internal data shows that reading has been highlighted as an area of weakness for PP children. This is being addressed by a whole school reading focus and the investment in new quality texts throughout the school.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Service premium money to be spent on ensuring that pastoral support would be available for services' pupils who may be separated from family members for blocks of time or who may be affected by moving schools.

Our Learning and Family support mentor offers emotional support to those who needed it. The pastoral team work closely with the local and regional SSAFA workers as well as the MOD community development officers. The School offers a Bluey Club for children who have deployed parents.

Support for Service families is also being provided through 'Chill and Chats' and through support from LFSM

All new pupils are assessed within the first few weeks so that any gaps in their knowledge are identified. Gaps in learning are addressed by targeted support.

### **The impact of that spending on service pupil premium eligible pupils**

The Learning and Family support Mentor and other members of the Pastoral Support Team supported pupils in a number of ways including opportunities to discuss feelings and an emphasis on positive mental health and well-being. Pupils were more equipped to discuss their worries and to seek support when needed.

The school is mindful that children who move frequently or who come from overseas postings are disadvantaged if they need formal assessing for SEND support with external agencies, and so funding is in place to support to provide additional pastoral and emotional support.

Ensuring service children know they are not alone and that they belong to a special, dedicated group has been very powerful. It has meant these children know other children who live similar lives to them. This has been especially significant for a group of service children who have parents who are deployed on a regular basis.

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*