

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	263
Proportion (%) of pupil premium eligible pupils	38%
	2024-2027 Year 1 2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
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	£95,700
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>	£6,960
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£10,594
Total budget for this academic year <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>	£113,254

Part A: Pupil premium strategy plan

Statement of intent

At Metheringham Primary School, we set high expectations and maintain ambitious goals for all our pupils, believing firmly that every learner should have the opportunity to reach their full potential and thrive. Our commitment is rooted in the belief that success is defined not by where a student begins, but by nurturing the essential skills and values that empower them to succeed.

We recognise that pupils who receive Pupil Premium Funding often face distinct challenges that can hinder their progress. Our mission is to provide targeted support and guidance to help these students overcome barriers and bridge social divides. Our Pupil Premium strategy aims to ensure that every child, regardless of background, can achieve their fullest potential and experience true equality.

In addition, we are dedicated to offering a rich and diverse curriculum that goes beyond conventional learning. We strive to present pupils with exciting opportunities that broaden their perspectives, allowing them to see beyond their immediate environment and understand their significant role in society—locally, nationally, and globally.

Our core principles focus on fostering both wellbeing and academic excellence through a well-rounded, supportive curriculum, delivered by a compassionate and dedicated teaching staff. We aim to instil a lifelong love for learning and equip each child with the skills and capabilities needed for future success. Our strategy ensures that all pupils have equal access to educational resources and experiences, with funding used strategically to address and meet their individual needs effectively.

Challenges

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

Challenge number	Detail of challenge
1	<p>Maths</p> <p>Internal and external assessments have revealed that maths attainment among disadvantaged pupils falls below that of their non-disadvantaged peers. Our Year 6 data reflects this gap:</p> <ul style="list-style-type: none">- 45% of disadvantaged pupils met the expected standard in maths, compared to 65% of non-disadvantaged pupils.- 45% of disadvantaged pupils achieved the expected standard in the combined areas of reading, writing, and maths, compared to 58% of non-disadvantaged pupils.

	<p>To close this gap, it is crucial to secure strong progress and attainment in maths for disadvantaged pupils. Prioritising targeted support and effective interventions will be key to ensuring these pupils reach their full potential in core mathematical skills.</p>
2	<p>English</p> <p>Assessments, both internal and external, indicate that disadvantaged pupils have lower writing attainment compared to their non-disadvantaged peers. This trend is evident in our Year 6 data:</p> <ul style="list-style-type: none"> - 64% of disadvantaged pupils met the expected standard in writing, while 77% of non-disadvantaged pupils did so. - 64% of disadvantaged pupils met the expected standard across reading, writing, and maths combined, compared to 77% of non-disadvantaged pupils. <p>Ensuring strong progress and achievement in maths for disadvantaged pupils is essential. Targeted interventions and focused assistance are vital for closing this attainment gap and helping these pupils achieve the best of their ability.</p>
3	<p>Social and emotional</p> <p>Observations and discussions with families have revealed that many pupils experience significant social and emotional challenges, with a notable prevalence among those receiving Pupil Premium support. These challenges often extend beyond the school environment, affecting not just the pupils but their families as well. Issues such as physical and mental health struggles are common, creating additional barriers that can hinder both parental and pupil engagement in school life.</p> <p>The presence of these challenges can limit participation in school activities, reduce involvement in educational initiatives, and make it difficult for families to maintain consistent communication with the school. This, in turn, can affect the pupils' ability to fully engage with learning, impacting their overall wellbeing and academic progress. Addressing these social and emotional issues is essential to fostering a supportive environment where all pupils, especially those facing additional difficulties, can thrive.</p>
4	<p>Phonics</p> <p>Assessments, observations, and discussions with pupils indicate that disadvantaged pupils often face greater challenges with phonics compared to their peers. These difficulties can significantly hinder their progress as readers, which in turn impacts their ability to access and engage with other areas of the curriculum. Strong phonics skills are fundamental to reading fluency and comprehension, and without these, students may struggle to build the literacy foundation needed for broader academic success.</p> <p>The 2024 Phonics Screening data further highlighted this issue, showing that only 67% of disadvantaged pupils met the required standard. This gap underscores the importance of targeted support and intervention to strengthen phonics skills among disadvantaged pupils. By addressing these challenges early, we can help improve reading development and overall learning outcomes, enabling these pupils to participate more fully and confidently in their education.</p>
5	<p>Behaviour</p> <p>Challenging behaviours are more frequently observed among some pupils who receive Pupil Premium support. These behaviours can stem from a variety of underlying factors, such as social, emotional, or academic pressures, and can disrupt both individual learning and the wider classroom environment. The higher prevalence of these behaviours among disadvantaged pupils highlights the need for tailored strategies and support systems that address their specific needs and challenges. By fostering a nurturing and supportive atmosphere, we</p>

	can help these pupils develop positive behaviour patterns, improve their engagement, and enhance their overall school experience.
6	<p>Attendance</p> <p>Attendance data from the 2023-2024 academic year shows that Pupil Premium pupils had an attendance rate of 94.32%, compared to 95.69% for non-Pupil Premium pupils. This lower attendance rate among disadvantaged pupils is concerning, as absenteeism can significantly impact their academic progress and overall development. Regular attendance is essential for consistent learning and engagement with the curriculum, and gaps in attendance can create challenges in maintaining academic momentum. Addressing the factors contributing to absenteeism is vital to support Pupil Premium pupils, enhance their school participation, and ultimately improve their educational outcomes.</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
<p>Maths</p> <p>Improved maths attainment among disadvantaged pupils.</p>	<p>School assessment and tracking shows progress made is in line with age related expectations over the academic year.</p> <p>Pupils will achieve above or in line with national average progress scores in KS2 maths – cohort predicted 77%</p>
<p>English</p> <p>Improved writing attainment among disadvantaged pupils.</p>	<p>School assessment and tracking shows progress made is in line with age related expectations over the academic year.</p> <p>Pupils in Y6 will achieve above or in line with national average progress scores in KS2 writing. – cohort predicted 74%</p>
<p>Social and emotional</p> <p>To achieve and sustain improved wellbeing for all pupils in our school particularly our Pupil Premium children.</p>	<p>Sustained high levels of wellbeing which will be demonstrated by:</p> <ul style="list-style-type: none"> • Pupil voice, parent surveys and teacher observations • A reduction in behaviour incidents (evidenced on CPOMS) • A reduction in suspensions <p>A sustained record of participation in enrichment activities particularly among disadvantaged pupils.</p>
<p>Phonics</p> <p>Improved Phonics attainment throughout the school.</p>	<p>The percentage of children achieving the phonics threshold will be in line with or</p>

	above the national average. – Y1 cohort predicted 77%
<p>Behaviour</p> <p>To support the implementation of our school’s behaviour policy to ensure all pupils are ready to learn.</p>	<p>High levels of positive learning behaviours will be demonstrated by:</p> <ul style="list-style-type: none"> • Pupil voice, parent surveys and teacher observations • A reduction in behaviour incidents (evidenced on CPOMS) • A reduction in suspensions
<p>Attendance</p> <p>To achieve and sustain improved attendance for all pupils, particularly our Pupil Premium pupils.</p>	<p>Attendance of disadvantaged pupils will average at 95% or better. Persistent absenteeism will decrease.</p>

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: £40,975

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.</p> <p>Cost: 6 days release time £1,350</p>	<p>The EEF states that supporting PD is an important way to ensure the development of high-quality teaching practices.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</p>	<p>1-6</p>

<p>Ensure fidelity to a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Cost: £2,000 ELS</p> <p>Release time for phonics lead to coach, team teach, deliver training, create CPD pathways for individual practitioners to improve practice. Cost: £13,450</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>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>	2&4
<p>To support staff in delivering High Quality Maths lessons through identified PD needs and opportunities. Maths subject leader to support the development of maths throughout the school. Funding for ongoing teacher training and release time. 52 days teacher release time Cost : £11,700</p>	<p>The EEF states that supporting PD is an important way to ensure the development of high-quality teaching practices.</p>	1
<p>To participate in the TRG maths mastery programme and explore the five big ideas to enhance our maths curriculum. 19 days release time Cost: £4,275</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>https://educationendowmentfoundation.org.uk/early-years/evidence-store/early-mathematics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	1
<p>To support communication</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2

<p>and language through Talk 4 Writing.</p> <p>Release time for English Lead and EYFS Lead to take part in CPD.</p> <p>CPD to support the teaching of English for teaching staff.</p> <p>22 days release time Cost: £4,950</p>	<p>The EEF states that it is important that children are successful in making progress in all aspects of writing including oracy. The development of vocabulary and spelling which should all be taught explicitly. Having time to talk, using quality picture books and explicitly teaching subject related vocabulary widens vocabulary and extend communication skills.</p>	
<p>Professional development for staff focused on making tailored adaptations to support the learning and development of children with additional needs and those with sensory processing needs.</p> <p>Cost: £3,250</p>	<p>This highlights the ongoing learning aspect of staff development and emphasises the tailored approach to supporting children's unique needs.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-for-pupils-with-send-a-cluster-of-adaptive-approaches</p>	1-6

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

Budgeted cost: £31,439

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.</p> <p>Training will be provided to all new staff.</p> <p>£8,968</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>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>	4
<p>To retain experienced TAs</p>	<p>The EEF's guidance on the effective use of Teaching Assistants indicates that if these personnel are used</p>	1&2

<p>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. £22,471</p>	<p>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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £40,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To employ a Behaviour Mentor supported by the SENDco and wider team to work with pupils, build relationships with their families and provide support e.g. through TAC. Cost: Behaviour Mentor £19,500</p>	<p>https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</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>	5
<p>To employ staff to support pupils with their behaviour, emotional and /or social</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> <p>The EEF promote the inclusion of tier 3 support strategies.</p>	3&5

<p>development needs.</p> <p>To equip and resource a room in school (The Den & The Nest) as a place where pastoral team can meet and support pupils 1:1 or in small groups.</p> <p>£8,601</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</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 ensure that pupils and parents have a named Attendance Champion with whom to share their concerns.</p> <p>£1,875</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p>	6
<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>	3
<p>To provide opportunities to support personal development through extra-curricular activities and music tuition by LCC music service and</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>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	3

independent providers. £460		
CPD - Behaviour Whole staff training on behaviour approaches (provided by BOSS and WTT) with the aim of developing our school ethos and maintaining behaviour across school. £2,500	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) http://www.lincolnshirepsychologyservices.com/elsa/ Lincolnshire BOSS Lincolnshire Behaviour Outreach Support Service (BOSS) - Family Action (family-action.org.uk)	5
Develop strong relationships with parents and families through the head teacher/SENCO in order to foster trust including a full Family Learning Programme. £2,275	The EEF research states there is moderate impact for very low cost based on extensive research. The right approach is key to improved outcomes. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/parental-engagement	3
Access to our Enrichment opportunities (e.g., STEM, Sports, Choir, Cook Stars, Magical Maths) £1,500 No financial barriers to participate in whole class visits and trips. £2,535 Use of funding to nurture talents and	Widening children's experiences will support cultural capital and enrich the learning experience of all learners so that vulnerable children can become as privileged as their non-disadvantaged peers.	1-6

interests e.g., playing a musical instrument; sports at a higher level; participating in dance classes or Sports clubs £1,594		
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Total budgeted cost: £113,254

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 2024, 42 children were assessed using the KS2 SATS.				
	Pupil Premium		Disadvantaged	
Number in cohort	18		11	
Percentage of cohort	38%		26%	
	EXS (or above)	GDS	EXS (or above)	GDS
Reading	69%	13%	64%	18%
Writing	75%	0%	64%	0%
Maths	50%	19%	45%	27%
Challenge 1				
Internal data shows that maths has been highlighted as an area of particular weakness for Pupil Premium children. This is being addressed by a whole school maths focus and the investment in whole school maths training led by a new Maths Lead.				
Challenge 2				
The Pastoral and SEND teams have supported vulnerable families through TAC. Staff have received training regarding the support of children with physical and emotional issues. Good attendance of parents at parents' consultations. Parents are working well with school to support their children: they seem happy to approach support if they need help.				
Challenge 3				
In the Year 1 phonics screening 88% of children passed the phonics screening check. New staff have been trained to ensure fidelity to the ELS phonics scheme.				
Challenge 4				
Children with challenging behaviours have been effectively supported by our dedicated Pastoral team throughout the year. To enhance this support, staff have undergone high-quality training provided by external agencies, equipping them with valuable strategies to better assist children in the classroom.				

Challenge 5

Attendance has risen to 95.34% in 2023-2024. Attendance for a few pupil premium children remains a challenge. These families are supported by the Head Teacher, Attendance Champion and Pastoral team. Many strategies and approaches are explored and reviewed with families.

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***

Ensuring service children know they are not alone and that they belong to a special, dedicated group is very powerful. The School offers both informal and targeted support for the children who have deployed parents. All new pupils are assessed within the first weeks at our school so that any gaps in their knowledge are identified. Gaps in learning are addressed by targeted support. SEND support is offered immediately if large gaps are identified, this is to ensure the Service children are not disadvantaged in the SEND process because of frequent school moves within the UK or overseas. Our service pupils were taken on a school visit to RAF Cranwell, this gave our pupils an opportunity to be together and create a bond with other service families. They were able to discuss their lived experience and share thoughts, feelings and emotions of past and present events, whilst learning about the history of the RAF. A Bluey Club is in place for pupils to access when a parent is on deployment.

The impact of that spending on service pupil premium eligible pupils

Service children perform well in assessments, in both terms of attainment and progress. The school is mindful that children who move frequently or who come from overseas postings are disadvantaged if they need assessing for SEND/Emotional support with external agencies. Provision is made daily to support children who find it difficult to enter school in the morning due to anxiety (for whatever reason). Pupils feel a sense of belonging and feel listened to. They have open channels of communication when their parent is deployed and the family, pupil and school remain connected during these times.

Further information (optional)

Our pupil premium strategy is additionally compensated through the everyday work we do in the classroom, with classroom practitioners made fully aware of pupil premium students in their class, and where required additional support structures are put in place to help them achieved to their full potential. Furthermore, we also have additional actions in place to meet the needs of all our pupils, including those in receipt of pupil premium funding:

- A planned structure of interventions are in place, which meet the needs of pupils both academically and socially/emotionally
- Pastoral services are offered to all pupils identified as requiring them.
- We offer a range of extra-curricular activities focusing specifically on developing engagement and confident in the arts, sports and technology. We encourage ALL children to participate and would fund access for any PP child for whom this was creating a barrier.

Improving the outcomes of disadvantaged pupils is at the heart of everything we do. When undertaking monitoring, we ensure that pupil premium students are always included within our selection of work- this enables us to triangulate the data, planning and books to develop a wider picture of the attainment and progress our pupil premium students make.

At Metheringham Primary, we aim to build a picture of the whole child. By doing this, we are able to focus on the individual needs of our pupils and we use part of our pupil premium funding to support those pupils who may have additional needs both inside and outside the classroom to further extend the support our school can offer to disadvantaged pupils, in order to narrow the attainment gap and improve the outcomes for these children.