

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 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 and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Metheringham Primary School
Number of pupils in school	266
Proportion (%) of pupil premium eligible pupils (Not including service premium)	16%
Academic year/years that our current pupil premium strategy plan covers (3year plans are recommended)	2021-2024 Year 2 2022-2023
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Elspeth McMenemie and Leanne Duggin
Pupil premium lead	Karen McKenzie
Governor / Trustee lead	Richard Outhwaite

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66480
Recovery premium funding allocation this academic year	£7395
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£6623
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£80498

Part A: Pupil premium strategy plan

Statement of intent

- At Metheringham Primary School, we have high aspirations and ambitions for all of our pupils and we strongly believe that all learners should be able to reach their full potential in order 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.
- We also aim to provide pupils with access to a variety of exciting opportunities and a rich and broad curriculum.
- 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	Good levels of progress and attainment for our eligible pupil premium children especially in Maths and in English need to be secured.
2	There is greater prevalence of social and emotional challenge 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	Limited vocabulary and communication skills for some of our pupil premium children is lower than their expected age ability. This impacts on their access and therefore progress across the curriculum.
4	There is greater prevalence of challenging behaviours of some pupil premium children as a result of change in their family lives.
5	Attendance of pupil premium children is lower than that of their peers.

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
Progress in Reading	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
Progress in Writing	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
Progress in Maths	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.
Good attendance of Pupils in receipt of the pupil premium.	Attendance of disadvantaged pupils will average at 95% or better for the academic year 2022-2023. Persistent absenteeism will decrease.

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: £30,794

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. 6 days release time £990</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. 6 days release time £990</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics 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.</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>To support communication and language through the LCC Fluency Programme.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics 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</p>	<p>1 and 3</p>

<p>Release time for English Lead and EYFS Lead to take part in CPD. CPD to support the teaching of English for teaching staff.</p> <p>12 days release time £1980</p>	<p>quality picture books and explicitly teaching subject related vocabulary widens vocabulary and extend communication skills. Ekklan trained staff will also support SALT issues following guidance from trained SALT specialists.</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.</p> <p>T.A hours across the school £26,834</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>	1 and 3

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

Budgeted cost: £17,801

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>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>	3

6 days release time for phonics leader £990 TA support £9426		
To employ an experienced teacher to delivery catch-up tutoring sessions in small groups to help support pupils who have gaps in their learning. 2 days a week for 18 weeks £7385	The government and the EEF back small group tutoring to try and improve outcomes for children, particularly the disadvantaged.	1 and 3
To monitor the need for the NCETM Mastering Number Programme to be used to increase number fluency in Year 1 and 2. To provide targeted support for groups of Y1 and Year 2 children where a need is identified. (Cost covered from TA support in above Teaching section)	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.	1

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

Budgeted cost: £31,364

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<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>Learning and Family Support Mentor £9826</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>	<p>2 and 4</p>
<p>To employ staff to support pupils with 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>TA 3 days Behaviour mentor £21,538</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>	<p>4</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 whom to share their concerns.</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>Part of the role of the family and Learning Mentor is to monitor attendance and to support families with attendance related concerns.</p> <p>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>Evidence shows that some pupils do not have a suitable environment at home to complete homework.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/</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>Arts Activities: Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p>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>	<p>1</p>

Total budgeted cost: £79,959

Unspent money will go towards supplementing school trips, and music lessons. The school's main budget will also support this.

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.

Y6 Disadvantaged **pupil progress** scores for last academic year from End of KS1 scores 2018 to End of KS2 scores 2022.

Subject	Measure	% of pupils making at least expected progress.
Reading	End of KS1 TA to End of KS2 Scores	67%
Writing	End of KS1 TA to End of KS2 Scores	100%
Maths	End of KS1 TA to End of KS2 Scores	78%

Y6 Disadvantaged Pupils

Attainment scores for last academic year End of KS1 scores 2018 and End of KS2 scores 2022.

Attainment

Subject	Measure	End of KS1 scores	End of KS2 Scores
Reading	SATs Attainment	77% expected or above	67% expected or above
Writing	SATs Attainment	78% expected or above	78% expected or above
Maths	SATs Attainment	77% expected or above	78% expected or above

Intended outcome	Actual Outcome
The majority of Disadvantaged pupils will have made at least expected progress over the academic year.	The majority of disadvantaged pupils made at least expected progress over the academic year.

Intended Outcome	Actual Outcome
Majority of Y1 Pupils achieve or exceed Phonics screening threshold.	100% of disadvantaged pupils passed the phonics screening check threshold.
Improved attendance of Pupils in receipt of the pupil premium.	Attendance of disadvantaged pupils was 93% including covid related absences. Persistent absenteeism of pupil premium pupils increased to 13% in the academic year 2021-2022. This excludes confirmed cases of covid. A high priority is being placed on persistent absences in the coming year.

Teaching and Targeted Support Challenge 1 and 3 Review of Activity
<p>The ELS phonics programme was adopted and all staff trained on how to deliver this. Resources were purchased.</p> <p>Fidelity to the scheme has been shown by purchasing the appropriate phonetically decodable reading books.</p> <p>Teaching from the scheme was introduced in Term 3 2022.</p> <p>Impact:</p> <p>The majority of disadvantaged pupils made at least expected progress in reading in all year groups. However, the % of those achieving expected progress was lower for Y2 pupils compared with other Year groups.</p>

Reception pupils:

Following further assessments, the NELI programme ceased to be used as it no longer met the specific needs of the pupils. High priority was given to teaching and supporting pupils in class with their development of vocabulary and communication across the curriculum. This included a focus on word reading and comprehension through high quality teaching and continuous provision.

Impact

100% of disadvantaged pupils made progress in reading over the year.

An experienced teacher was employed to deliver school-led tutoring sessions in small groups to help support pupils who have gaps in their learning.

Impact

Disadvantaged pupils taking part in catch-up tutoring sessions have gained confidence and/or made progress.

All FS& KS1 staff were trained in Mastering Number and pupils in Y1 and 2

Impact:

The majority of pupils in KS1 made at least expected progress in maths.

Monitoring has indicated a good understanding of mathematical terminology, pictorial representations and use of manipulatives.

Wider Strategies Challenge 2, 4 and 5 Review of Activity

An increased emphasis on supporting pupils who were struggling with the behaviour and emotions was prioritised by the Learning and Family Support Mentor and SENDco. Pupils were monitored closely, type of support needed was identified e.g meet and greet, counselling, TAC, Educational Psychology etc. Communication of actions taken and support given by the Mentor and SENDco was recorded centrally.

Impact

Support was put in place. Positive and regular communication with their families established.

Pupils responded to support given. Improvements in behaviour, self-regulation and attitude were becoming evident by term 6.

Staff member participated in the MOBILISE behaviour training sessions and disseminated the training and research shared to the staffing team.

Impact

Content from the training was used to inform the review of the school's behaviour policy. A behaviour blue print is in place. The positive impact of building relationships with pupils and employing the use of restorative discussions has been evident during SLT monitoring visits.

Calls and visits were made to check on poor attendance. Attendance panel meetings were held.

The ATTEND support package was made available for to encourage pupils with emotional difficulties to attend.

Pupils were given a named person with whom to share their concerns.

Impact

Attendance data from the standards report indicates that overall attendance was in line with local figures for the academic year 2021-2022. Persistent absence figures were lower than local figures. Overall attendance has dropped during the covid-19 period. There is still work to be done to improve attendance.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
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 offered emotional support to those who needed it. Services’ clubs could not be operated last academic year but have now been started this academic year. Support for Service families is also being provided through ‘Chill and Chats’ and through support from LFSM
Impact of spending and type of support.	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. Teacher assessment outcomes at the end of the academic year indicated that 100% of services’ pupils in Year 2 achieved the

	expected level of attainment. In Year 6, 100% achieved the expected level or above in Reading and maths and 75% in Writing.
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Further information (optional)

Research findings and guidance about impactful approaches to supporting disadvantaged pupils and those with services' funding are held in high regard at Metheringham Primary School. Approaches to provision mapping, support strategies, the monitoring of progress and the analysis of attainment of our disadvantaged pupils continues to be a priority and ways to develop our systems feature on our School Improvement Plan. Noted is that there continues to be an overlap between many of the disadvantaged pupils and those that are on the SEND register including those with Additional Needs. At Metheringham, we continue to take this into consideration when mapping provision, developing systems and monitoring pupil progress.