

Mepal and Witcham Church of England Primary School's Pupil premium strategy statement

This statement details Mepal and Witcham Church of England Primary School's use of pupil premium (and recovery premium for the 2021 to 2022 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	Mepal and Witcham
Number of pupils in school	89
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	1 st December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Louise Lomax
Pupil premium lead	Louise Lomax
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,500
Recovery premium funding allocation this academic year	£3625
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£37,125

Part A: Pupil premium strategy plan

Statement of intent

Common barriers to learning for Pupil Premium children can be, below attendance and high persistent absentees, families and pupils with emotional and social needs, a lack of aspiration for their futures reducing their motivation and commitment to learning, limited experience beyond their home life and immediate community, less support from home, lack of confidence and weak language and communication skills. The challenges are varied and there is no 'one size fits all'.

Objectives to be achieved:

- For all pupil premium children to meet or exceed age related expectations (unless agreed as precluded by documented SEND)
- To support our children's health and wellbeing to enable them to access learning at an appropriate level

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all pupils
- Ensuring that the appropriate provision is provided for all pupils in vulnerable groups
- Ensuring that there is provision for all pupils to receive emotional support

Achieving these objectives:

- Ensuring that all teaching is good or better
- Enabling pupil premium children to make accelerated progress so that all pupil premium children are working at age related expectations as a minimum
- Providing small group work to pre/ post teach to minimise gaps in learning forming
- Additional support in class for the teaching of reading, maths and writing
- Support payment for educational visits. Ensuring children have first hand experiences to use in their learning in the classroom
- Employment of an ELSA to support children

Challenges

This details the key challenges to achievement that Mepal and Witcham Church of England primary school have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	<p>Lower levels of self esteem and resilience due to a lack of enrichment opportunities during school closures to a greater extent than for other pupils. These findings are supported by national studies and reflects in our classrooms as poor learning behavior.</p> <p>Support has markedly increased during the pandemic. 12 pupils (7 of whom are disadvantaged) currently require additional support with social and emotional needs, with 5 (2 of whom are disadvantaged) receiving small group interventions.</p>
3	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.</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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To ensure that Pupil Premium pupil's attainment is equal to or greater than their non pupil premium peers	<p>A broad and balanced curriculum is planned for all learners.</p> <p>Gaps in learning are identified and addressed for all pupils</p> <p>KS2 outcomes for all subjects in 2023/2024 show pupil premium children's attainment is equal to the non pupil premium children</p>

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none">• qualitative data from student voice, student and parent surveys and teacher observations• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils• Good learning behaviour throughout the school
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Activity in this academic year

This details how Mepal and Witcham 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: £13,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teachers to access continuing professional development (CPD) in order to meet the individual needs of our pupil premium pupils in the following areas:</p> <ul style="list-style-type: none"> • Subject leadership • Whole class reading • Writing revolution • Fluency in maths and problem solving • Assessment • SALT speech and language • Sounds Write 	<p>In The Education Endowment Foundation Guide to Pupil Premium the tiered approach indicates that high quality professional development improves the quality of teaching.</p> <p>Good teaching has the greatest impact on improving outcomes for pupils. Using the pupil premium to improve the quality of teaching benefits all pupils and has a very positive impact on Pupil Premium pupils.</p>	<p>1,2,3</p>
<p>High Quality teaching through our progressive knowledge rich curriculum which is based on mastery learning.</p> <p>Access to PKC training</p> <p>Maths Hub training</p> <p>Sound Write training</p>	<p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts by supporting pupils who need extra reinforcement through targeted pre and post teaching and scaffolding in lesson to support all learners to achieve.</p> <p>The Education Endowment Foundation found this to have an impact of +8 months in Primary schools.</p>	<p>1,2,3</p>

<p>Embedding Oracy activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff and the employment of an ELSA (Emotional Literacy Support Assistant).</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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>2</p>

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

Budgeted cost: **£21,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inset for staff to share ideas on how to incorporate oracy into lessons, One collective worship a week based on Picture News to form a relevant discussion.	Oral language can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1
Additional maths, phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. School will target those who have not achieved the learning during the teaching session. Phonics Toolkit Strand Education Endowment Foundation EEF	2,3
Small group school-led tutoring for pupils whose education has been most impacted by the pandemic. All disadvantaged pupils, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, : Small group tuition Toolkit Strand Education Endowment Foundation EEF	2,3
HLTA in KS1 class to support individual year group teaching (Gp of 12)	Education Endowment Foundation impact +4 months Small group guidance can support pupils to make effective progress by providing targeted teaching, greater levels of interaction and feedback compared to whole class teaching, supporting pupils to overcome barriers to learning and increase their access to the curriculum.	1,2,3

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

Budgeted cost: **£2425**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on learning behaviour approaches with the aim of developing our school ethos and improving learning behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	2
Exciting educational trips and visits will be planned to enhance the school curriculum by supporting 100 things to do before leaving Mepal and Witcham.	Children who are exposed to these have an enhanced knowledge and understanding of the world	1,3
Personalised behaviour interventions in place for identified pupils in order to help pupils manage their self regulation and emotional skills	Education Endowment Foundation Impact +4 months Targeted interventions can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	2

Total budgeted cost: £37,125

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021 and 2020 to 2021 results will not be used to hold schools to account. Our internal assessment at Mepal and Witcham during 2020 to 2021 academic year shows the following impact:

EYFS 58% of cohort got GLD. 1 PP child reached expected in 15/17 areas at the end of the year from 13/17 areas at the start of the year.

End of KS1 50% of cohort was at expected in reading and Maths and 50% of PP were at expected in reading and Maths. Writing has been hit badly from the COVID absence from school only 36% of cohort at expected and no PP children at expected. This cohort is being targeted with tutoring in the coming academic year to catch up and fill in gaps.

End of KS2 In Reading and Maths 77 % of the cohort achieved expected with 50% of PP achieving expected. 2 of the pp children joined the school during KS2 and the gap was too big to close to expected but they had made good progress from their starting point with the school and 1 of the children went onto a EHCP ready for secondary school. Again writing was the weakest area with 69% of the cohort achieving expected and 33% of the PP cohort.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources through the school's google classroom. All PP children were provided with a device so that they could access the learning.

Although overall attendance in 2020/21 was affected by the pandemic Pupil Premium children had a higher attendance than the whole school attendance and higher than the national average. Pupil Premium children's attendance is good.

Our assessments and observations indicated that pupil's learning behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
Sounds Write Phonics	Sounds write Ltd
Power Maths	Pearson