

Pupil Premium Strategy Statement: East Meon CE 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	87
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 year
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Julie Slamaker
Pupil premium lead	Julie Slamaker
Governor Lead	

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,556 indicative
Recovery premium funding allocation this academic year	£1,305
Pupil premium and recovery funding carried forward from previous years	£0
Total budget for this academic year	£16,861
<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>	

Part A: Pupil Premium Strategy Plan

Statement of intent

As a school we aim to:

1. Provide an education to ALL our pupils that ensures that gaps in learning are closed
2. Pupils who would otherwise be disadvantaged have the support required to bring them in line with their peers
3. Where pupils who are disadvantaged are not academically behind, we seek to offer greater enrichment opportunities
4. Support families where necessary and appropriate.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already demonstrating high achievement.

We consider the needs and challenges faced by vulnerable children and intend to support their needs regardless of whether they meet the 'disadvantaged' criteria.

The Governors and SLT develop a clear strategy for pupil premium funding to ensure that our approach meets the needs of the target group of children for which it is intended. Each year the school refines this so that funding is allocated to address specific identified barriers to learning for this groups of children. This forms an integral part of our School Improvement Plan, pupil progress meetings, data reports to governors and where appropriate is discussed as part of performance management meetings.

High quality teaching is at the heart of our approach, and we focus our development in quality of education in the areas in which disadvantaged children require the most support. This is because high quality teaching and collective teacher efficacy are proven to have the greatest impact on progress and achievement of children. It is rooted in having high aspirations for all children and therefore has the greatest impact on closing the disadvantage attainment gap but at the same time benefits the non-disadvantaged children at East Meon. It is our intention that the attainment and progress of non-disadvantaged children is sustained and improved alongside those who are disadvantaged.

Our strategy is integral to our wider school education recovery and catch up plan for any children who have fallen behind and for those whose needs are greatest.

Links to School Improvement Plan

The impact of Pupil Premium Funding forms an integral part of the School Improvement Plan each year. As a school we understand that improving the outcomes

for this group of children begins with ensuring that the development of the curriculum and the quality of the day to day teaching in each class meets the needs of each learner and these elements always form an important part of the school improvement plan. The key objectives in our 2023 – 2024 school improvement plan are intended to have a targeted impact our disadvantaged children:

Key Objective 1: To ensure all children, including SEND pupils, thrive and maximise progress

- The school will develop their Assess Plan Do Review cycle for our vulnerable learners.
- Work with EP to develop an assessment tool for ‘poor working memory’.
- Develop an enabled learning environment across year groups to foster independent learning.
- Through curriculum adaptation, to raise attainment in our year 5 cohort

Objective 2: To continue to promote the mental well-being of staff & pupils ensuring high quality SMSC provision

- Train one of our current TAs to fill the role of ELSA
- Provide Nurture sessions for some learners

Objective 4: To refine our assessment procedures in the wider curriculum to identify progress pupils and supporting children’s journey through the curriculum

- Enable the identification of target children to support in the wider curriculum through tracking and assessment.

Targeting the Funding

When making decisions about how best to allocate pupil premium funding to maximise impact for ‘disadvantaged’ children we refer to current evidence about ‘what works’. This includes reference to Pupil Premium Awards website which includes information on schools that have been recognised for their successful use of the premium; and information from the Education Endowment Foundation which has produced a teaching and learning toolkit to help teachers and schools effectively use the pupil premium to support disadvantaged pupils. The most effective (high impact) strategies include:

Known to have high impact

- Identifying individual barriers to learning
- Effective marking and feedback on pupil’s performance
- Meta-cognition and self-regulation
- Mastery Learning
- Peer tutoring
- Reading comprehension strategies
- Oral language interventions

- Collaborative learning
- Early Years interventions
- Phonics
- Social and Emotional learning
- Small group tuition
- Behaviour interventions
- Digital technology
- Parental involvement
- Outdoor adventure learning
- Sports and Arts participation
- Learning styles
- Aspiration interventions

Other approaches used at East Meon

- Enrichment of the curriculum through trips and visitors to school.
- Raising Aspirations
- Staff Training
- Purchase of Resources

How do we know if this is making a difference?

We compare the progress and attainment of disadvantaged children in different ways, annually, termly and more regularly where appropriate, to ensure that there is not a significant gap and that any gap there is, is closing.

We analyse data from 'Analyse School Performance' (ASP) and 'Inspection Data Summary Report' (IDSR) to ensure that there are no significant gaps between the achievements of children within this group and all children at the end of each Key Stage. We also track the progress of all of our children in school through termly pupil progress meetings and through data analysis meetings with Governors. We track the progress of children who are receiving intervention strategies to ensure that the interventions are accelerating progress.

What is the plan for 2023 – 2024

During 20223 – 2024 the school will utilise funding to continue to meet the needs of disadvantaged children by:

- Continuing to focus on inclusion and diversity to further embed the inclusive culture and practice within our school so that the individual needs of children are met
- Providing additional adult support for pupil premium children who are not yet working at the expected standard, to support them further with targeted action within lessons
- Maintaining the dedicated SENCo time 1 day per week
- Providing Educational Psychology support and advise for staff and parents, and coaching for support staff

- Training our own ELSA and ensuring appropriate supervision is in place so that they can effectively provide the wellbeing support children need
- Effectively adapt learning to ensure the needs of all children are met by focussing on variation, task design, assessment and progression
- Focussing on progress and attainment of PP when monitoring standards through book scrutiny, conferencing, pupil progress meetings, and learning walks
- Continuing to work in close partnership with parents to identify and address barriers to learning

Challenges

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

Challenge number	Detail of challenge
1	Gaining a deeper understanding of the barriers to learning and supporting class teachers to enhance their practice to include the wider, neuro-diverse learners we now work with.
2	43% of children who are disadvantaged also have SEND. Meeting the needs of all these children in all core subjects remains a focus for the school in the coming terms.
3	Providing challenge and enrichment for the highest achieving disadvantaged children to ensure continued interest and excitement in learning
4	Wellbeing support is needed for some children with specific or general anxiety, supported through 1:1 nurture sessions or through referrals to other services.

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
Pupils leave KS2 having made good progress from individual start points	<ul style="list-style-type: none"> • Support staff and classroom staff receive appropriate training which further improves the high quality teaching in the classroom and in small group work • Appropriate interventions are in place that help close the attainment gaps
Disadvantaged pupils complete Key Stage phases with data that is in line with their cohort and national expectations	<ul style="list-style-type: none"> • Support staff and classroom staff receive appropriate training which further improves the high quality teaching in the classroom and in small group work • Appropriate interventions are in place that help close the attainment gaps

There are no school refusers amongst our pupil population	<ul style="list-style-type: none"> • Pupils who find the beginning of the day challenging are given the opportunity to access soft starts to their days and nurture sessions over the course of the week • Enrichment activities are offered to disadvantaged pupils at no additional cost in order to further improve confidence and well being
All pupils say that they enjoy learning and feel happy most of the time that they are in school	<ul style="list-style-type: none"> • Nurture support is in place • Pupils respond positively to pupil questionnaire • School council offers pupils regular opportunities to share views and ideas about how they would like to further improve their experience of school

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: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Hampshire Education Psychology led training on Nurture and meta cognition	Class teachers will be able to support disadvantaged learners in their class with a greater understanding of how they present. Working with a deeper knowledge of metacognition enhances all learners but more especially those children who have self-negating SEMH needs. EEF Metacognition & Self-regulated Learning	1,2,3,4
Elsa Training	Children who develop their emotional awareness, regulation and ability to focus are able to make more rapid progress with their learning. Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1,2,4
Phonics training and purchase of additional validated Synthetic Phonics resources to secure improved phonics outcomes particularly for	Children whose phonic gaps are addressed make more rapid progress in reading and writing. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2

disadvantaged children.		
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training)	<p>NCETM – Maths Mastery Principles</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	1,2,3,4

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

Budgeted cost: £11,853

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group support, higher adult child ratio, 1:1 support in lessons and structured interventions.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3,4

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Staffing	Children who develop their emotional awareness, regulation and ability to focus.	1,2,3,4
Breakfast Club / After School Care Access	Breakfast Club / After School Care have enable some of our learners to start the day more easily, reducing absence. Some learners have access after to school as part of our extended family support.	2,4
Residential and enrichment activities	Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through	1,2,3,4

	participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.	
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Total budgeted cost: £16,861

Part B: Review of the previous academic year

Outcomes for Disadvantaged Pupils

	Read	Write	Maths
Child A	WTS	WTS	ARE
Child B	GD	ARE	WTS
Child C	ARE	ARE	ARE
Child D	WTS	WTS	ARE
Child E SEND	PKS	PKS	PKS
Child F	ARE	WTS	WTS
Child G	WTS	WTS	ARE
Child H SEND	WTS	WTS	WTS
Child I	WTS	WTS	WTS
Child J	ARE	WTS	WTS
Child K	PKS	PKS	ARE
Child L	GD	GD	GD
Child M SEND	ARE	WTS	WTS
Child N SEND	WTS	WTS	WTS
Child O	GD	ARE	ARE
Child P	ARE	WTS	ARE
Child R SEND	Did not achieve ELG	Did not achieve ELG	Did not achieve ELG
Child S SEND	PKS	PKS	PKS
Total % Achieving ARE +	44%	22%	44%
Total % Achieving GDS	16%	5%	5%

Externally provided programmes

Programme	Provider
Becoming First Class at Number	Every Child Counts
First Class at Number	Every Child Counts
Success at Arithmetic	Every Child Counts
Fresh Start Phonics	Read, Write, Ink