

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Mears Ashby
Number of pupils in school	84
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Trust AIO
Pupil premium lead	Liz Crofts
Trustee lead	Margaret Holman

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 12780
Recovery premium funding allocation this academic year	£ 2000
Pupil premium funding carried forward from previous years (enter £0.00 if not applicable)	£ 0.00
Total budget for this academic year	£ 14780

Part A: Pupil Premium Strategy Plan

Statement of Intent

The vision of our school is: Jesus said “I have come that they may have life, and have it in all its fullness.” (John 10:10)

Improving the achievement of disadvantaged pupils is integral to all key priorities in our improvement plan relating to the quality of education. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across all subject areas. Our goal is to ensure that no child is left behind socially, or academically because of disadvantage.

We fully embrace research evidence regarding effective spending of pupil premium funding to focus on the challenges identified for our disadvantaged pupils including those pupils who are vulnerable and need extra support e.g. pupils who are or have been in contact with a social worker.

Our three- tiered approach has high quality teaching at the core of our pupil premium strategy proven to have the greatest impact on closing the disadvantage gap and at the same time will benefit the non-disadvantaged pupils in our school.

In addition to discussions, observations and responsive teaching, we use a range of assessments including standardised scores and gap analyses to identify specific areas to be addressed to enable our disadvantage pupils to achieve.

All colleagues take responsibility for our whole school approach for disadvantaged pupils’ outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge Number	Detail of Challenge	Links to Tiers
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers	1, 2
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing and applying their key reading strategies to reading comprehension in KS2 than their peers in readiness for secondary school.	1, 2
3	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.	1, 2

	This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and maths.	
4	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for wellbeing support have markedly increased during the pandemic. Nine pupils (seven of whom are disadvantaged) currently require additional support with social and emotional needs, with all nine receiving small group or one to one interventions from internal and external resources.</p>	1, 2, 3
5	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 1.2% lower than for non-disadvantaged pupils.</p> <p>10% of disadvantaged pupils have been 'persistently absent' compared to 27% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>	1, 2, 3

Intended Outcomes

This explains the outcomes you are aiming for **by the end of our current strategy plan**, and how you will measure whether they have been achieved.

Intended Outcome	Challenge Number	Success Criteria
Improve overall Quality First Teaching for all pupils.	1,2,3	All delivered core subject lessons are delivered to a good standard.
Improved phonics outcomes for disadvantaged pupils.	1	Disadvantaged pupils make their expected individual progress in phonics by the end of KS1
Improved reading attainment among disadvantaged pupils at the end of KS2.	2	Disadvantaged pupils make their expected individual progress in reading by the end of KS2
Improved writing attainment among disadvantaged pupils at the end of KS2.	3	Disadvantaged pupils make their expected individual progress in writing by the end of KS2
Improved maths attainment for disadvantaged pupils at the end of KS2.	3	Disadvantaged pupils make their expected individual progress in maths by the end of KS2
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	4	<p>Sustained high levels of wellbeing 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.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	8	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> The overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1.2% The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 5% lower than their peers.

Activity in this Academic Year

This details how you intend to spend your school's pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Tier 1: Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4,000

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
Purchase of standardised tests and MARK analyses for reading, grammar and maths.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <u>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</u>	1,2,3
Improving quality first teaching (QFT) by focusing on Rosenshine's Principles in Action. We will continue to: <ul style="list-style-type: none"> • Access Trust CPD • Commission the external teaching and learning consultant to work with staff throughout the year • Maintain a strong focus on QFT in our internal CPD programme. 	Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high-quality teaching on pupil outcomes is 3x that of any other school based factor (EEF)	1, 2, 3, 4, 5
Purchase of a <u>DfE validated Systematic Synthetic Phonics programme</u> to secure stronger phonics teaching for all pupils. We will continue to: <ul style="list-style-type: none"> • Commission the external teaching and learning consultant to work with staff and/or work with the English Hub throughout the year • Provide regular non-contact time for our Phonics Lead to work with class teachers, TAs and external consultants. 	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u>	1
To continue to improve our whole school approach to the teaching of reading using the teaching sequence, quality texts and progression documents. We will continue to:	Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (EEF)	2

<ul style="list-style-type: none"> • Access Trust CPD on reading and the teaching sequence • Maximise support from the Trusts' Literacy consultant • Provide regular non-contact time for our English SL to work with class teachers, TAs and external consultants. 		
<p>To continue to improve our whole school approach to the teaching of writing using the teaching sequence, quality texts and progression documents. We will continue to:</p> <ul style="list-style-type: none"> • Access Trust CPD on reading and the teaching sequence • Maximise support from the Trusts' Literacy consultant • Provide regular non-contact time for our English SL to work with class teachers, TAs and external consultants. 	Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (<i>EEF</i>)	3
<p>To continue to improve our whole school approach to the teaching of White Rose Maths focusing on fluency, reasoning and problem solving. We will continue to:</p> <ul style="list-style-type: none"> • Access Trust CPD on maths • Maximise support from the Trusts' Maths consultant • Provide regular non-contact time for our Maths SL to work with class teachers, TAs and external consultants. 	Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (<i>EEF</i>)	3

Tier 2: Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £5,998

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
Purchase annual subscriptions for SHINE reading and maths interventions.	Small group teaching for reading can sometimes be more effective than either 1:1 or paired tuition.	2, 3

	<i>(Teaching & Learning Toolkit: EEF).</i>	
Additional 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. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Additional reading sessions targeted at disadvantaged pupils who require further reading support.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2
Additional writing sessions targeted at disadvantaged pupils who require further writing support.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3
Additional maths sessions targeted at disadvantaged pupils who require further maths support.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3

Tier 3: Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4,782

Activity	Evidence that supports this approach	Challenge Number(s) addressed
Provision of access to wider curricular activity and enrichment opportunities for disadvantaged	Until children's self-esteem and confidence is developed, they are unlikely to make improved academic progress. EEF evaluated	4

children to improve social interactions and wellbeing.	'Social & Emotional Learning' as moderate impact (+4 months). Cultural capital underpins children's understanding of and access to the curriculum.	
Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice. This will involve training and release time for staff to develop and implement new procedures to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5

Total budgeted cost: £14,780

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 2022 to 2023 academic year.

Our internal assessments during 2022/23 suggested that the performance of disadvantaged pupils was continuing to be negatively impacted by the pandemic. The outcomes we aimed to achieve in our previous strategy by the end of 2022/23 were therefore not fully realised.

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 and re-introduction of wider curriculum opportunities.

The impact of previously missed education was mitigated during 22/23 by our resolution to close the gaps, including the provision of funded CPD and 1:1 or small group intervention. This included daily targeted phonics sessions, targeted reading and 1:1 SHINE maths support. All interventions impacted positively on attainment and narrowed the attainment gap.

Internal monitoring reflects that we resumed robust staff CPD and training to enable the progression of high quality first teaching in all delivered lessons.

Attendance during 2022/23 was 94%, largely due to the effect of COVID-19 related absence and families taking delayed holidays. The attendance of those children in receipt of the PP funding was lower (93%). Together with external agencies and interventions, attendance is now improving for this group. Attendance remains a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were 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

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
Shine	Rising Stars

Service Pupil Premium Funding (Optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further Information (Optional)

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