

Pupil Premium Strategy Statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School Overview

School Name	Mears Ashby CE Primary
Number of Pupils in School	82
Proportion (%) of Pupil Premium Eligible Pupils	12%
Academic Year / Years that Our Current Pupil Premium Strategy Plan Covers	2024/2025 to 2026/2027
Date this Statement was Published	November 2024
Date on Which it will be Reviewed	July 2025
Statement Authorised By	Trust AIO
Pupil Premium Lead	Rae Green
Trustee Lead	Chair of Trustees

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,371
Pupil premium funding carried forward from previous years (enter £0.00 if not applicable)	£ 0.00
Total budget for this academic year	£ 16,371

Part A: Pupil Premium Strategy Plan

Statement of Intent

We aim to 'train up' every child within our school 'to live life in all its fullness', so they can experience an excellent education and so they can realise their God-given potential to flourish.

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 both readers and writers.	1,2
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing their arithmetic knowledge which negatively impacts their ability to problem solve/reason.	1,2
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing their knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks to support their facility as writers in KS2 in readiness for secondary school.	1,2

4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.	3
5	Our attendance data over the last two years indicates that attendance among disadvantaged pupils is not improving. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.	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
Improved phonics outcomes for disadvantaged pupils.	1	Phonics outcomes for disadvantaged pupils is in line with their peers by 26/27. In 2024/25 more than 50% of disadvantaged pupils met the expected standard.
Improved Maths attainment among disadvantaged pupils at the end of KS2.	2	KS2 outcomes for disadvantaged pupils is in line with their peers by 26/27. In 2024/25 more than 50% of disadvantaged pupils met the expected standard.
Improved oral language skills and vocabulary among disadvantaged pupils.	3	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 achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	4	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations an increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	5	Sustained high attendance from 2024/25 demonstrated by:

		the overall absence rate for all pupils being well above national and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced so that there is reduced persistent absenteeism.
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Activity in this Academic Year

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

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

Budgeted cost: £8211

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
<ul style="list-style-type: none"> Purchase of standardised tests and PUMA/PIRA/GAPS analyses for reading and maths. 	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	2
<p>Improving quality first teaching (QFT) by focusing on Rosenshine's Principles in Action.</p> <p>We will continue to:</p> <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. 	<p>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>)</p>	1, 2, 3, 4, 5,
<p>Annual subscription to a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>We will continue to:</p> <ul style="list-style-type: none"> access Little Wandle training by commission the external teaching and learning consultant to work with staff and/or work with the English Hub throughout the year 	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1

<ul style="list-style-type: none"> • Provide regular non-contact time for our Phonics Lead to work with class teachers, TAs and external consultants. 		
<p>To continue to improve our whole school approach to the teaching of White Rose Maths focusing on fluency, reasoning and problem solving</p> <p>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. 	<p>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>)</p>	2

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

Budgeted cost: £4505

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
Purchase annual subscriptions for maths and reading materials interventions (SHINE)	Small group teaching for reading can sometimes be more effective than either 1:1 or paired tuition. (<i>Teaching & Learning Toolkit: EEF</i>).	2, 3, 4
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
Staffing to utilize & embed programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions 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)	3,4
Additional Maths sessions targeted at disadvantaged pupils who require further Maths support.	Interventions 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:	2

	<p><u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u></p> <p>And in small groups:</p> <p><u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u></p>	
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Tier 3: Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3655

Activity	Evidence that supports this approach	Challenge Number(s) addressed
FSW training PSHE approaches to include mental first aid, Draw and Talk, protective behaviours and emotions training, behaviour management and anti-bullying approaches with the aim of developing our school ethos and maintaining behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <u>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</u>	4
Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice. This will involve time for attendance meetings and the implementation of 'free access to Launch & Space Club'	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Additional support (alongside sports funding) targeted at providing extra-curricular opportunities for disadvantaged pupils. Funding extra-curricular musical tuition to include 1:1 instrumental.	Summer/holiday support can also focus on a wide range of outcomes, such as confidence and wellbeing, and include a wide range of activities such as sports, music and dramas that children might have missed out on during lockdowns.	4

Total budgeted cost: £16,371

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 2023 to 2024 academic year.

Our internal assessments during 2023/24 suggested that the performance of disadvantaged pupils in comparison to their peers is not yet consistent across all three areas of the core curriculum and therefore the outcomes we aimed to achieve in our previous strategy by the end of 2023/24 were therefore not fully realised.

Our analysis in Reading and Phonics outcomes for disadvantaged pupils, tells us that the programme of targeted interventions needs to be maintained to ensure these improved outcomes are sustained over time.

In Mathematics, the gap between disadvantaged pupils remains significant. Progress Some disadvantaged pupils have not yet achieved fluency in arithmetic. Our monitoring tells us that coaching model that was enabled by the PP grant (Tier 1 – 23/24) has significantly improved the teaching of arithmetic but the full impact on outcomes will not be seen until 24/25.

In Writing, the overall impact of in class support was not as effective as we had intended. Writing will therefore be a key focus of our latest plan.

In 23/24, average attendance of disadvantaged pupils decreased from 92.08% to 91.67%. However, attendance of disadvantaged pupils remains lower when compared to peers, which is why attendance will remain a focus on our current plan.

Our monitoring indicates that mental health and overall well-being concerns are still a barrier to learning for a majority of our disadvantaged pupils. Whole-school Emotion Coaching training in November 2024 and the subsequent Implementation of strategies from this will therefore form a key aspect of our new 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
White Rose Maths	White Rose Maths
RM SHINE Assessments	RM/ Hodder
Heartsmart PSHE	Heartsmart

Times Table Rock Stars	Maths Circle LTD
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