

# 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	Misson Primary School
Number of pupils in school	84
Proportion (%) of pupil premium eligible pupils	13
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 -2022 to 2024-2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	John Birch
Pupil premium lead	John Birch
Governor lead	Fearn Metcalf

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,460
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£19,460

## Part A: Pupil premium strategy plan

### Statement of intent

Misson Primary School is a highly inclusive school. We believe that all children should be supported to fully engage with the statutory and extended curriculum and to achieve highly and make good progress in all areas, regardless of their starting points. Our pupil premium strategy focus is to support those children who are disadvantaged or non-eligible but with identified needs achieve and progress well by removing barriers to learning.

Activities detailed in this statement are also applicable to other vulnerable children such as those with a social worker or young carers, who also face considerable challenges to their learning, even if they are not classed as disadvantaged.

High quality first teaching is key to making progress for all children, regardless of their background, and is proven to close the gap between disadvantaged children and their non-disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility 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
1	<p><b>Social, Emotional and mental health</b></p> <p><i>Our assessments and observations indicate that the emotional wellbeing of many of our children continue to be impacted by the school closures, resulting in more children suffering from anxiety, behavioural and mental health issues than previously. Some of these children are disadvantaged children. (Research has found that disadvantaged pupils have been worse affected by school closures – EEF)</i></p>
2	<p><b>Reading and Phonics –</b></p> <p>Assessments, observations and discussions with pupils suggest disadvantaged children have greater difficulties with phonics than other children. This negatively impacts their development as readers.</p> <p><i>Challenges such as lack of resources to support children at home in addition to parental engagement affect PP, including their attainment.</i></p> <p><i>100% of our disadvantaged/non eligible with identified need are, with additional intervention currently on track to achieving the phonics threshold.</i></p>
3	<p><b>Maths &amp; Writing</b></p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils continue to be impacted by the partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This led to significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and writing. Assessments also indicate that disadvantaged pupils arrive below age related expectations compared to other pupils. Intervention in 2021-2022 has had a positive impact on disadvantaged pupils and reduced the gaps. Additional intervention in 2022-2023 indicates that a greater percentage of children are on track to reach target by the end of the current year.</p>
4	<p><b>Communication and language -</b></p> <p>Assessment, observations and discussions with pupils indicate under developed oral language skills and vocabulary gaps among a number of children particularly disadvantaged pupils. These are evident from Reception through to KS2.</p>
5	<p><b>Wider Opportunities and life experiences</b></p> <p>Some children in receipt of Pupil Premium have limited life experience beyond their home and immediate community, creating a 'cultural capital' disadvantage.</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
<p>SEMH needs of all pupils are met and there is improved wellbeing for all pupils in our school particularly our disadvantaged.</p>	<p>Increased and sustained high levels of wellbeing across school from 2024/25 which is evidenced in qualitative data- pupil voice, parental/staff questionnaires.</p> <p>Identified pupils are given access to pastoral support on an individual basis.</p> <p>Modelling and teaching children to understand their own feelings and begin to self-regulate their behaviours appropriately.</p> <p>PSHE curriculum which supports and develops the SEMH of pupils across school</p> <p>SEMH is highly valued across the whole school community.</p>
<p>Reading including phonics. Improve phonic knowledge, fluency in reading and comprehension skills among disadvantaged pupils.</p>	<p>Assessment data and tracking documents show an increase in phonic knowledge related to ARE and stage. Children across the school show increased fluency in reading, leading to improved comprehension.</p> <p>80% of PP/non eligible with identified needs meet the phonics threshold by the end of Year 1 in 2024/25.</p> <p>KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.</p>
<p>To continue to ensure the outcomes for pupils in receipt of disadvantaged pupils are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.</p> <p>To ensure all pupils in receipt of pupil premium, including those with SEND, make at least expected progress from their starting points</p>	<p>Identified pupils are supported and tracked closely to ensure they make accelerated progress or exceed prior attainment standards.</p> <p>Pupils who need to make accelerated progress, receive targeted high-quality intervention which is monitored by school leaders.</p> <p>Support staff and class teachers support learning effectively and identify and address learning gaps and misconceptions. All pupils make good progress – they know and remember more (metacognition strategies embedded within school in 2024/25).</p> <p>Additional intervention sessions take place based on gaps in learning and with reference to previous key stage data.</p> <p>KS2 maths and writing outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.</p>
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved oral language amongst disadvantaged pupils. This is evident when triangulated with other sources of evidence including engagement</p>

	in lessons, book scrutiny and ongoing formative assessment.
All pupils, particularly those who are disadvantaged have opportunities to contribute in curricular and extra-curricular activities	All pupils are exposed to a breadth of experiences that enable them to contextualise their learning. Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day. Free/Reduced cost of trips and before and after school clubs

## 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: £4,659

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Including</p> <p><b>Purchase annual PHSE Association resources.</b></p> <p><b>Coping with risky behaviour (CRB) training and update for all staff.</b></p> <p><b>The planned approach sensory and attachment of all pupils.</b></p> <p><b>Precision teaching</b></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><b>EEF_Social_and_Emotional_Learning. Pdf</b> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	1
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly</p>	<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</p>	2,3,4,5

	Monitoring Pupil Progress   Education Endowment Foundation   EEF	
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion to develop their communication and language skills, are inexpensive to implement with high impacts on reading:</p> <p><b>Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</b></p> <p>The reading framework – Teaching the foundations of literacy Section 2 – Language Comprehension</p> <p><b>The Reading Framework Section 2: Language Comprehension</b></p>	2,3,4
Purchase of a <b>DfE validated Systematic Synthetic Phonics programme</b> to secure stronger phonics teaching for all pupils. Jolly Phonics Programme	<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><b>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</b></p>	2
Progress of reading in all year groups for pupils eligible for PP will be accelerated. Targeted children to receive specific and personalised reading.	<p>Quality first teaching, increased reading opportunities and reading sessions. The reading framework –</p> <p>Teaching the foundations of literacy Section 2 – Language Comprehension</p> <p><b>The Reading Framework Section 2: Language Comprehension</b> Reading fluency is improved.</p>	
Purchase of <b>Premium White Rose Maths</b> . Development of the mastery approach. Purchase of resources and training to develop reasoning and problem solving through teaching fluency, variation and reasoning.	<p>The impact of mastery learning approach is an additional progress on average. Studies involving primary schools have tended to be more effective (8+ months progress)</p> <p><b>EEF Mastery Approach</b></p>	3
Participation in NCETM Master course for EYFS and KS1 staff	<p>The impact of mastery learning approach is an additional progress on average. Studies involving primary schools have tended to be more effective (8+ months progress)</p> <p><b>EEF Mastery Approach</b></p>	3

<p>Effective deployment of staff, Teaching Assistant and HLTA to support key children and year groups both academic and pastoral.</p>	<p><b>Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</b>  <b>Small group tuition   EEF (educationendowmentfoundation.org.uk)</b>  <b>Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</b>  <b>The provision has been effective in</b>  ‘Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.’</p>	<p>1,2,3,4</p>
<p>Literacy and language difficulty training</p> <p>Release subject leaders for CPD and to monitor foundation so that all pupils access a high quality curriculum which contributes to SMSC and cultural capital.</p> <p>CPD for all staff, focused on the curriculum to ensure a progressive, exciting and stimulating provision for all pupils</p>	<p>Subject leaders ensure that a high quality curriculum is deeply embedded and meets the needs of all of our pupils by 2.</p> <p>Evidence that effective approaches, improve transfer of knowledge to long term memory and ensure all pupils make good progress – they know and remember more (metacognition strategies embedded within school).</p> <p><b>Metacognition and self-regulation has high impact for very low cost +7 months gains (EEF)</b>  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teachinglearning-toolkit/meta-cognition-andself-regulation">https://educationendowmentfoundation.org.uk/evidence-summaries/teachinglearning-toolkit/meta-cognition-andself-regulation</a></p>	<p>3,4</p>

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

Budgeted cost: £9,471

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with the intervention resources from phonics programme.</p>	<p>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:  <b>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</b></p>	<p>2</p>

Training for all TA and teachers to deliver the intervention.		
Targeted reading sessions with small groups. <b>Teacher Think - fluency reading intervention.</b>	Supporting pupil's reading skills by teaching strategies they can re-use. <b>Reading   Toolkit Strand   Education Endowment Foundation   EEF</b> Fluent decoding allows us to understand what we read. Because the reader has gained accuracy and automaticity in word reading, the brain resources are available to focus on lifting the meaning from the page. <b>The Reading Framework Section 3: Developing Fluency</b>	
Nuffield Early Language – introduce and establish small group interventions in FS  Training for all staff in Fs2, teaching assistant who will deliver the intervention and SLT member	Nuffield Early Language Intervention has been evaluated by the EEF as a promising project with +4 months gains. <b><a href="https://educationendowmentfoundation.org.uk/projects-andevaluation/projects/nuffield-earlylanguage-intervention/">https://educationendowmentfoundation.org.uk/projects-andevaluation/projects/nuffield-earlylanguage-intervention/</a></b> The Department for Education is currently working with the EEF and other delivery partners to make Nuffield Early Language Intervention (NELI) available to state-funded primary schools at no cost. This will be funded as 2 4 8 part of the Government's £350m allocation to tutoring, through the £1bn Covid-19 catch-up' package announced in June 2020.'	4
SALT Champion to deliver and coordinate pupil's SLCN including vocabulary. As directed by SENCo and NHS programme. Purchase of Black Sheep SALT programmed. Training for HLTA and teachers who will deliver.	Assessment and targeted intervention at identified children.	4
Utilising school led tutoring for pupils whose education has been most impacted by the pandemic  A significant proportion of pupils accessing this will be disadvantaged.  Additional support staff hours to provide 1:1 and small	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3,4

group interventions in reading/maths/writing/phonics		
Additional support for children requiring intervention (1:1 and small group support) led by skilled TA's.	And one-to-one: <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,4,
Implementation of Nurture style room with Additional support staff hours to provide 1:1 and small group 1-3 interventions and a safe space to self regulate	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): <b>EEF_Social_and_Emotional_Learning. Pdf</b> (educationendowmentfoundation.org.uk)	

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

Budgeted cost: £5330

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidising of trips and visits to provide guaranteed wider experiences and cultural capital	EEF state a moderate impact for outdoor learning with gains of 3 months. <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/</a>	5
Subsidising of Breakfast and After school club to support disadvantaged children in sustaining attendance to school.	Attendance at breakfast club supports punctuality at school for targeted pupils as well as a good start to the day.	5
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions   EEF (educationendowmentfoundation.org.uk)	1

<p>PP with SEMH additional needs are identified and supported by sensory solutions limited consultants and accessing training and support form SENCo and other professionals.</p>	<p>Disadvantaged and non eligible children with identified needs with significant sensory and attachment needs are being affectively supported with individual plans within a whole classroom quality first teaching inclusive environment and slash or bespoke nurture provision.</p>	<p>1</p>
<p>Implementation of Nurture style room and resources to provide a safe space to self-regulate.</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):  <b>EEF_Social_and_Emotional_Learning. Pdf</b>  <b>(educationendowment foundation.org.uk)</b></p>	
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

**Total budgeted cost: £19460**

## 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.

**SEMH needs of all pupils are met and there is improved wellbeing for all pupils in our school particularly our disadvantaged-**

All staff continue to model and teach children to understand their own feelings and strategies to self-regulate their behaviours appropriately. This, along with access to a nurture room has reduced the number of SEMH incidents, and exclusions. Although there continues to be mental health concerns for pupils in school, we have seen progress in the way children are able to regulate their emotions, resulting in less low level disruptive behaviours.

**Reading including phonics.**

**Improve phonic knowledge, fluency in reading and comprehension skills among disadvantaged pupils.**

Assessment data and tracking documents show an increase in phonic knowledge related to ARE and stage. Children across the school show increased fluency in reading, leading to improved comprehension.

80% of PP meet the phonics threshold by the end of Year 1 in 2024/25. The new programme and phonics intervention programme has seen good progress in current year groups and they are on track to make this target in 2023 and 2024.

KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard. Reading assessments across the school show that this target will be met.

**To continue to ensure the outcomes for pupils in receipt of disadvantaged pupils are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.**

**To ensure all pupils in receipt of pupil premium, including those with SEND, make at least expected progress from their starting points-**

Identified pupils are supported and tracked closely to ensure they make accelerated progress or exceed prior attainment standards.

Targeted high-quality intervention, which has been monitored by school leaders, shows that pupils are on track to make accelerated progress and reach their predicted target or their ambitious target.

KS2 maths and writing outcomes in 2024/25 show, with additional intervention, that more than 80% of disadvantaged pupils are on track to meet the expected standard.

#### **Improved oral language skills and vocabulary among disadvantaged pupils-**

Assessments and observations indicate improved oral language amongst disadvantaged pupils. This is evident when triangulated with other sources of evidence including engagement in lessons, book scrutiny interviews and ongoing formative assessment.

#### **All pupils, particularly those who are disadvantaged have opportunities to contribute in curricular and extra-curricular activities-**

PP Pupils are exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day. Free/Reduced cost of trips and before and after school clubs supports PP pupils to access this. 100% of PP pupils attend school trips and residential. 100% of PP pupils use wrap around care and/or after school clubs on a regular basis.

## **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*

<b>Programme</b>	<b>Provider</b>
Purple Mash	<a href="http://www.purplemash.com">www.purplemash.com</a>
My Maths	<a href="http://www.mymaths.co.uk">www.mymaths.co.uk</a>
Testbase	<a href="http://www.testbase.co.uk/">www.testbase.co.uk/</a>
White Rose Maths Premium	<a href="http://www.whiterosemaths.com">www.whiterosemaths.com</a>
Time Tables Rockstars	<a href="http://www.trockstars.com">www.trockstars.com</a>
Rigolo French	<a href="https://www.oxfordowl.co.uk/">https://www.oxfordowl.co.uk/</a>

