

Pupil premium strategy statement

This statement details our 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	Mengham Junior School
Number of pupils in school	243
Proportion (%) of pupil premium eligible pupils	30.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mr E Harrison
Pupil premium lead	Mr E Harrison
Governor / Trustee lead	Mr P Griffiths

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,190
Recovery premium funding allocation this academic year	£10,730
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£117,920

Part A: Pupil premium strategy plan

Statement of intent

Our intention is for all pupils to be able to get full benefit from the learning and developmental experiences offered over the four years at Mengham Junior School and in turn, leading to good academic progress across the key stage. Our pupil premium strategy focuses on removing barriers that may prevent access to these experiences due to an individual's circumstances. Ultimately it seeks to ensure that pupils whose circumstances might give them a disadvantage in school have the support they need to succeed.

Each year the class teachers will consider all the pupils who are entitled to pupil premium funding and identify what barriers and challenges they face to getting the most out of their time at school. We have a 'menu' of support that the funding covers to tackle these barriers and challenges. The right support will be matched with the right pupils in order to positively impact their progress. These can be altered as circumstances change or from needs identified in pupil progress meetings or otherwise.

Getting pupils to successfully access high-quality teaching is our primary goal. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Much of the funding is used to enable this. Alongside this we also intend to provide adult time to help pupils secure gaps in their learning at other points in the school day. This could be with an adult who works as part of their year team or a school-based tutor (accessing the school led tutoring fund).

Our approach has the following 3 principles:

- Identify and tackle barriers and challenges to individual pupils.
- Maximise the time pupil spend having high quality teaching with adults who know the children well.
- Provide additional support to pupil to close gaps in their learning.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. These are not challenges that are faced by all pupils who are entitled to pupil premium funding but are common barriers to learning that can be present due to individuals circumstance. This list has been generated by conversations with teachers, parents and pupils. It is updated annually as identified needs change. The list makes up the headings of our 'Pupil Premium Menu'.

Challenge number	Detail of challenge
1	<p>Prior reading, writing and maths attainment</p> <p>Historically a great proportion of disadvantaged pupils have arrived to us from KS1 below aged related expectation. The number of pupils who were assessed as secure after the 2 national school closures reduced across all year groups. This was high amongst disadvantaged pupils in all year groups and all subjects. The gap ranges from a few percent up to 25%.</p>
2	<p>Attendance and punctuality</p> <p>Any missed days at school has a negative impact on a child's learning. Where repeated absence and/or lateness are evident then good progress becomes increasingly unlikely.</p>
3	<p>Nutrition, clothes and equipment</p> <p>In the event that a child has not had a good breakfast, lunch or dinner then they will be unable to focus on the activities of the day. If they don't have the necessary clothes and equipment then this could prevent them taking part in key lessons with their peers.</p>
4	<p>Communication, vocabulary and memory</p> <p>Access to the wider curriculum and more complex learning requires a larger vocabulary, good communication skills and a strong working memory. When a pupil doesn't have one or more of these then adaptations need to be made for progress to happen. Overcoming these barriers is key to long term success.</p>
5	<p>Learning behaviours</p> <p>To make the most of high-quality teaching and learning, pupils need a range of learning behaviours such as focus, resilience and perseverance. Where pupils haven't developed or learnt these behaviours then this becomes a barrier that will hinder academic progress.</p>
6	<p>Social and emotional behaviours</p> <p>Pupils being able to positively interact with their peers and self-regulate their emotions is essential to them being able to learn in a classroom environment. Where pupils don't have these skills, then small incidents can disrupt large parts of their day and impact those around them.</p>
7.	<p>Cultural Capital and experience</p> <p>Pupils experiences outside of school vary greatly. Many of these experiences shape who they are as people and their understanding of the world. This has a direct impact in the classroom. Those with a narrower range of experiences has less to draw on when learning about certain parts of the curriculum.</p>
8.	<p>Mental health, physical health and bereavement</p> <p>If a pupil doesn't have good mental and physical health, then they may not be able to get the most out of the school curriculum. Other traumatic events, such as a bereavement, could also be a barrier to being able to focus in the classroom. In many cases these need supporting before a pupil can thrive in the classroom.</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 reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/24 show the percentage of disadvantaged pupils who are at aged related expectation and great depth is greater than or equal to the equivalent at KS1.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2023/24 show the percentage of disadvantaged pupils who are at aged related expectation and great depth is greater than or equal to the equivalent at KS1.
Improved maths attainment among disadvantaged pupils.	KS2 maths outcomes in 2023/24 show the percentage of disadvantaged pupils who are at aged related expectation and great depth is greater than or equal to the equivalent at KS1.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Persistent absenteeism is less than or equal to national average. The same to be seen for disadvantage pupils as a sub group.
Disadvantaged pupils feel supported in the areas identified by the pupil premium tracker.	Qualitative data collected from pupil voice and surveys show that pupils feel they are being supported with their own barriers to learning. The percentage of disadvantaged pupils accessing clubs and residential is greater than or equal to their peers.

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.

Class based strategies

Budgeted cost: £ 29,821

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional HLTA time to provide support and target guided groups as part of normal high-quality lessons.</p> <p>Consistency of adult covering in the event of potential periods of isolation. HLTA attached to year group who knows children and learning journeys.</p>	<p>Increasing the time spent individually or in a small group with an adult increases the opportunities for immediate feedback. This complements other types of feedback but is important for rapid progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p>	1
<p>Implementation of accelerated reader programme</p>	<p>The EEF Literacy Guidance states:</p> <p>“A key issue is selecting suitable texts in order to extend pupils’ reading comprehension capabilities: too easy and pupils do not need to use the strategies, too hard and they cannot understand the text.”</p> <p>Accelerated reader helps ensure that the individual reading books used by pupils are well pitched.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/KS2_Literacy_Guidance_2017.pdf</p>	1
<p>Supporting pupils with their learning, social and emotional behaviours by using the following:</p> <ul style="list-style-type: none"> *ELSA support *Enhanced transition *Primary Behaviour Service 	<p>1. The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p>	5, 6

<p>*Structured Play *Thrive *MIND *Educational psychologist. *IBPs</p>	<p>2. The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p> <p>3. These approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content.</p> <p>4. Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. For example, teachers might explain their thinking when interpreting a text or solving a mathematical task, alongside promoting and developing metacognitive talk related to lesson objectives.</p> <p>5. Professional development can be used to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	
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Targeted academic support

Budgeted cost: £ 55,508

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted 'catch up' sessions for reading, writing and maths.	Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to	1
Employment of a school-based tutor to provide target support for pupils with gaps in their learning.		1
Targeted interventions for:		4, 1

<p>*Speech and language.</p> <p>*Phonics.</p> <p>*Pre-teaching of key vocabulary.</p> <p>*Over learning strategies.</p>	<p>classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p>	
<p>Purchase of new phonics package and resources.</p>	<p>Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	4

Wider strategies

Budgeted cost: £ 32,814

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>HSLW to monitor and support families where attendance and punctuality are a problem.</p> <p>Morning minibus pickups for specific criteria.</p>	<p>The DFE states the following advice regarding communication and relationships in securing good attendance:</p> <ol style="list-style-type: none"> 1. Build respectful relationships with staff, pupils, families and other stakeholders in order to secure their trust and engagement. Make sure there is a welcoming and positive culture across the school. 2. Communicate openly and honestly with staff, pupils and families about their expectations of school life and performance so that they understand what to expect and what is expected of them. 3. Liaise with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable. <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	2
<p>Funded breakfast club.</p> <p>HSLW liaise with food banks/charities.</p> <p>Subsidised uniform.</p>	<p>The DFE evaluation state:</p> <p>Breakfast clubs were popular with schools, pupils and parents. Schools reported perceived impacts in terms of reducing hunger, improved concentration and behaviour and saw breakfast clubs as helping pupils to develop social skills. No impacts were perceived on overall school attendance or punctuality, but schools did perceive improvements in punctuality for some pupils.</p>	3

<p>Washing and distribution of free second-hand uniform. All required stationery provided.</p>	<p>Overall the school staff interviewed were very supportive of breakfast clubs and wanted to continue to run one. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf</p>	
<p>Providing free after school clubs (or only charging cost of ingredients). Support towards trips and residential where finances are a barrier.</p>	<p>The Nuffield foundation research into the value of afterschool clubs for disadvantaged children states: Teachers, parents and children identified a range of positive outcomes from participation in after school clubs, including increases in confidence, self-esteem and fitness, as well as providing opportunities for new experiences, socialising and enjoyment. https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf</p>	7
<p>Facilitating the following support: *Trick box strategies *MHST *MIND *SDAs *Counselling (HYA, Include) *Young carers *Training for staff in attachment/trauma *Additional catch up swimming for non-swimmers. *Target clubs.</p>	<p>There is a great deal of evidence which suggests that non-cognitive skills are as important as cognitive skills in determining academic results, and that children from poorer backgrounds tend to have weaker non-cognitive skills than their better-off peers. A recent meta-analysis suggested that programmes aimed at promoting pupils' resilience and wellbeing could have a significant impact on academic achievement. This project is therefore a promising solution to what appears to be a major problem for disadvantaged pupils. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/developing-healthy-minds-in-teenagers</p>	8

Total budgeted cost: £ 118,143

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.

Priority 1 Ensure the gaps in learning created by time off school due to the pandemic are closing for disadvantaged pupils.

Progress scores were not generated due to not having national tests. The teacher assessment outcomes were as followed:

	Number of Results	Not on Track		Close to on Track		Securely on Track		Beyond		Close or better		Secure or better	
		Num	%	Num	%	Num	%	Num	%	Num	%	Num	%
Reading													
Y6 Cohort	47	4	9%	5	11%	24	51%	14	30%	43	91%	38	81%
Pupil Premium	18	3	17%	2	11%	12	67%	1	6%	15	83%	13	72%
Writing													
Y6 Cohort	47	3	6%	9	19%	25	53%	10	21%	44	94%	35	74%
Pupil Premium	18	3	17%	4	22%	10	56%	1	6%	15	83%	11	61%
Maths													
Y6 Cohort	47	9	19%	8	17%	23	49%	7	15%	38	81%	30	64%
Pupil Premium	18	7	39%	3	17%	8	44%	0	0%	11	61%	8	44%

Attainment levels for disadvantaged pupils were below the whole cohort. Especially at greater depth and in maths.

The additional time that was funded for boosting and catch up was implement effectively. This contributed to progress made after both school closures, with it's impact being evident in books. Upon return after each lockdown gaps where identified. These were targeted. The end attainment would not have been as high without this intervention.

Priority 2 Ensure disadvantaged pupils understanding is systematically checked, misconceptions are identified accurately and clear, direct feedback provided.

Training was given to support teachers at different stages with assessment for learning. This led to teachers being able to talk very accurately about their pupils. This was evident in pupil progress meetings and conversations through out the year. There was evidence in books to show that this had a direct impact on learning journeys.

Priority 3 Provide support to ensure disadvantaged pupils maintain good attendance and punctuality.

The average attendance for disadvantaged pupils last year was 95.4%. This is slightly below national average (whole school was slightly above national average). 16/87 (18%) children had attendance below 90% (persistence absentees). These children and their families had actions in place, mostly coordinated by the home school link worker. 20/87 (23%) children had an attendance of 99% or above.

Priority 4 Fund provision that helps to reduce gaps in social and emotional development that may exist due to disadvantaged circumstances (PP Menu).

Support was available for all aspects of the pupil premium menu. At no point in the year was support covered by the menu requested by staff for pupils and it not been made available. In future years this is to be further evidenced using pupil voice.

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
Progressive automated reading scheme.	Accelerated Reader
Proactive mental health strategies.	Trickbox

Further information (optional)

We use a pupil premium menu (a strategy also used by our main feeder infant school) to collate a range of strategies that can be used for different individuals needs. The menu is not designed to be used by parents to request specific support, instead it is for members of staff to match the action based on the difficulty presented. Many of these actions will be put in place based on what we already know about the pupils. During the first half term teachers will identify all needs of disadvantaged pupils so that we can check to see the menu is being appropriately applied.