

# Meppershall Church of England Academy

## Pupil Premium 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	Meppershall Church of England Academy
Number of pupils in school	101
Proportion (%) of pupil premium eligible pupils	5%
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	March 2022
Date on which it will be reviewed	September 2022
Statement authorised by	Margaret Newman Head of School
Pupil premium lead	Margaret Newman Head of School
Governor / Trustee lead	TBC

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6668
Recovery premium funding allocation this academic year	£1905
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£8573</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	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.
3	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.

4	Our assessments and observations indicate that the education and wellbeing 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.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.  Teacher referrals for support have markedly increased during the pandemic. Pupils currently require additional support with social and emotional needs, receiving small group interventions.
6	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 95 -97%.  None of the disadvantaged pupils have been 'persistently absent' compared during this time of their peers during that period.
7	Covid 19 – impact on learning and SEMH
8	A barrier to our disadvantaged pupils is the access to full curriculum barriers such as additional costs – trips, milk, uniform, music lessons

### Intended outcomes

Intended outcome	Success criteria
Gaps in attainment, possibly coming about due to Covid restrictions and lockdowns. Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improvements among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	Regular Pupil Progress meetings ensure teachers monitor & track the progress and attainment of children and ensure provision is targeted effectively to maximise impact.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Regular Pupil Progress meetings ensure teachers monitor & track the progress and attainment of children and ensure provision is targeted effectively to maximise impact.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.  Pastoral support through group work and 1:1 support for those who have been identified with a need	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• children's positive well-being will be reflected through their behaviour and attitude to learning</li> </ul>

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>attendance for children in receipt of PPG to remain above 96%</li> </ul>
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This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching CPD, recruitment and retention

CPD total budgeted cost: **£1853.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD Internally and externally</p> <p>Focused on positive behaviour for learning and enabling metacognition.</p> <p>Internal additional CPD calendar for staff.</p>	<p>Subject Leaders complete CPD to develop knowledge</p> <p>Strategies of how to target and support PP pupils in class shared. Setting up group sessions with the aim of developing children's confidence.</p>	1, 2, 4, 5, 7,
<p>Team Teach training for a group of staff, enabling them to become communication ambassadors</p>	<p>A team of 3 staff take part in Team Teach training. This will enable the school to monitor for any delays in children's communication development and to put early interventions in place</p>	1, 2, 5, 7
<p>Whole school CPD during staff meetings</p>	<p>Staff have been reminded of the importance of consistency throughout the year groups on how to teach maths, reading and writing</p>	1, 2, 3, 4, 8
<p>Pupil Progress Meeting</p>	<p>During pupil premium progress meetings held with class teacher and Head of School the progress of children in receipt of PPG in order to ensure they are on track to meet their current target or above</p>	1, 2, 4, 5, 6, 7, 8

### Targeted academic support £6720

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Phonics Intervention &amp; Daily Reading</p>	<p>Regular interventions for specific gaps in knowledge in small groups along with 1:1 teaching and daily reading practise can have a positive impact on the child's early reading skills</p>	1, 2, 4

Library refurbished and purchased new curriculum and library books	Weekly visit to the library would encourage children to visit the library. Encourage reading during playtimes or lunchtime. This would help support the attainment in reading for all children	1, 2, 8
Intervention for speaking and listening in smaller groups throughout all year groups	Small group interventions will develop children's confidence in speaking, listening, development of grammar.	1, 2, 3, 4, 5, 7, 8
Followed by interventions to broaden children's vocabulary for EYFS and KS1	Small group interventions to develop children's vocabulary, extending their understanding and use of a wider bank of words	1, 2, 4, 5, 7, 8
Small group of targeted tutorial sessions for identified pupils developed by teacher	Small group interventions in English or maths to build key skills, close the gap and build resilience and confidence	1, 2, 3, 4, 5, 6, 7, 8
Parents meetings	Meeting to discuss pupil progress and discuss any intervention or support to be put in place for these children.	5, 6, 7

### Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
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:	1, 2, 3, 4, 5, 6, 7, 8
Pastoral support for key children	Pastoral interventions support children with their emotional well-being, which benefits their behaviour and attitude to learning. Teachers monitor the need in their class and liaise with Head of school to ensure any need is met.	1, 2, 3, 4, 5, 6, 7, 8
Supporting 1:1's	Children to feel fully included and have access to our wider curriculum through clubs, visits etc	5, 6, 7, 8
Provide uniform, books & milk to supplement the cost of school provisions	To ensure the children do not feel disadvantaged in any way	5, 7, 8

**Total budgeted cost: £8573**

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

During 2020/2021, there were National Lockdowns and most pupils were accessing education through online home learning. Therefore some of the aims have not been fully achieved as the impact of the lockdowns and Covid affected all subjects

<p>Program of interventions to support children towards passing the Phonics screening during KS1.</p>	<p>Assessments were cancelled in 2020 and 2021 due to the pandemic.</p> <p>Aim: 100% children who are in receipt of PPG to pass the phonics screening test. Target date July 2021</p>
<p>Program of spelling and handwriting interventions to support children achieving an improved level of attainment in their writing by the end of Year 4</p>	<p>100% children who are currently in receipt of PPG to achieve age related or above for their year band. Target date July 2021</p>
<p>Progress for disadvantaged pupils monitored in all core subjects</p>	<p>All progress meetings include discussion re PPG pupils, proposing interventions and suggesting resources and new activities.</p> <p>At the end of Year 4, disadvantaged pupils achieved age appropriate or above in reading. Target date July 2021</p>
<p>Targeted teaching of maths to support children achieving an improved level by the end of Year 4. Mastery learning – White Rose</p>	<p>At the end of Year 4, disadvantaged pupils achieved age appropriate or above in maths. Target date July 2021</p>
<p>Regular pastoral support for those children who currently have additional emotional needs</p>	<p>This has supported children in being ‘ready to learn’ when they are in the classroom</p>
<p>Participate in PE at school, clubs and inter school festivals</p>	<p>Children encouraged to take part in festivals and inter-sports events</p>
<p>Participate in a widening range of activities.</p> <p>During all lockdowns teachers paid particular attention to children in receipt of PPG, monitoring their access and engagement with remote learning and providing differentiated work where necessary, making phone calls to check in with families who might be in more need of support</p>	<p>A number of these activities could not take place due to Covid restrictions but arranged online activities i.e. PE with Joe Wicks</p> <p>Teachers communicated with parents and children by being proactive and offering support where necessary</p>
<p>Devices and networking support was provided to PPG children as a priority to enable them to access remote learning</p>	<p>All these children had access to a device, pencils and books enabling them to fully engage with remote learning</p>

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Mindfit	Work with small groups of children to focus on SEMH, resilience, anger management etc
Horse Therapy	Work with small groups of children to focus on SEMH, resilience, anger management etc