

## 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	Misson Primary School
Number of pupils in school	94
Proportion (%) of pupil premium eligible pupils	8.5
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	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	John Birch
Pupil premium lead	John Blrch
Governor lead	Fearn Metcalf

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13450
Recovery premium funding allocation this academic year	£2000
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	£15450

## 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 have been impacted by 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>80% of our disadvantaged/non eligible with identified need are currently not 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 have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and writing.</p> <p>Assessments indicate that disadvantaged pupils arrive below age related expectations compared to other pupils. This gap remains and has increased due to partial closure.</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
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<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: £3,242

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  <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.	<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:  <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 – Teaching the foundations of literacy Section 2 – Language Comprehension  <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)  <b>EEF Mastery Approach</b></p>	3
Effective deployment of staff, Teaching Assistant and HLTA to support key children and year groups both academic and pastoral.	<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></p>	1,2,3,4

	‘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>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>	3,4

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

Budgeted cost: £8.465]

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>Training for all TA and teachers to deliver the intervention.</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:</p> <p><b>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</b></p>	2
<p>Targeted reading sessions with small groups.</p> <p><b>Teacher Think - fluency reading intervention.</b></p>	<p>Supporting pupil's reading skills by teaching strategies they can re-use.</p> <p><b>Reading   Toolkit Strand   Education Endowment Foundation   EEF</b></p> <p>Fluent decoding allows us to understand what we read. Because the reader has</p>	

	<p>gained accuracy and automaticity in word reading, the brain resources are available to focus on lifting the meaning from the page.</p> <p><b>The Reading Framework Section 3: Developing Fluency</b></p>	
<p>Nuffield Early Language – introduce and establish small group interventions in FS</p> <p>Training for all staff in Fs2, teaching assistant who will deliver the intervention and SLT member</p>	<p>Nuffield Early Language Intervention has been evaluated by the EEF as a promising project with +4 months gains. <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention/">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention/</a></p> <p>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 248 part of the Government's £350m allocation to tutoring, through the £1bn Covid-19 catch-up' package announced in June 2020.'</p>	4
<p>SALT Champion to deliver and coordinate pupil's SLCN including vocabulary. As directed by SENCo and NHS programme.</p> <p>Purchase of Black Sheep SALT programmed.</p> <p>Training for HLTA and teachers who will deliver.</p>	<p>Assessment and targeted intervention at identified children.</p>	4
<p>Utilising school led tutoring for pupils whose education has been most impacted by the pandemic</p> <p>A significant proportion of pupils accessing this will be disadvantaged.</p> <p>Additional support staff hours to provide 1:1 and small group interventions in reading/maths/writing/phonics</p>	<p>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:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,3,4
<p>Additional support for children requiring intervention (1:1 and small group support) led by skilled TA's.</p>	<p>And one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2,3,4,
<p>Implementation of Nurture style room with Additional support staff hours to provide 1:1 and small group 1-3</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</p>	



interventions and a safe space to self regulate	performance, attitudes, behaviour and relationships with peers): <b>EEF_Social_and_Emotional_Learning. Pdf</b> (educationendowment foundation.org.uk)	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4100

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
PP with SEMH additional needs are identified and supported by sensory solutions limited consultants and accessing training and support form	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.	1

SENCo and other professionals.		
Implementation of Nurture style room and resources to provide 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> <b>(educationendowment foundation.org.uk)</b>	
Contingency fund for acute issues.	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.	All

**Total budgeted cost: £ 15,807**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 and results will not be used to hold schools to account. Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than anticipated in key areas of the curriculum.*

The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 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, including during periods of partial closure, which was aided online teaching and by the use of online resources such as those provided by Oak National Academy and White Rose Maths, deployment of Information Technology equipment and where possible disadvantaged children were prioritised to come into school with the key worker and vulnerable children.

At times when all pupils were expected to attend school, the attendance for PP children rose from 94% in (2019-2020) to 97% (2020-2021).

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly 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 additional TA hours, wellbeing support for all pupils, and targeted interventions were put in place where required and alternative timetables were produced to support the children in returning to school. A nurture room was set up and used to provide separate teaching for pupils who were not able to access learning in the classroom, and to provide a calm down space for children who needed help with self-regulation. We are building on that approach with the activities detailed in this plan.

The current position at Misson Primary School is that the gap between disadvantaged pupils and non-disadvantaged pupils has widened over the pandemic.

## 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>
Tapestry	<a href="http://www.tapestryjournal.com">www.tapestryjournal.com</a>
My Maths	<a href="http://www.mymaths.co.uk">www.mymaths.co.uk</a>
White Rose Maths Premium	<a href="http://www.whiterosemaths.com">www.whiterosemaths.com</a>
Time Tables Rockstars	<a href="http://www.ttrockstars.com">www.ttrockstars.com</a>

