

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	The Mease Spencer Academy
Number of pupils in school	78
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 (only one year plan due to number of pupils)
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Julia Hart, Principal
Pupil premium lead	Julia Hart, Principal
Governor / Trustee lead	Peter Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,656
Recovery premium funding allocation this academic year	£11,310
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£23,966

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed
- Recognising that not all pupils who receive free school meals will be socially disadvantaged
- Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Allocating funding following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is at a high standard
- 1-1 support
- Aiming at accelerating progress, closing any attainment gap between peers and moving children to at least age-related expectations.
- Ensuring pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations

- Additional learning support
- Supporting payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support
- Early intervention so that need is addressed as and when it is identified

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Phonics</p> <p>Our in-school monitoring and assessment – including an in-school Phonics Screening Check in Summer 2021 – showed that our Phonics outcomes are an area of development (71% of Y1 cohort passed) and that the vast majority of our Pupil Premium children did not pass the check. Early reading has received a renewed focus nationally and we are keen to ensure our Phonics provision meets the needs of all the children in our school, especially those who face disadvantage.</p>
2	<p>Oral language and vocabulary of PP children</p> <p>Our internal assessments show underdeveloped oral language in our disadvantaged pupils. This is having a negative impact on their communication as well as their reading. Our Reception baseline results (Sept 21) show that 33% of our PP children arrive below age-related expectations compared to 14% of their non-PP peers.</p>
3	<p>Number of PP children with additional needs</p> <p>As of September 2021, 36% of our PP children are on our SEN register and a further 9% have been identified as having additional needs. Due to the level of SEND within our group of PP children, our priority is to make sure the right level of provision is given to their level of need. Our SENCo will be working with external agencies to ensure funding and support is provided to our children with additional needs.</p>
4	<p>Attendance</p> <p>Although attendance was strong in the 2020-21 academic year (2.5% absence gap as opposed to 5.9% seen nationally), early signs in the 2021-22 academic year show that 55% of our PP children have an attendance below 96%. We want to ensure we work closely with families to keep attendance high and intervene and offer our support as early as possible.</p>
5	<p>Emotional and social development</p> <p>Our internal assessments show that 55% of our PP children have emotional or attachment needs and this is having an impact on their overall development. We know that children do not flourish until they are able to self-regulate and feel safe in school and so we aim to address this through individualised plans to support their emotional needs.</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>The % of PP children – who do not have significant additional needs - passing the phonics screening check will be broadly similar to the % seen nationally (82% for Y1 and 91% for Y2)</p>	<p>The phonics screening checks for Y2 in Autumn 2 2021 will result in a pass rate close to that seen nationally for non-PP children.</p> <p>The phonics screening checks for Y1 in Summer 2022 will result in a pass rate close to that seen nationally for non-PP children.</p>
<p>The % of PP children who achieve a good level of development (GLD) in Communication and Literacy will be broadly similar to their non-PP peers.</p>	<p>Teacher assessment in Summer 2022 will indicate that PP children in Reception have achieved the same level of development in Communication and Literacy as their non-PP counterparts.</p>
<p>All PP children – even those with additional needs – are making progress from their starting points.</p>	<p>All PP children – who have been identified as having additional needs – have individualised learning plans.</p> <p>All PP children – who have been identified as having additional needs – have been tracked and have made good or better than expected progress from their starting points.</p> <p>All PP children – who have been identified as having additional needs – have gained funding or extra support through the work of the SENCo.</p>
<p>The attendance of PP children meets the expected standard.</p>	<p>Attendance data will show that all children, including PP children, is at 96% or higher.</p> <p>Falling attendance is tackled quickly and any poor attendance is shown to quickly improve the point of intervention.</p>
<p>All children have positive attitudes to learning and school.</p>	<p>All pupils will score highly on the Leuven Scales of wellbeing and involvement.</p>

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: **£1,322.08**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school drive to improve the teaching of phonics with Little Wandle. Powered by extensive CPD and a revised timetable that prioritises early reading.</p> <p>Cost: £1,322.08</p>	<p>EEF – Phonics (+5 months)</p>	<p>1, 2</p>

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

Budgeted cost: **£12,002**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Experienced teacher appointed to work within KS1 to support classes with interventions and small group tuition, especially phonics.</p> <p>Cost: £11,310 (recovery funding)</p>	<p>EEF – Small group tuition (+3 months)</p>	<p>1, 2</p>
<p>School staff to deliver Speech & Language interventions so that a higher proportion of children’s oral language and vocabulary allows them to achieve GLD in Communication and Literacy.</p> <p>Cost: £692</p>	<p>EEF – Oral language interventions (+6 months)</p> <p>EEF – Individualised instruction (+4 months)</p>	<p>1, 2</p>

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

Budgeted cost: **£10,641.92**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parental support to aid Little Wandle and Phonics at home through regular workshops. Literacy team to support parents with the transition to Little Wandle to ensure consistency at school and home.</p> <p>Cost: £392</p>	<p>EEF – Parental engagement (+4 months)</p>	<p>1</p>
<p>Principal will intervene at the earliest opportunity when attendance falls below 96%, offering support to families where attendance is an issue.</p> <p>Cost: £1,147.14</p>	<p>The Key – High absence leads to low attainment</p>	<p>4</p>
<p>SENCo to be released from class to gain the right level of funding and support for all children who have additional needs.</p> <p>SENCo to involve external agencies where necessary and work alongside parents to PP children who also have SEND.</p> <p>Cost: £2,358.72</p>	<p>EIF – The important of early intervention for children who are at risk of poor outcomes</p> <p>EEF – Individualised instruction (+4 months)</p>	<p>3</p>
<p>Teachers to create individualised support plans – alongside the SENCo - for children with emotional or attachment needs.</p> <p>Cost: £6744.06</p>	<p>EEF – Individualised instruction (+4 months)</p>	<p>5</p>

Total budgeted cost: £ 23,966