

Meppershall Church of England Academy

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 overview

Detail	Data
Number of pupils in school	159
Proportion (%) of pupil premium eligible pupils	8.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	March 2022
Date on which it will be reviewed	March 2023
Statement authorised by	Margaret Newman
Pupil premium lead	Margaret Newman
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6820.00
Recovery premium funding allocation this academic year	£2000.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£8820.00

Part A: Pupil premium strategy plan

Statement of intent

At Meppershall Church of England Academy, we believe in maximising the use of the Pupil Premium Grant by utilising a long-term strategy aligned to the School Development Plan priorities, coupled with excellent knowledge of our children.

We are committed to ensure that all children, irrespective of their background or challenges they face, make good progress and achieve highly in all subject areas.

Our carefully planned Pupil Premium Strategy provides targeted support to all disadvantaged children, identifying potential barriers to learning and enabling them to fulfil the same goals as non-disadvantaged children. We continue to support and be aspirational with the progress for those who are already high achievers.

In addition to pupils identified as disadvantaged, we also consider the wider needs of potentially vulnerable children and identify greatest need across the school e.g. those who have a Social Worker, who are young carers or whose current family circumstances may be, in our professional opinion, proving to be a barrier to education.

We work closely with families to identify these children and work collaboratively with families to identify need and provide appropriate support.

We have a carefully planned intervention strategy to focus on closing any attainment gaps identified. Having a dedicate intervention leader in school, this is proven to have a significant impact on closing attainments gaps and will therefore benefit disadvantaged and non-disadvantaged pupils.

These interventions are reviewed regularly to enable us to measure their impact and continue to be responsive and challenge appropriately. Regular and robust assessments, both in class and through bespoke interventions, enable us to ensure that our support is based on individual needs, not assumptions about the impact of disadvantage.

Early identification, staff training and an agreed whole school ethos are key. All staff are aware of their role and responsibility for disadvantaged pupils' outcomes and continually striving to 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	A small number of children in receipt of PP are not making expected progress and the need to enhance educational support and provide additional educational support to improve the progress and to raise the standard of achievement for these pupils.
2	Emotional well-being, social and behavioural needs to make progress and their readiness to learn
3	We always aim to ensure equal access to the whole of our broad curriculum by supporting children's access to extracurricular activities.

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
To continue to monitor and compare the educational progress, specifically on entry to EYFS, between some PP children and non PP children. To improve communication and language skills.	Improved oral skills will have a direct impact on children's writing skills. Children will receive early diagnosis of any Speech and Language needs and intervention will close the Communication, Language and Literacy gap (CLL)
To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school. Pupils will make good progress 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 expected progress from their starting points.	Increase the progress for a key group of pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline
To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.	Children's well-being needs are met and supported to ensure they are attending school and able to access high quality teaching and targeted interventions where needed to support them in making progress. Children have equal access to extra-curricular provision and offer support through funded clubs, trips and visitor experiences.

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: £6820

Activity	Evidence that supports this approach
Intervention support	

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

Budgeted cost: included in the Teaching costs

Activity	Evidence that supports this approach
Additional speech and language interventions delivered across KS1 and KS2 (where needed)	Teacher will observe teaching in class to see how effective TA deployment impacts pupil progress in the classroom.
Additional reading interventions across school	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 a child's early reading skills, providing sound foundations for all their future learning
Pupil Progress Meetings	Pupil progress meetings are held with class teachers, and the progress of children in receipt of PPG are specifically discussed in order to ensure they are on track to meet their current target or above. Where this is not the case, specific interventions are proposed, implemented and monitored ready for discussion in the following meeting.

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

Budgeted cost: £2000.00

Activity	Evidence that supports this approach
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 to ensure any need is met.
Well-being of pupils in receipt of pupil premium funding to gain confidence	Small group of identified pupils to be offered extra curriculum provision by offering Horse Therapy sessions, Mindfit sessions and arrange emergency taxi transport to ensure the child attends school, cover the cost of milk and cover the cost of school trips.

Total budgeted cost: £8820.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

As evidenced in schools across the country, school closure was most detrimental to our most disadvantaged, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. During periods of partial closure, we aided education by the use of online resources and high-quality remote teaching. 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 well-being support for all pupils, and targeted interventions where required. Staff make sure that learning is closely matched to pupil's individual needs.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Horse therapy	Equine
Residential	PGL
Transport	Taxi service
Milk	Cool Milk / Lunchtime Company
PE support	MindFit