

Misterton Primary and Nursery School-Pupil premium strategy statement

This statement details Misterton Primary School's use of pupil premium 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	Misterton Primary and Nursery School
Number of pupils in school	142
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers	2024-25
Date this statement was published	27 th September 2024
Date on which it will be reviewed	20 th April 2025
Statement authorised by	J. Cappleman-Jackson
Pupil premium lead	J.Cappleman-Jackson
Governor / Trustee lead	J.Fairbank

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,520
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	-£2248
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	£ 991,514

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.

Alongside academic support, children's wellbeing and mental health are also key and at Misterton Primary this is integral to all we do. Through quality programs with known positive benefits the whole child is supported.

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 which still is evident in the children's knowledge, notably in its targeted support through the Schools Target Support Programmes, 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 Mental health and well-being	The number of children being referred by the teaching team and by parents for support beyond the universal offer in regards to wellbeing and mental health are increasing. The ELSA referrals are clearly identifying that children are needing support in the following areas-
2 Oracy and language development	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3 Phonics	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. Our school data shows our children are in line with the National data in the vast majority of year cohorts, however this is not consistent through school and requiring significant intervention in Year 1.
4 Mathematics	Internal and external (where available) assessments indicate that mathematics attainment among disadvantaged pupils is below that of non-disadvantaged pupils. In 2024 pupil's mathematics attainment was below National at Y6. This is a priority for 2024-25.
5 Letter formation	Monitoring and teachers marking identified letter formation and handwriting is not supporting our children being fluent and speed writers, with muscle memory of the pen hold needing further practice. Incidental evidence suggests the use of mobile devices used and the lack of writing modelled in modern day life is having an impact. Through our transition work with our secondary schools, we know the children need this skill for their written GCSE, A-Levels and next qualifications for the future. Further development of the art curriculum for gross and fine motor skills is being developed.

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
1. Social and emotional learning • Social and emotional strategies need to be taught explicitly to ensure that staff and pupils have a range of strategies they can use or model. • Teach emotional vocabulary and feelings to support children to verbalise how they feel. • Teach self-regulation strategies to enable calming techniques and positive self-talk to manage emotional responses- Take 5. • Teach and offer a variety of contexts for children to develop responsible decision-making and problem-solving strategies. • Mental health and well-being to be delivered consistently across the whole school plan using life lands and the new relationships and sex education framework. The Relational Policy has replaced Behaviour and Relationships with whole school input and significant positive impact. This needs sustaining.	• Develop our own measuring system for referring to ELSA and in school support systems, and for this to be used as a baseline to identify children with mental health and well-being issues or who have a lack of emotional language and understanding with which to express themselves. Improvements in the score to Summer will measure impact of school support. • Staff training refresher training in key strategies and activities to support children with mental health needs. • Mental Health First Aid leads to have supervision to further developments for the school. • Support plans in place to identify triggers that increase mental health crisis in school. • Relational practice to be embedded through school and all groups to have input to it's development. All new staff to have CPD to ensure this continues to have the currently positive impact.
2. Oracy and language development • Training for staff in EYFS Nelly programme, with dedicated time for intervention from initial assessments • Language rich learning environments and curriculum through school. • Subject specific Vocabulary taught and shared with home and school, through Knowledge Organisers.	• Nelly is impacting positively on EYFS children. • Children can articulate and understand subject specific vocabulary. • Children apply correct terminology in context. • Children are inquisitive about language and excited by it at home and school.
3. Phonics • Training where needed RWI and refresher for all at least annually • Any child not achieving Phonics screening pass, has TSP (target support programme) to close the gap. • Upper Key Stage 2 children have RWI Fresh Start programme. • Whole word approach provided for the children identified with SENDCo and English Leads. • Refresher training for all teaching teams to use the correct terminology and teach explicitly the GPS. Through	• All staff confident and competent to deliver quality RWI/ phonics knowledge. • By the end of Year 3 children are able to meet standards in line with the phonics screening. • Identified pupils are on the Fresh Start programme. • SENDCO and English Lead support teaching teams in identifying the right plan for the pupil and impact on pupils is evident • Teachers subject knowledge is accurate and this is impacting on pupils knowledge.

staff meetings refresher training and close monitoring by the English Lead.	• Work on memory and children having a reference book form Year 3 to aid this in phonics is being introduced.
4. Mathematics • All children across school, from Nursery to Year 6, should have a dedicated time to focus on maths skills, knowledge and understanding throughout each day. • Maths Lead CPD through Maths Consultant to identify developments needed for Misterton children. • Monitoring continue to positively impact on children's maths progress. • Staff CPD to develop understanding of how children learn in maths and to identify and plan small steps progress using white rose resources to ensure knowledge is revisited and reinforced. • Revisit Calculation Policy and refresh training where needed. • Revisit progression documents for alignment with National Curriculum and White Rose • Pre and post assessment tools used consistently to inform next steps for planning. Maths Lead to ensure planning and teaching are consistent in aiding memory and new learning. Use of assessment tools to gain greater understanding of misconceptions and gaps in learning. • Pupils able to manipulate number through appropriate strategies.	• End of Key Stage One outcomes for maths are in line with prior School based attainment and National. • End of Key Stage Two outcomes for maths are below National attainment for 2024. • Greater depth across the school is at least comparable to at least 25% for maths. • Progress from Key Stage one to two is in line with National.
5. Handwriting/ Letter Formation • TSP programmes for identified children needing intervention. • Significantly reduce the number of worksheets used to build independence and increase the amount of written work.	• Children's letter formation is correct. • Independence is demonstrated through children taking pride in their work.

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: £8,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for standardised diagnostic assessments to accurately monitor outcomes and next steps.	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1, 2, 3, 4,5
Training for new staff to accurately use 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.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	2
Continue to purchase of a DfE validated	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word	3

Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	reading (though not necessarily comprehension), particularly for disadvantaged pupils:	
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). We will fund the Maths Lead having support from Maths Consultant to identify actions and accurate monitoring.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: The EEF guidance is based on a range of the best available evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring	4
Relational Practice is being introduced	Relationships in education are key and in school research evidences the respectful and kind relationship results in a calm working environment.	1

into the schools approach to behaviour and wellbeing. Training for all staff and for the three lead staff to continue as the practice and research develops	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £23,647

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2
Additional phonics sessions targeted at disadvantaged pupils who require further	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:	1, 3

phonics support. This will be delivered in collaboration with our local English hub.	Phonics Toolkit Strand Education Endowment Foundation EEF	
Through data and records from parent and teacher consultations, the identified disadvantaged children needing specific intervention in reading, writing and mathematics have 1:1 and small group targeted support.	Teaching targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both 1:1 and One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3, 4, 5
Progression document and planning tools shared through CPD and used consistently through school using high expectations. Art CPD to improve gross and fine motor skills.	Children are seeing less and less modelled writing by adults and opportunities to explore mark making through play outside of the home are limited in some cases. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	

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

Budgeted cost: £2935

Activity	Evidence that supports this approach	Challenge number(s) addressed
Survey completed by all children. Planned teaching in wellbeing/ emotional health to be delivered by teachers.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-	1, 2, 3, 4, 5

Long term plan to address key learning needs. Interventions identified and staff trained in delivery, such as THRIVE, Take 5, Bucket Filling. Learning mentor in place. Mental health First Aider worker in school. Mental well-being promoted on social media and newsletter.	toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
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: £35,520

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 2024-25 academic year.

Academic statutory assessments for 2024 for the end of Key Stage 1 demonstrated Misterton Primary children were at least in line with National data, in reading, writing and mathematics.

Key Stage 2 outcomes were lower than previous years and the actions are addressing this to ensure these standards are raised for the current Year 6 children and all other pupils.

Year 1 phonics scores were below National, however Year 2 phonics scores were 100% and above National.

The vast majority of statutory assessments were in line with National outcomes or higher.

Disadvantaged children in reading, maths, writing and grammar, punctuation and spelling have achieved 50% in line with National Averages.

Intervention in school, children were taught 1:1 and in small groups and target support programmes, progressed learning on significantly.

Our assessments and observations indicated that for a small number of pupils, behaviour, wellbeing and mental health is significant. This has greatly improved for the majority, however there are still some families and children impacted by this. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.