

Pupil Premium and Recovery Premium Strategy Plan 2023-24

This statement details our 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 | Mendlesham Primary School |
| Number of pupils in school | 113 (Autumn census) |
| Proportion (%) of pupil premium eligible pupils (funded 2023/24 | 24 pupils |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2024 |
| Date this statement was published | 6.12.23 |
| Date on which it will be reviewed | 6.12.24 |
| Statement authorised by | Tessa Sait (EHT) |
| Pupil premium lead | Angela Thomas |
| Local Board Member / Trustee lead | Gillian Orves |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £ 32010 |
| Recovery premium funding allocation this academic year | £7897 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £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 | £39907 |

Part A: Pupil Premium Strategy Plan

1. Statement of intent

At Mendlesham Primary School, we aim to provide all children with an inspiring and fostering educational experience. We want all children to feel valued and supported in their education and work hard to remove any potential barriers that may prevent or limit their ability to engage with school and make good academic progress.

We recognise the role we play in ensuring all children experience diverse social, moral, spiritual and cultural experiences and that it is imperative that we offer these opportunities to give all children the opportunity to have high aspirations for themselves and our community.

This strategy has 4 key objectives for our disadvantaged pupils:

- ❖ **To improve progress and attainment through high quality teaching**
- ❖ **To enrich students' lives through new opportunities and a creative curriculum which increases cultural capital whilst supporting literacy and numeracy**
- ❖ **To encourage excellence through positive learning behaviour and well-being**
- ❖ **To reduce personal barriers to learning**

Our Pupil Premium strategy plan sets out the varied ways in which we support and enrich the lives of our pupils. It details the ways that we have tailored our curriculum; the additional targeted interventions and booster groups that we offer to support academic progress and close any gaps that pupils have in their learning. It also details the individual and personalised supports that we are able to offer in terms of pastoral care and support for wellbeing needs. Through these strategies we intend to successfully give every pupil the childhood experiences that they deserve- a high quality education; inspiring culturally significant experiences and time spent with kind and caring role models who nurture their curiosity and enthusiasm for learning.

2. Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p><i>Gaps in learning due to school closures and absence as part of the COVID 19 pandemic (and subsequent lower than 90% attendance for some):</i></p> <p>In Key stage 2: missing learning due to COVID closure and periods of absence, readiness for UKS2 learning demands, access to daily practising of reading, spelling, handwriting and times tables/problem solving skills. Reduced access to cultural life experiences during lockdown has impeded children's knowledge of activities, people and places that inspire creativity and stimulus for writing as well as stamina due to lack of practice.</p> |

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| | <p>In Key stage 1: missing learning due to COVID closures (including lack of access to nurseries and pre-schools) and periods of absence, daily practise of reading, phonics, handwriting/ fine motor and counting skills. Reduced access to cultural life experiences during lockdown has impeded children's knowledge of activities, people and places that inspire creativity and stimulus for writing as well as stamina due to lack of practice.</p> <p>In EYFS: School readiness due to missing nursery/pre-school provision during lockdown. Speech and language – opportunities for speech during lockdown reduced due to pre-school/nursery closure, minimised contact socially (peers) and with adults.</p> |
| 2 | <p>Slower progress from starting points in English and Maths</p> <p>Reading Lack of stamina for reading longer texts plus deficit in clarifying skills caused by vocabulary gap.</p> <p>Writing Lack of stamina for writing at length, slow development and poor application of spelling knowledge, maintaining good presentation skills and developing formal writing styles using Standard English.</p> <p>Maths Number skills and applying in particular to problem solving</p> |
| 3 | <p>Speech and language deficit. Vocabulary gap identified for some pupils on-entry to school, lasting into KS1.</p> |
| 4 | <p>Self-regulation including SEMH needs, some exacerbated by COVID partial school closures and subsequent COVID related absence</p> |
| 5 | <p>School readiness and resilience. Including some needing breakfast, SEMH/nurture support., additional support with school uniform and school equipment. Opportunities to build cultural capital</p> <p>Re-engaging with families previously kept “at arm’s length” due to COVID regulations</p> |

3. 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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| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book looks and pupil perception interviews. Specific language/vocab being taught is apparent in pupils' speech and work. |

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| Progress in reading | Achieve national average or above progress scores in KS2 Reading |
| Progress in writing | Achieve national average or above progress scores in KS2 Writing |
| Progress in Maths | Achieve national average or above progress scores in KS2 Maths |
| Provide opportunities for the cultural and spiritual development of pupils and the building of cultural capital. | Positive feedback from pupil perception surveys and parental questionnaires. Enriched detail evident in book looks and in pupil interviews. |
| Engage effectively with parents, carers, the local community and all stakeholders to ensure best outcomes and experiences for the pupils within the school. | Positive feedback from pupil perception surveys and parental questionnaires. Enriched detail evident in book looks and in pupil interviews. Reading, Writing, maths and Combined to reach FFT 20 targets in Year 2 Reading, Writing maths and Combined to reach FFT 20 targets in Year 6 All other year groups to be progressing in line with FFT 20 flightpath where this is available (otherwise to stay on track to meet school led targets) |
| Support families to ensure school readiness and fair access to a full school life including wider opportunities and experiences | Pupil and parents feedback indicates 100% have had opportunity to access wider and enriching opportunities with finance not being a barrier. 100% have had access to some free school uniform |

4. 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.

4.1 Teaching (for example, CPD, recruitment and retention)

Budgeted cost: Up to £ 8,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| CPD and Curriculum approach | EEF- 'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school' | 1,2 |
| Further embed the Trust approach for the teaching of reading. | Ensure new staff (including support staff) are trained in DSR/DR and that subject lead | 1, 2 |

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| | <p>monitoring leads to improved teaching practice and outcomes for pupils.</p> <p>All staff receive update training, when required.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> | |
| Implement School's approach for the teaching of phonics. | <p>Embed practise of using agreed phonics program (Little Wandle) to teach phonics in Reception and key stage one.</p> <p>Implement Rapid phonics, an intervention tool for children (inc KS2) who require additional phonics support. Purchase of additional phonics books and resources.</p> <p>Engagement with the Myland Trust (hub school) and the Literacy Trust to support further development in phonics and early reading as well as reading for pleasure. CPD and subject lead monitoring is developed to support improved outcomes for pupils.</p> <p>Develop the school's "reading for pleasure" offer including the library area. Additional reading resources and books to promote reading for pleasure.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</p> | 1, 2 |
| Embed the agreed approach for teaching maths (inc CPD) | <p>Embed the CPA approach, further engagement with the Angles maths hub.</p> <p>Whole school (teaching and support staff) CPD – EEF toolkit identifies mastery approaches to learning can give +5 months impact. EEF also outline an approach to effective CPD to support raising pupils' progress. Purchase of additional concrete maths resources</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1671538505</p> | 1, 2 |
| CPD opportunities for all staff on supporting children with special educational needs including SEMH using the EEF 5-a-day approach. | <p>The EEF have identified 5 key evidence based recommendations to support pupils with SEND. Our CPD opportunities focus on these 5 areas and are our focus for how we implement support for learners. We will particularly focus on developing</p> | 1, 2, 3, 4, 5 |

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| | <p>metacognition and self-regulation strategies and how to effectively model and scaffold.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/sendhttps://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effectiveprofessional-development</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> | |
| Embed the agreed PSHE and RSE, DT and RE topics into the school's long term plan. | <p>Teachers all have access to the agreed programs (Discovery, Kapow and Jigsaw) and are providing both support and challenge within their planning.</p> <p>PSHE/ RSE and DSL Trust working party to work on further developing a trust wide approach to the delivery of PSHE and RSE.</p> <p>Supporting teacher subject knowledge is identified as a key area in</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/722313/Use_and_perceptions_of_curriculum_support_resources_in_schools.pdf</p> | 1, 3 4 5 |
| Teacher retention and upskilling | <p>Opportunities for professional development including promotion and Trust wide working. QTS for teachers with EYQS. Full staff CPD for Little Wandle phonics. NPQ qualifications. Subject specific CPD</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1671538505</p> | 1, 2 3 4, 5 |

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

Budgeted cost: Up to £ 25,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Deliver speech and language (inc NELI), reading including benchmarking), spelling, phonics, early number and times tables | <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>Implement Rapid phonics screening and intervention package to targeted groups.</p> | 1, 2, 3 |

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|--|---|---------|
| Intervention booster groups. | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Implement PiXL interventions to targeted individuals and groups. (Reading, spelling, maths) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Implement bespoke interventions based on tailored needs in handwriting, sentence construction, punctuation and grammar. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Implement Nuffield NELI intervention for EYFS language development | |
| Homework support | EEF Toolkit- +4 months for effective engagement with homework https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkkit/homework | 1, 2 |
| TT Rockstars/stick and split | Average speed of responding from 4.5 seconds to 3 seconds per question following use of TT rockstars over a 4 month period (meaning increased time in examination for answering questions) 1,2, 4 5 https://shinetrust.org.uk/case-study/timestables-rock-stars/ https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf (particularly recommendation 3 ad 4) | 1,2 |
| Implementation of agreed phonics program and Edshed Spelling, Twinkl handwriting including CPD and resources | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkkit/phonics Children have access to Edshed spelling and phonics at home and at school. Individual attainment and usage is tracked and targeted support given. | 1, 2, 3 |
| Implement Nuffield NELI intervention for EYFS language development | 100% new intake and Year 1 assessed using NELI, target groups have been identified. Interventions delivered based on need identified. This will form part of a plan, do, | 3 |

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| | <p>review cycle for early identification and support of SEND needs.</p> <p>Enriched practice in the classroom from practitioners completing CPD courses.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> | |
| Teacher led booster classes for KS2 | 100% PPG and other vulnerable groups to be invited to classes which extend the school day to improve maths and reading skills. | 1, 2 |
| In class and small group support across the curriculum including live marking and feedback. Support for SEMH needs | 100% PPG pupils have access to additional in class support/group work | 1, 2, 3, 4, 5 |

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

Budgeted cost: Up to £8500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <i>Family support and engagement to access and engage with school life.</i> | <p>Support with purchasing uniform and equipment- School to have stock of uniform items (second hand when available) and bags, water bottles to provide for pupils.</p> <p>Provision of breakfast/ breakfast club/ after school care- Pupils to have access to breakfast and after school clubs. Healthy breakfast food and drinks always available in school to offer to pupils that arrive hungry. Calm, quiet space (Nurture room) in which to eat, talk with a familiar adult and prepare for the rest of the day.</p> <p>Individual support for families for specific needs- Specific targeted support for individual family needs, for example- persistent lateness. Working with the family to provide strategies, parenting advice and involvement with family support, charities, social care agencies as required. This support will be delivered in a targeted and tailored manner. Evidence through attendance and punctuality data.</p> <p>Opportunities for parents and carers to come into school for workshops, exhibitions and shared learning experiences.</p> | 4, 5 |

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| | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement | |
| Lunchtime activities (play leaders and clubs) | <p>A behaviour intervention to support improved conduct of students in social time and development of key social skills. Play leaders training and resources.</p> <p>https://evidenceforlearning.org.au/thetoolkits/the-teaching-and-learningtoolkit/all-approaches/sports-participation/</p> <p>https://inclusiveschoolcommunities.org.au/resources/toolkit/lunchtime-clubs-schoolsininitiative-increase-social-inclusion</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> | 1, 4, 5 |
| Mental health support | <p>https://www.ucl.ac.uk/brain-sciences/news/2019/feb/study-links-poor-mental-health-educational-outcomes</p> <p>EEF Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.</p> <p>School is engaged as a mental health hub with the school's mental health support team. Member of staff is qualified mental health first aider. Support from a play therapist</p> | 5 |
| Arts participation (including trips, virtual visits and visitors to school) | <p>Immersion days for inspiring and engaging pupils.</p> <p>UKS2 residential visit to school was very popular with children all UKS2 PPG pupils attended 2023.</p> <p>A range of day and residential trips are being planned for the Spring and Summer term – 50% funded for PPG</p> <p>Visiting storytellers, dance and music workshops</p> | 3, 4, 5 |

| | | |
|--|---|--|
| | Plans for the spring term which include music, the arts, dance and involve multi-cultural aspects. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation | |
|--|---|--|

Total budgeted cost: £ 41500

Part B: Review of outcomes in the previous academic year

1. Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Upon review, our pupil premium measures were most effective in raising standards within our Early Years and UKS2 cohorts. The entire school year 6 cohort (including pupils in the cognition and learning special needs unit, Mulberry) achieved above national combined outcomes (63% combined RWM at EXS+). Of the main school cohort, 100% PPG pupils achieved EXS+ in reading and writing.

100% pupils entitled to PPG attended the UKS2 residential – a night at the museum in London. 100% pupils entitled to PPG accessed free school uniform, school trips – including to Pipers Vale gymnasium, Bollywood dance workshop, professional story-telling, music workshops and deep learning week/day experiences.

67% pupils entitled to PPG accessed the school's wraparound care free of charge, giving them access to healthy breakfast, snacks, physical activities, homework help and social time with friends.

The targeted interventions that we have offered pupils have also made a positive impact on their learning behaviours, self-esteem and attainment. High quality teaching was a real strength here and also the implementation of wellbeing strategies in order to ensure pupils felt ready to take on new learning and be confident to improve their skills.

2. 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

| Programme | Provider |
|---------------------------------|---|
| Little Wandle and Rapid Phonics | Wandle Learning Trust |
| TT Rockstars | TT Rockstars |
| Stick & Split maths | Maypole education |
| Edshed (spelling) | https://www.edshed.com/en-gb/menu |
| Jigsaw PSHE, Discovery RE | http://janlevergroup.com |
| White Rose Maths | https://whiterosemaths.com/ |
| Kapow DT | https://www.kapowprimary.com/ |
| Twinkl handwriting | https://www.twinkl.co.uk/resources/twinkl-handwriting-resources/key-stage-1-han |

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|-----------------|---|
| | dwriting-primary-resources-eyfs-to-year-6 |
| Rigalo (French) | https://www.oxfordowl.co.uk/ |

3. Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year? | |
| What was the impact of that spending on service pupil premium eligible pupils? | |

4. Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.