



JOHN MILTON ACADEMY TRUST

Ambition • Aspiration • Excellence

Pupil Premium and Recovery Premium Strategy Plan

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	Mendlesham Primary
Number of pupils in school	102
Proportion (%) of pupil premium eligible pupils	20 pupils 19.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021- 2022 2022- 2023 2023 - 2024
Date this statement was published	Dec 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Tessa Sait
Pupil premium lead	Hazel Sutton
Local Board Member / Trustee lead	Jo Pratt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,590
Recovery premium funding allocation this academic year	£8,400
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	£37,990

Part A: Pupil Premium Strategy Plan

1. Statement of intent

Aims

To improve progress and attainment through quality first teaching.

To enrich student's lives through new opportunities and a creative curriculum which increases cultural capital whilst supporting literacy and numeracy.

To encourage excellence (positive learning behaviour and well-being)

To reduce personal barriers to learning.

Implementation

Using tried and tested schemes and teacher's own strengths to improve the teaching and learning in key skills of reading, writing and maths. Ensuring good quality models, resources and assessment opportunities to provide engaging and effective teaching.

Ensuring the planning, progression and implementation of the wider curriculum is suited to the needs of the pupils and is based upon building vocabulary and articulacy.

Providing pupils with equal opportunities to engage in school life and support them in reaching their full potential, academically and personally. Having high expectations of all pupils and championing them.

Supporting pupils on an individual level in order to engage and encourage them through their learning journey. Using a holistic approach, as well as closely monitoring progress, in order to support and challenge individuals.

Key Principles

Knowing our pupils well and gauging their needs and challenges.

Using our collective knowledge to provide an engaging and timely curriculum to give the best opportunities for learning, articulacy and self-reflection.

Giving every opportunity to succeed and championing individuals.

Asking pupils and stakeholders their views on how we can improve.

2. Challenges

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

Challenge number	Detail of challenge
1	Speech and language deficit. Vocabulary gap identified for some pupils on-entry to school. This translates into articulation and literacy difficulties later in learning.
2	Reading Lack of stamina for reading longer texts plus deficit in some reading skills caused by vocabulary gap and gaps due to partial school closures 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.
3	Number skills and applying skills to problem solving. Fluency including times tables.
4	Self-Regulation including SEMH needs, some exacerbated by COVID partial school closure.
5	School readiness and resilience. Including some needing breakfast, SEMH/nurture support, additional support with uniform and school equipment. Opportunities to build cultural capital also exacerbated through partial school closure and societal lockdowns.

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
1. For pupils to use specific vocabulary in context and explain their learning in articulate ways.	Pupils will use specific vocabulary taught in lessons to articulate their learning. They will be able to make connections in their learning and understand why it is important. Vocabulary mats will be present in books to see the progress of specific vocabulary learnt by individuals and used in context.
2. For pupils to demonstrate good or better progression in reading from their starting points across the year.	Pupils will read with increasing fluency and stamina. They will decode unfamiliar words clearly and be able to segment and blend with confidence. Phonics attainment will increase from 50% to much closer to the national average. Individual progression will be tracked closely.
3. For pupils to demonstrate good or better progression in maths skills from their starting points across the year.	Pupils will be able to explain and solve problems by using taught maths skills. They will draw upon different methods taught. 100% to make expected or better progress from their starting points

<p>4. For pupils to have stamina in their learning and be able to focus and engage fully in lessons.</p>	<p>Pupils will have ownership of their learning by demonstrating good listening skills and being able to explain their learning clearly. They will focus on activities for increasing amounts of time.</p> <p>Pupil voice surveys and pupil progress meetings indicate that 100% are able to focus and engage in their lessons</p>
<p>5. For pupils to demonstrate a positive attitude towards their learning, enjoy challenge and be able to focus to solve problems or correct errors.</p>	<p>Pupils will listen to instructions and put in a good effort in learning. They will reflect upon and correct their work using purple pens.</p> <p>Pupil voice surveys and pupils progress meetings indicate that 100% demonstrate good dispositions to learning.</p>

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: >£ 8897

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuation of school's "Improving communication and Language" plan. Including CPD and resources	Using evidence based programs e.g. Wellcom, NELI and DSR. National decline in speaking and listening skills due to school closure. EEF toolkit +6 months	1, 2, 5
Further embedding of PIXL program of assessments and interventions	Closely monitored assessment and intervention linked to resource	1, 2, 3, 5
Further embedding and adapting of DSR and DR schemes. Including CPD and resources	Using evidence based programs. EEF toolkit +6 months	1, 2, 5
Implementation of Bug Club phonics, including CPD and resources	Using evidence based, DfE approved scheme. EEF toolkit +5 months	1, 2, 5
Connected Geography and History Schemes, Jigsaw PSHE	Using proven programs, well resourced	1, 5
New wider curriculum planning, sequencing and learning.	Weaving language acquisition into whole curriculum, permeating it with good modelling of vocabulary to immerse in its use.	1, 5

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

Budgeted cost: >£ 23275

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Wellcom & Neli speech & language intervention</i>	Using evidence programs and an individual approach. EEF toolkit +6 months	1, 2, 4, 5
<i>PIXL maths interventions, Plus 1 and Power of 2. Small groups</i>	Using evidence based programs. EEF toolkit + 4 months	1, 3, 5
<i>Reading intervention</i>	Reading is a strength within our school and is assessed using proven methods. EEF toolkit +6 months	1, 2, 5
<i>Phonics intervention, engagement with The Myland Trust</i>	Reading is a strength within our school, which is based on acquisition of phonics and use of phonics skills. EEF toolkit +5 months	1, 2, 5

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

Budgeted cost: £ >5818

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Desty</i>	Resource recommended by Virtual Schools. EEF toolkit + 4 months	1, 4, 5
<i>Nurture groups – including zones of regulation (with CPD), time to talk,</i>	Pupils’ mental health improves when given time out of whole class to reflect on their learning and experiences. EEF toolkit +4 months	1, 4, 5
<i>Access to before and after school clubs</i>	Pupils come into school calmer as a result of settling in time, good routine and breakfast. EEF toolkit + 3 months	4, 5
<i>Support for purchasing uniform</i>	Pupils feel ready for school and have the resources they need to achieve. EEF “closing the gap” – “Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms”	4, 5

Total budgeted cost: >£ 37990

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 2020 to 2021 academic year.

Upon review our pupil premium measures were most effective in raising standards within our Year 2 and KS2 cohorts. The impact of COVID on the younger pupils in our school has contributed to some pupils moving from working towards in reading, writing and maths, to working below. This trend has been noted in Year 1 more so than in Year 2- who, as a smaller cohort, were able to achieve largely within their predicted pre-covid levels and in some cases even better e.g. reading. The attainment within lower KS2 dipped slightly with some more able pupils, but this improved towards the end of the year. With upper KS2, attainment within PPG seemed to have dipped in Spring but most had regained their learning during Summer term, when back in school. Overall our measures for pupil premium pupils during Covid, such as providing individuals and households with laptops for home learning, inviting pupils in during partial closures for targeted individual and group learning, staff dedicating time to contacting families to ensure they felt supported and providing individual equipment all made a positive impact. The targeted interventions for these pupils on returning to school have also made a positive impact on their learning behaviours, self-esteem and attainment. Quality first teaching was a real strength here and also the implementation of wellbeing tools 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
Bug Club Phonics	Activelearn
Jigsaw PSHE, Discovery RE	http://janleveragegroup.com
Desty	<u>Education Desty Limited</u>

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?	
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4. Further information (optional)

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