

Pupil premium strategy statement MEDLAR WITH WESHAM CE PRIMARY SCHOOL

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	139
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	21/12/23
Date on which it will be reviewed	Ongoing and formally July 2024
Statement authorised by	Claire Panther
Pupil premium lead	Claire Panther
Governor / Trustee lead	Clive Barnes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,184
Recovery premium funding allocation this academic year	£5285
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£67,469

Part A: Pupil premium strategy plan

Statement of intent

At Medlar with Wesham CE Primary School, we recognise that every child is unique, and all staff work hard to ensure that each child reaches their full potential in all aspects of school life. Our high expectations and high standards are combined with a sense of creativity, excellence, and enjoyment. Our vision is for all children to develop a real love of learning, thirst for knowledge and a care and concern for each other. Our school motto "More Than I am" is at the heart of all we do, encouraging and guiding everyone in our school family to be the best that they can be. We recognise that there are children within our school family, not all of whom are eligible for pupil premium, who require additional support and intervention to enable them to access the curriculum, thrive and achieve and we do all we can to facilitate this.

At Medlar with Wesham, we acknowledge that those pupils in receipt of Pupil Premium do not include all the pupils within our school who are socially disadvantaged or vulnerable. Therefore, we believe that the children within this identified group should be, and Indeed are, included in our provision for Pupil Premium funding.

At Medlar, high quality teaching for all is at the heart of our approach. This targets the specific needs of the individual and supports behaviours for learning and social emotional health and wellbeing. The outcomes for our pupils who are in receipt of Pupil Premium are outlined below. Implicit in these outcomes is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside the intended progress for their disadvantaged peers.

1. To ensure that the attendance and punctuality of pupils in receipt of Pupil Premium is at least in line with those of peers in school

The attendance and punctuality of our Pupil Premium children is beginning to improve with the support of our attendance support manager and targeted interventions. However, we recognise the impact that reduced attendance and poor punctuality has on all pupils, particularly those in receipt of Pupil Premium. Therefore, we will continue to support these children and their families to address barriers to attending school and arriving at school on time and being ready to learn. This includes support from our attendance support manager, our pastoral lead, our teaching staff and our SENDCO who may, where appropriate, access wider family support services.

2. The social, emotional wellbeing and mental health needs of all pupils in receipt of Pupil Premium are met to ensure effective access to the curriculum

At Medlar, we acknowledge that effective learning and achieving a fulfilling life depends on much more than just high-quality learning within the classroom or a focus on academic progress and attainment. We pride ourselves that every member of our team considers each child's broader wellbeing as being of paramount importance. We create opportunities and take the time to get to know the children in our care, so that we can support them and their families in addressing any issues in their Social, Emotional and

Mental Health. This has been a growing area of need across school, not just a need for the children in receipt of Pupil Premium.

3. To ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum

We believe that all our pupils benefit most from high quality teaching delivered through a broad and balanced curriculum which fosters curiosity and a love of learning. Staff are ambitious for all our children and want all of them to achieve their full potential. Our Pupil Premium children are supported further by 1:1 targeted interventions and small group teaching when this is required. This is monitored and adaptations are made to best meet the changing needs of the children being supported.

Challenges

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

Challenge number	Detail of challenge
1. ATTENDANCE & PUNCTUALITY	The attendance and punctuality of some pupils in receipt of Pupil Premium is below that of their peers (18% persistently absent, 0.4 % persistently late)
2. PASTORAL	Mental Health and Emotional Wellbeing: our in-depth knowledge of pupils in receipt of Pupil Premium highlights the growing mental health and emotional wellbeing needs of some of these pupils.
3. OUTCOMES	Narrowing the attainment gap in reading, writing and Maths, as despite high quality teaching and targeted interventions, some children in receipt of Pupil Premium are not making expected progress.

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. Attendance improves and pupils arrive at school on time. To continue to offer support for the families of children in receipt of Pupil Premium to bring their attendance and punctuality in line with the children who do not receive the grant. To significantly reduce the	Attendance and punctuality for those children in receipt of Pupil Premium is in line with those children who do not receive the grant. Barriers to persistent absenteeism reduced and a reduced proportion of pupils

proportion classed as being persistent absentees.	in receipt of Pupil Premium identified as a persistent absentee.
2. To achieve and maintain improved mental health and emotional wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Pupil Voice and behaviour in school and towards learning and social interactions reflects an improvement in mental health and emotional wellbeing. Staff report positive impact of interventions. Parents report improvements to class teachers, pastoral lead and SENDCo.
3. To continue to ensure that outcomes for pupils in receipt of Pupil Premium are in line with their peers and reflect the ambition staff have for all pupils. High quality teaching supports progress alongside targeted interventions.	Progress for all those in receipt of Pupil Premium is at least in line with their starting points. High quality teaching across the curriculum and targeted interventions support progress for all pupils and ensures that those children in receipt of Pupil Progress make good or better progress from their starting points.

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: £ 35,164.04

Activity	Evidence that supports this approach	Challenge number(s) addressed
PASTORAL LEAD (TA 2A) 0.2 £7,029.54	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2
SENCo 0.2	According to the Code of Practice 2015:	2 AND 3

<p>£28,134.50</p>	<p>Governing bodies of maintained mainstream schools and the proprietors of mainstream academy schools (including free schools) must ensure that there is a qualified teacher designated as SENCO for the school.</p> <p>Every school is required to identify and address the SEN of the pupils that they support. Mainstream schools must:</p> <ul style="list-style-type: none"> • use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people’s SEN • ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN • designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO • inform parents when they are making special educational provision for a child <p>The key responsibilities of the SENCO include:</p> <ul style="list-style-type: none"> • overseeing the day-to-day operation of the school’s SEN policy • co-ordinating provision for children with SEN • liaising with the relevant Designated Teacher where a looked after pupil has SEN • advising on the graduated approach to providing SEN support • advising on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively • liaising with parents of pupils with SEN • liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies • being a key point of contact with external agencies, especially the local authority and its support services • liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned • working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements • ensuring that the school keeps the records of all pupils with SEN up to date 	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £18,485.32

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI (23 % of £3663.28= £842.55)	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.	3
IDL (23 % of £299 = £68.77)	Over the last 40 years numerous research studies have shown that IDL Literacy is a proven solution for increasing the reading and spelling ability of pupils with dyslexia and other learning difficulties, including dyspraxia and Meares–Irlen Syndrome, by an average of 11 months after just 26 hours of use.	3
ONE-TO-ONE SUPPORT (TA 2A £17,574)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2 AND 3

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

Budgeted cost: £13,819.64

Activity	Evidence that supports this approach	Challenge number(s) addressed
MY HAPPY MIND PROGRAMME ACCESSED ACROSS THE WHOLE SCHOOL (23 % of £2700 = £621)	The My Happy Mind programme has had an impact on hundreds of thousands of children and their families. After just one year, MyHappyMind schools see a 67% decrease in children requiring SENCo support, a 60% decrease in permanent exclusions and a 43% decrease in CAMHS referrals.	2 AND 3

<p>AFC FYLDE (23% of £14340= £3298.20)</p>	<p>AFC Fylde's provide high quality provision to create opportunities and pathways for every young person. They deliver high quality physical education lessons, developing and embedding skills required by the National Curriculum. This is provided in different formats such as team teaching and CPD. AFC Fylde also lead extra-curricular clubs, which build on the skills learnt in lessons. According to the NHS, there are many benefits of regular exercise, with research showing that physical activity can also boost self-esteem, mood, sleep quality and energy. Children and young people need to do 2 types of physical activity each week:</p> <ul style="list-style-type: none"> • aerobic exercise • exercises to strengthen their muscles and bones <p>These types of activity are central to the physical education lessons and sessions which AFC Fylde provide.</p>	<p>2 AND 3</p>
<p>ATTENDANCE SUPPORT MANAGER 0.1 £3514.62</p>	<p>Embedding principles of good practice set out in the DfE's Improving School Attendance Advice: https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>This will involve training and release time for designated staff to develop and implement new procedures to improve attendance.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>1</p>
<p>CONTINGENCY FUND FOR ACUTE ISSUES £6385.82</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set some funding aside to respond quickly to needs which have not been identified yet.</p>	<p>ALL</p>

Total budgeted cost: £ 13,819.64

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Internal data, pupil voice, teacher assessment, formative and summative show that those children in receipt of Pupil Premium Grant still achieve less than their peers however, they continue to make at least expected progress against individual targets.

It is recognised both locally and nationally, that following school closures the gap widened for this group of children and that even with specific targeted support closing the attainment gap will take time -our three-five year strategy supports this.

Medlar with Wesham C of E primary continued ambition for all pupils, our focus on widening experiences, beyond the classroom, providing a knowledge rich, broad curriculum ensure a shared vision and focus on ensuring that all our children leave our care having achieved their best academically, with a strong sense of self and have the tools to support their mental and emotional health.