

Pupil Premium Strategy Statement

Mersea Island School

School overview

Detail	Data
School name	Mersea Island School
Number of pupils in school (Reception to Year 6)	357
Proportion (%) of pupil premium eligible pupils (60)	17.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 2022 2023
Date this statement was published	1 st December 2021
Date on which it will be reviewed	6 th December 2024
Statement authorised by	Mrs T Wright
Pupil premium lead	Miss S Poole
Governor / Trustee lead	Mr E Gibbons

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Summer 2023 £34,229 Autumn 2023 £27,383 Summer 2024 £20,538
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£10,060
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	£92,210 (includes carry forward) Not applicable

Statement of Intent

Our intention is that all pupils, irrespective of background or the challenges they face, make at least good progress across all subject areas. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve this goal by meeting their social, emotional and academic needs in a secure learning environment rooted in CARE (Community, Aspiration, Respect and Enjoyment).

We will first consider the challenges faced by vulnerable pupils, such as those who have a social worker or are Young Carers.

High quality teaching is our primary approach, with a focus on identifying barriers to learning and the research-based evidence to have best impact and be successful in closing the disadvantaged attainment gap. These approaches will also be used to benefit non-disadvantaged pupil's attainment. The secure learning environment is built on strong relationships based on mutual respect between staff, children and parents; our whole school community.

Our strategy aligns to our wider school plans for education recovery, notably in targeted support through 'Catch Up' for pupils who are off track and includes our non-disadvantaged pupils.

Our approach is responsive to not only staff, parent and pupil voice but common challenges and individual needs, entrenched in diagnostic assessment in addition to all the information available to us.

This strategy will be delivered through diagnostic assessment and dissemination of information to all stakeholders and the creation of carefully tailored, targeted action plans and in Class Improvement Plans.

Challenges

Challenge number	Detail of challenge
1	Nurturing strong, effective and consistent relationships across our school community
2	Expanding pupil vocabulary through contextualised learning and experiences
3	Promoting high levels of attendance and engagement
4	Prioritising social emotional, mental and physical health
5	Provide early intervention to ensure children have the foundation skills to access the wider curriculum.

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
A proportion of disadvantaged pupils will make accelerated progress.	End of year data will show that at least 10% of disadvantaged pupils will have made accelerated progress.
<i>We have looked at accelerated progress over the course of this 3 year Pupil Premium Plan</i>	
<i>Reception Academic Year 2023 - 2024</i>	
<i>Subject</i>	<i>% of PPG who made accelerated progress</i>
<i>Reading</i>	<i>33%</i>
<i>Writing</i>	<i>42%</i>
<i>Maths</i>	<i>25%</i>
<i>Year 1 since summer 2023</i>	
<i>Subject</i>	<i>% of PPG who made accelerated progress</i>
<i>Reading</i>	<i>25%</i>
<i>Writing</i>	<i>50%</i>
<i>Maths</i>	<i>25%</i>
<i>Year 2 since summer 2022</i>	
<i>Subject</i>	<i>% of PPG who made accelerated progress</i>
<i>Reading</i>	<i>43%</i>
<i>Writing</i>	<i>43%</i>
<i>Maths</i>	<i>43%</i>
<i>Year 3 since summer 2021</i>	
<i>Subject</i>	<i>% of PPG who made accelerated progress</i>
<i>Reading</i>	<i>20%</i>
<i>Writing</i>	<i>10%</i>
<i>Maths</i>	<i>0%</i>
<i>Year 4 since summer 2021</i>	
<i>Subject</i>	<i>% of PPG who made accelerated progress</i>
<i>Reading</i>	<i>19%</i>
<i>Writing</i>	<i>19%</i>
<i>Maths</i>	<i>24%</i>
<i>Year 5 since summer 2021</i>	
<i>Subject</i>	<i>% of PPG who made accelerated progress</i>
<i>Reading</i>	<i>27%</i>
<i>Writing</i>	<i>18%</i>

Maths	18%		
Year 6 since summer 2021			
Subject	% of PPG who made accelerated progress		
Reading	25%		
Writing	8%		
Maths	25%		
Children who are off track will have received targeted support as identified on the class improvement plan.	Intervention monitoring will show a positive impact and accelerated progress.		
CIPs identified how pupils were supported, meetings were held with parents and the targeted support in school was shared as well as how parents could help at home with certain areas of learning identified. Interventions tracked entry and exit data and where there was little or no impact, early conversations took place between relevant colleagues and changes were made to the delivery of that intervention.			
Reading, writing and maths data gap will have closed between disadvantaged and non-disadvantaged.	The attainment gap between disadvantaged and non-disadvantaged will have lessened.		
Below is an overview of the progress made in our different year groups at the end of summer 2024.			
Summer 2024			
Year 1			
Between Summer 2023 (end of Reception) and Summer 2024 (end of Year 1), PP children made the following progress versus non-PP			
	Reading	Writing	Maths
PP	6.2	6.0	6.3
Non PP	6.2	6.1	6.2
Summer 2024			
Year 2			
Between Summer 2022 (end of Reception) and Summer 2024 (end of Year 2), PP children made the following progress versus non-PP			
	Reading	Writing	Maths
PP	12.4	12.1	11.1
Non PP	11.7	11.5	11.9
Summer 2024			
Year 3			
Between Summer 2023 (end of Year 2) and Summer 2024 (end of Year 3), PP children made the following progress versus non-PP			
	Reading	Writing	Maths
PP	5.0	5.3	5.8
Non PP	5.3	5.2	5.3

Summer 2024

Year 4

Between Summer 2022 (end of Year 2) and Summer 2024 (end of Year 4), PP children made the following progress versus non-PP

	Reading	Writing	Maths
PP	12.5	12.7	12.8
Non PP	12	12	12

Summer 2024

Year 5

Between Summer 2021 (end of Year 2) and Summer 2024 (end of Year 5), PP children made the following progress versus non-PP

	Reading	Writing	Maths
PP	18.3	17.9	17.8
Non PP	17.9	18.1	17.4

Summer 2024

Year 6

Between Summer 2020 (end of Year 2) and Summer 2024 (end of Year 6), PP children made the following progress versus non-PP

	Reading	Writing	Maths
PP	26.4	26.1	26.1
Non PP	25.2	25.2	25.2

The difference in attendance data between disadvantaged and non will be negligible.

Families will feel supported by the school
Strong home-school relationships will be reflected in parent voice
Attendance for PPG pupils will have improved on 2021-2022.

For the academic year 2023 - 2024 attendance in state-funded primary schools was 94.5%, whereas Mersea Island School's attendance was 95.75%. Nationally, pupils eligible for free school had an attendance percentage of 89.1% whereas our pupil's attendance was 93.4%.

School Council Pupil Voice regarding attendance March 2022 was gathered. The children spoke about how they felt when they were late or returned to school, they shared what they would like to happen and what the adult's responses in school they'd like to be. Their voice was shared as part of our whole staff attendance training and informed our procedures to date.

Children and their families with identified SEMH will continue to receive timely, in school, support and signposting to appropriate services so that needs are addressed

Parent feedback will identify home - school partnerships as a strength.

Clear records will evidence all pupil and family support provided by school and other agencies.

	Children will feel supported and feel enabled to be in the best place for learning; pupil voice will reflect this. DSLs, with contributions from the whole staff team, will identify and support families from a pastoral standpoint. All concerns will be logged and actioned; there will be a clear rationale and chronology.
<i>Parent Voice February 2024 celebrates communication.</i> <i>Parent Voice October 2023 “Our children are so so happy. The number of times our son has come home and said ‘I feel more at home than I ever have done before’. He has had a lot of school moves and was really anxious about starting another new school. He is so happy, enjoying his work and feels very settled. The way both our children have settled is really great”</i> <i>Ofsted March 2023</i> <i>“Pupils feel safe in school. Pupils know there are adults they can talk to if they have any worries. Their teachers look after them well.”</i> <i>Weekly DSL meeting takes place and includes Senior Attendance Lead and Attendance Officer. Meeting records log actions and next steps. CPOMS chronology and records of meetings show where needs have been identified and support put in place.</i>	
Pupils have a breadth of experiences that enable them to contextualise their learning.	Cultural capital will be evident throughout the school. Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences.
<i>Year group curriculum maps are reviewed annually and our rationale is clear with regards to curriculum entitlement. We feel strongly that children have a large range of opportunities throughout their time at Mersea Island School, this extends to our after-school clubs provision and our whole school overview on trips and visits that children will experience.</i>	
School will continue to deliver an engaging, broad and balanced curriculum that has a strong rationale for progression of skills and knowledge.	Curriculum plans for all subjects will be progressive with clear expectations for children to build on prior learning in order to remember more, learn more and know more; pupil voice will evidence this.
<i>Ofsted 2023</i> <i>Leaders have developed an engaging curriculum that builds pupils’ knowledge over time. The curriculum makes imaginative use of the school’s unique island setting. Leaders focus on providing an ambitious curriculum right from the start. Teachers have strong subject knowledge. They ask pupils questions and listen carefully to their responses. This helps teachers to check that pupils are remembering what they have been taught.</i> <i>The curriculum has been designed to give children in Nursery and Reception a secure foundation across all areas of learning. This prepares them well for key stage 1 and beyond.</i>	

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding 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
SLT to work with subject leads to improve/enhance the teaching and learning within every subject. Specifically GPS, maths ARE at KS2 and continue to build on sig +	Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	2,5
Continue to deliver our phonics teaching and curriculum planning in line with DfE and EEF guidance in order to secure stronger phonics teaching for all pupils. We will also purchase resources and fund ongoing teacher and support staff training and release time. CPD for all staff encompassing Early Reading and Phonics.	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: Phonics Toolkit Strand Education Endowment Foundation EEF Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	2,5

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide additional support for pupils who have 'gaps in their learning'. A significant proportion of the pupils who receive focused support will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2,5
Interventions to be carried out by support staff to identified pupils. Specific training for interventions will be funded.	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	2,5
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. Actions taken also include transition actions plans for summer term and consistent support staff in class.	Children's social and emotional skills strongly correlate to improved outcomes at school and to later life. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,4

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

Budgeted cost: £15,210

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuation of TPP as a strategy for behaviour to include whole staff training on TPP with the aim of developing our school ethos and improving behaviour across school (this involves additional costs in order to train staff)	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1,3
Timetabling of consistent support staff in every classroom with the aim of ensuring staff wellbeing through relationships building and secure curriculum knowledge as well as building strong staff and pupil/parent relationships with the aim of providing a secure safe learning environment.	Further additional support in Year 6 recognises investment in pastoral support for all pupils and transition into secondary school. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1,3,4
Contingency fund	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 including access to enriching experiences and clubs. Physical activity EEF (educationendowmentfoundation.org.uk)	All
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1,3

Total budgeted cost: £92,210

Pupil Premium Strategy Outcomes

As of 6th December 2024, there were 69 PPG children from Reception – Year 6. In addition there are 7 Young Carers (3 of who are eligible for PPG). PPG is 69/360 (Reception to Year 6) 19.2%. Of these 69 3 children are PPG and not FSM. In our school we have 3 LAC and 3 service children. Successes of the plan are noted under the intended outcomes section.

Externally provided programmes

Programme	Provider
Maths Mastery	Ark Curriculum https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mathematics-mastery#:~:text=Mathematics%20Mastery%20by%20Ark%20Curriculum,understanding%20of%20key%20mathematical%20concepts.

Service Pupil Premium Funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Supporting pupils' pastoral needs particularly in order to ensure all transitions are smooth.
What was the impact of that spending on service pupil premium eligible pupils?	Child A in Reception – Transition from Nursery to Reception. Mum chose full time attendance from the start of the academic year as she was confident that it would be successful. He is currently age related in all subjects. Child B in Year 1 - A positive transition from our Reception setting to Year 1. She is currently age related for writing and maths and currently greater depth in reading. Parent feedback has been positive. Child C in Year 2 - Maintained ARE writing from EYFS to Year 2, has made expected progress in reading (is currently greater depth) and has made accelerated progress in maths since EYFS (and is also greater depth). Again, parent feedback is positive.