

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)	363 (as of 6 th January 2025)
Proportion (%) of pupil premium eligible pupils (74)	20.39% (as of 6 th January 2025)
Academic year/years that our current pupil premium strategy plan covers	2024 – 2025 2025 – 2026 2026 - 2027
Date this statement was published	20 th December 2024
Date on which it will be reviewed	6 th December 2025
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	Autumn 2024 £27,360 Spring 2025 £20,520 Summer 2025 £20,520
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£7309 from previous academic year
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	£75,709 (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 inclusive teaching guided by the Essex Ordinarily Available Framework, 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 and progress also. The secure learning environment is built on strong relationships based on mutual respect between staff, children and parents; our whole school community.

'The greatest impact on disadvantaged pupils is what happens in the classroom every day.

EEF (2017) The Attainment Gap

Our strategy aligns to our School Development Plan (SDP) and our plan for education recovery, notably in targeted support for pupils who are off track and this includes our non-disadvantaged pupils. Our data analysis is rigorous and our communication with parents, with regards to attainment and progress, timely and specific.

Our approach is responsive to not only staff, parent and pupil voice but common challenges and individual needs. Diagnostic assessment allows for teachers to determine a course of action to improve and develop children's learning.

This strategy will be delivered through diagnostic assessment and dissemination of information to all stakeholders. Carefully tailored planning, as well as targeted support that is above and beyond that which is 'Ordinarily Available' to pupils, will be ensured.

Challenges

Challenge number	Detail of challenge
1	Our observations and discussions with families identify an increasing number of families with complex needs and/or who are experiencing difficult circumstances. Our challenge is in nurturing strong, effective and consistent relationships across our school community so that barriers to learning can be understood and broken down.
2	Observations and assessment information indicate that speech, language and communication skills, along with vocabulary, are often less well developed among our disadvantaged pupils as they enter our Nursery. This leads to gaps on entry to Reception that impact on the acquisition of literacy skills in KS1 and KS2. We strive to expand vocabulary through contextualised learning and experiences. Progression in every subject considers skills and vocabulary; this continues to be a focus for us as does embedding our writing sequence so staff are skilled and confident in its delivery.
3	Our attendance and punctuality data indicates that the attendance of our disadvantaged pupils as a group is lower than non-disadvantaged. Pupil voice is that often returning to school after a period of absence (or arriving late for the school day) can result in a level of anxiety that can negatively impact of children's ability to attend to learning. Wider sources of evidence correlate attendance with attainment.
4	Our assessments and observations indicate the need to prioritise social emotional, mental and physical health; physical health problems significantly increase the risk of developing mental health problems, and vice versa. Having tracked our pupils over the last 3 years, a greater proportion of those accessing pastoral support in our school are disadvantaged (versus non) and the demand is ongoing.
5	Our attainment data indicates that our disadvantaged pupils have lower starting points and their outcomes at KS1 and KS2 are lower than non-disadvantaged pupils. We continue to provide early intervention to ensure children have the foundation skills to access the wider curriculum.
6	Assessments and observations suggest disadvantaged pupils have greater difficulties with phonics than their peers and early data shows lower starting points. Phonics outcomes in our school are however very good.

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
Improved relationships with families, in turn improving communication and attendance.	Parents and children will feel safe to communicate, supported and appropriately signposted. Parents will be quick to share barriers to learning and voice a strong relationship with staff in school. Parent and pupil needs will be addressed, attendance will improve and so will pupil attainment. Pupil voice will also evidence successful outcomes. There will be clear records

	evidencing pupil and family support provided by school and other agencies.
Improved speech and language skills.	Formative and summative assessments will indicate improved speech and language skills among disadvantaged pupils. This will be evident when triangulated with other sources of evidence including book scrutiny, pupil voice and learning walks.
Improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.	The attendance gap between disadvantaged pupils and their non-disadvantaged peers will have reduced and so will the number of children arriving late for school.
Improved mental and physical health for all pupils, including those who are disadvantaged.	Pupil voice will evidence an improvement in physical and mental health; children will be able to attend to learning and summative assessments will evident making greater progress and attaining higher.
Children who are off track will have received targeted support as identified on planning and IPs (Intensive Provision)	Intervention monitoring will show a positive impact and accelerated progress.
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.
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.
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.

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £35,000

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: £5,700

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

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.

Externally provided programmes

Progr amme	Provider
Maths Maste ry	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

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
Supporting pupils' pastoral needs particularly in order to ensure all transitions are smooth and children make at least good progress.
The impact of that spending on service pupil premium eligible pupils