

Pupil premium strategy statement:

Measham C of E Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	178
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 2025-2026 2026-2027
Date this statement was published	31.12.24
Date on which it will be reviewed	31.12.25
Statement authorised by	Ashley Izzard-Snape
Pupil premium lead	Ashley Izzard-Snape
Governor / Trustee lead	Dave Ellison-Lee (as delegated by Board of Directors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92945
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£58272

Part A: Pupil premium strategy plan

Statement of intent

At **Measham C of E**, our ambition is that every pupil, regardless of background or individual challenges, makes strong progress and achieves high standards across all areas of the curriculum. We strive to be a school where **happy, confident children flourish academically and personally**.

Our **Pupil Premium Strategy** is designed to ensure disadvantaged pupils receive the support they need to achieve these goals, including those who are already high attainers. We recognise that barriers to learning can include limited home support, underdeveloped language and communication skills, low confidence and wellbeing, behaviour challenges, attendance and punctuality issues, and complex family circumstances. These challenges are varied, and therefore require a tailored, responsive approach rather than a “one size fits all” solution.

Our core objectives are:

- ✓ Narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ Ensure all disadvantaged pupils make at least nationally expected progress, with many exceeding it.
- ✓ Support pupils’ health and wellbeing so they can access learning fully and thrive.

Our provision includes:

- ✓ High-quality teaching in every classroom, ensuring all pupils experience excellent learning.
- ✓ Targeted small-group and one-to-one interventions to close gaps in learning.
- ✓ Pastoral support through trained ELSA practitioners and external agencies.
- ✓ Funding for enrichment activities, educational visits, and residential to build cultural capital.
- ✓ Behaviour support and strategies to promote positive engagement.
- ✓ Assistance with resources and equipment to guarantee equality of opportunity.
- ✓ All actions within our Pupil Premium strategy aim to accelerate progress and enable pupils to reach at least age-related expectations, while fostering confidence, resilience, and a love of learning

Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped Oral Language and Vocabulary <ul style="list-style-type: none">• Assessment data, classroom observations, and pupil discussions indicate significant gaps in oral language development and vocabulary acquisition, particularly among disadvantaged pupils. These gaps are most pronounced from EYFS through Year 2 and hinder access to our academically rigorous curriculum.
2	Phonics and Early Reading <ul style="list-style-type: none">• Evidence from assessments and observations suggests disadvantaged pupils experience greater difficulty with phonics compared to their peers, negatively impacting their ability to develop as fluent, confident readers.

3	<p>Limited Enrichment and Cultural Capital</p> <ul style="list-style-type: none"> • Many disadvantaged pupils have fewer opportunities for rich and varied enrichment experiences outside school, resulting in limited world knowledge and vocabulary development compared to non-disadvantaged peers
4	<p>Social and Emotional Barriers</p> <ul style="list-style-type: none"> • Observations and family discussions highlight social and emotional challenges for a significant number of pupils, disproportionately affecting disadvantaged pupils and contributing to lower attainment and engagement.
5	<p>Variability in Teaching Quality</p> <ul style="list-style-type: none"> • Inconsistencies in the effectiveness of teaching over time have impacted pupil progress and outcomes, particularly for disadvantaged learners.
6	<p>Attendance and Punctuality</p> <ul style="list-style-type: none"> • Some pupils, including those from disadvantaged backgrounds, require targeted support to improve overall attendance and punctuality to ensure consistent access to learning.

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
Teachers consistently apply evidence-informed strategies to plan and deliver high-quality lessons that maximise student engagement, progress, and attainment	<ul style="list-style-type: none"> ✓ Teachers consistently include evidence-based strategies in lesson plans e.g. retrieval practice ✓ Clear learning objectives and success criteria are visible and aligned with curriculum standards ✓ Teachers actively use research-informed strategies during lessons ✓ Adaptations are used effectively to meet diverse learner needs ✓ Students demonstrate high levels of engagement and participation ✓ Assessment data shows improvement in student progress and attainment over time. ✓ Teachers regularly reflective on their practice and adapt based on evidence ✓ Participation in professional development focused on evidence-led strategies ✓ Lesson observations show consistently strong pedagogical approaches aligned with evidence-based practices ✓ Feedback from peers and leaders confirm effective implementation ✓ Evidence-led strategies are embedded across the school

<p>Disadvantaged pupils achieve sustained improvement across all key performance measures at every statutory assessment point.</p>	<ul style="list-style-type: none"> ✓ The attainment gap between disadvantaged pupils and their peers narrows at each statutory assessment point (EYFS, KS1, KS2) ✓ Progress scores for disadvantaged pupils are at least in line with national averages or show year-on-year improvement. ✓ Disadvantaged pupils meet or exceed national expected standards in reading, writing, and mathematics at KS1 and KS2. ✓ Increased percentage of disadvantaged pupils achieving a Good Level of Development (GLD) compared to previous years. ✓ Disadvantaged pupils achieve at least national average in the Year 1 Phonics Screening Check.
<p>Every pupil secures a strong foundation in learning through high-quality teaching and systematic phonics instruction, enabling confident reading and full access to the curriculum.</p>	<ul style="list-style-type: none"> ✓ At least 90% of pupils pass the Year 1 Phonics Screening Check, with disadvantaged pupils performing in line with or above national averages. ✓ Pupils who do not meet the threshold receive targeted intervention and show measurable progress by Year 2 ✓ By the end of KS1, most pupils read fluently and with comprehension appropriate to age-related expectations. ✓ KS2 pupils demonstrate sustained improvement in reading comprehension scores in statutory assessments ✓ All teachers implement systematic synthetic phonics consistently and effectively, as evidenced through lesson observations and planning scrutiny. ✓ Staff receive ongoing CPD on phonics and early reading strategies, with impact measured through pupil outcomes.
<p>All pupils experience consistently high levels of wellbeing, with targeted support ensuring disadvantaged pupils thrive and sustain positive mental health and engagement in learning.</p>	<ul style="list-style-type: none"> ✓ Whole-school attendance is at or above national average, with disadvantaged pupils' attendance gap reduced. ✓ Persistent absence among disadvantaged pupils decreases significantly. ✓ Reduction in behaviour incidents and exclusions for disadvantaged pupils. ✓ Positive behaviour points and engagement in enrichment activities increase across all pupil groups. ✓ All pupils, particularly disadvantaged, have timely access to pastoral and mental health support.

	<ul style="list-style-type: none"> ✓ Records show increased uptake and positive impact of interventions (e.g., counselling, mentoring) ✓ Effective early identification of pupils at risk, with interventions logged and impact monitored. ✓ Safeguarding audits confirm robust systems and positive outcomes for vulnerable pupils.
<p>Disadvantaged pupils maintain high levels of attendance, ensuring consistent access to learning and improved educational outcomes.</p>	<ul style="list-style-type: none"> ✓ Disadvantaged pupils' attendance is at or above 95%, in line with or exceeding national expectations. ✓ Year-on-year improvement in attendance for disadvantaged pupils compared to previous academic years. ✓ Persistent absence among disadvantaged pupils falls below national average and continues to decline. ✓ Individual pupils identified as persistently absent show sustained improvement following intervention. ✓ The attendance gap between disadvantaged pupils and their peers is reduced to less than 1%. ✓ Disadvantaged pupils' attendance is consistently monitored and tracked against whole-school averages. ✓ Robust systems are in place for early identification of attendance concerns, with interventions logged and impact measured. ✓ Engagement with families of disadvantaged pupils improves, evidenced by increased parental participation in attendance meetings. ✓ Disadvantaged pupils demonstrate improved punctuality and readiness to learn. ✓ Increased participation in enrichment activities and positive behaviour records linked to improved attendance. ✓ School meets DfE expectations for attendance monitoring and reporting. ✓ Attendance data for disadvantaged pupils is regularly reviewed at SLT and governor level, with actions taken where needed.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £34223

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Devise, develop & deliver a programme of strong, sustained CPD, focused on evidence-led teaching approaches, delivered in line with the EEF guidance by Trust Teaching & Learning Lead</p>	<p>Evidence shows that quality of teaching has a high impact on pupil outcomes. Using approaches that have been shown to have impact in the classroom will enhance the impact of teaching and learning.</p> <p>Following EEF guidance on the delivery of effective CPD allows teachers to be shown strategies and have time to practise them with peers and apply them to future classroom practice.</p> <p>EEF Effective Professional Development Guidance Report</p> <p>Improving The Impact of Teachers in Pupil Achievement in the UK – Sutton Trust</p>	<p>1, 2, 5</p>
<p>Provide instructional coaching for all teachers, delivered by experienced practitioners</p>	<p>Instructional coaching has been shown to have impact over time due to the nature of being coached in small increments and having this modelled with time to practise and have feedback on by an expert. The EEF designate this as follow on coaching and put this at the heart of effective professional development following on from initial training</p> <p>What is Instructional Coaching and How Does It Work? Ambition Institute</p> <p>Four reasons instructional coaching is currently the best-evidenced form of CPD – Sam Sims Quantitative Education Research</p>	<p>1,2,5</p>
<p>Provide a programme of strong, sustained CPD to support the teaching of Early Reading and Phonics.</p>	<p>Phonics has a positive impact on average (+5 months) with extensive evidence and is an important component in the development of early reading skills particularly for children from disadvantaged backgrounds.</p>	<p>2, 5</p>

	<p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>Phonics can be especially beneficial for children who are lower attaining.</p> <p>The teaching of phonics should be matched to children’s current level of phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p> <p>Phonics EEF</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £48874.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA / Teacher intervention to Target academic support in KS1 & KS2 to provide 1-1 or small group intervention for phonics, reading, writing and maths. Precision teaching intervention.	<p>2025 Impact Report Education Endowment Foundation</p> <p>Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.</p>	1

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

Budgeted cost: £ 9494.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE’s improving attendance guidance supported by the trust’s attendance officer.	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Supporting school attendance EEF</p>	6
Purchase school uniform for children in	Children feel part of the school environment and wholly included when	4

receipt of pupil premium	wearing the same uniform as their peers. To support inclusion for all pupils. School uniform EEF	
Educational Visits (including residential trips) are paid or part paid for by the school.	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) Outdoor adventure learning EEF	3

Total budgeted cost: £ 92495

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

A programme of CPD with a strong emphasis on teaching and learning was developed and delivered inline with the support of the Trust teaching and learning leads. This approach saw the development of two internal school teaching and learning leads to further enhance the quality of leadership for teaching and learning on a day-to-day basis. Evidence from learning walks and instructional coaching programme saw improvements in day-to-day practice as evidence in T&L reviews. This outcome will be continued and further developed within the next academic year to have a tighter focus on specific aspect of teaching and learning which are identified, developed and embedded across the whole school to ensure consistency in the deliver of practice. This is particularly important due to the change of staffing within the teaching team this academic year. The CPD progress will be extended to include development of learning support assistants.

2024-25 outcome summary:

- ✓ 83% of PP eligible pupils achieved a good level of development which was 3% better than the cohort overall (80%)
- ✓ 67% of PP eligible pupils passed the Y1 phonics screening check which was 3% lower than the cohort overall (705)
- ✓ 57.1% of PP eligible pupils achieved the expected standard in Reading, Writing and Maths combined which was 3.5% better than the cohort overall and 30.5% improvement on the previous academic year. This was 10% above the national performance for disadvantaged pupils which was 47%.

The previous Headteacher adopted the role of pupil premium champion and saw the introduction of CAT4 testing for all Rise+ children within the school. This information provided additional information about how this group of pupils learn and what their academic potential might be. This approach will continue and further use of the individual pupil learning profiles will be developed over the course of this strategy.

The school has now established a more robust programme of assessment and has used pupil premium funding to implement the use of standardised diagnostic assessments into assessment practice. As a result gaps in learning are more clearly identified and interventions were identified with the support of core subject leaders and delivered by teachers and teaching assistants. This approach will be strengthened in the new academic year to include more robust pupil progress meetings.

The school continued to provide wider strategies inline with the strategy and these will continued to be embedded over the course of the academic year. The emotional literacy support programme has been effective at supporting pupils' wellbeing and is helping to identify potential social and emotional barriers to learning alongside potential safeguarding concerns.

The school has benefitted from the support of the trust's attendance officer to improve its monitoring of attendance.

2024-25 Attendance Summary:

- ✓ PP eligible pupils had overall attendance of 93.25% this was 2.01% lower than all pupils overall (95.22%). This overall attendance is 3.85% better than PP eligible pupils nationally.
- ✓ PP eligible pupils had overall persistent absence of 23.81% which was 12.70% higher than all pupils overall (11.11%). This persistent absence is 3.79% better than PP eligible pupils nationally.

The drive will continue to close the overall attendance gaps and ensure that the attendance support measures identified by the school continue to have impact to reduce the persistent absence gap.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Sounds Write	Sounds Write
TT Rockstars	Maths Circle
White Rose Maths	White Rose Education
Language Angels	