



**Mary Howard Primary School**

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The Mease  
Federation

Mary Howard St. Andrew's

**Pupil Premium**

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**Strategy statement**

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**2022 - 2025**

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*Believe*

*The Mease Federation* is a union of two, small, rural Primary schools in villages that lie on the River Mease. **Mary Howard CE Primary School** and **St. Andrew's CE Primary School** are both church schools that are connected not only by the river, but by the ambition they both hold for all the children within the federation.

## MOTTO

*The Mease Federation's* motto is *Believe* – believing in you, believing in each other and believing in our faith. *'I can do all things through Christ who strengthens me' (Philippians 4:13)*

## VISION

At *The Mease Federation* we are aspirational for the future of all our pupils in that they will learn how to grow and develop into physically and mentally healthy, successful, spiritual and moral citizens. In our inclusive Christian schools, we support each other to thrive together as *'One Family Under God'*.

## MISSION

At *The Mease Federation* we are a community of children, parents/guardians, staff, governors and neighbours who challenge and support each other to flourish. Our mission is to provide a safe space for our pupils to develop:

- A life-long love of learning
- Inquisitive, creative and critical thinking skills that they can use to solve problems
- A willingness and ability to communicate with different audiences
- Confidence and resilience in and out of school and their future workplace

## INTENTIONS

At *The Mease Federation* our intentions are to motivate, appropriately challenge and support all the pupils to experience enjoyment through academic, personal and social achievement. We enable this to happen by providing:

- High quality teaching
- A varied and relevant curriculum
- Collective Worship

## VALUES

*The Mease Federation* has a strong commitment to Christian and Human Values that underpin our decisions and drive the curriculum, teaching, collective worship and wider opportunities we provide.

### Love



*The Mease Federation* is a union of two, small, rural Primary schools in villages that lie on the River Mease. **Mary Howard CE Primary School** and **St. Andrew's CE Primary School** are both church schools that are connected not only by the river, but by the ambition they both hold for all the children within the federation.

*Believe*

# Pupil premium strategy statement – Mary Howard 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 (September 2022)
Number of pupils in school	47
Proportion (%) of pupil premium eligible pupils	<b>5/47 11%</b>
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2022-2023 to 2024-2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	C. Evans (Exec HT)
Pupil premium lead	C. Evans
Governor lead	E Harlin (Inclusion Lead governor)

## Pupil Premium funding paid to schools

The Pupil Premium grant is calculated by taking into consideration the number of pupils at a school who are eligible for free school meals, or have been eligible in the past 6 years, pupils who have been adopted from care or have left care and children who are looked after by the local authority. This information is gathered from the October census in the previous year. With the exception of children who are looked after and have a funding-linked Personal Education Plan (PEP) managed by The Virtual School, Pupil Premium is not a personal budget for individual pupils, and schools are not required to spend all of their allocated grant on eligible pupils. It can be used to support other pupils with identified needs.

## Recovery Premium

The Recovery Premium grant is part of the government's package of funding to support educational recovery following the impact of the COVID-19 pandemic. It is a time-limited grant for the 2021-2022 to 2023-2024 academic years. Recovery Premium is allocated to schools based on the same eligibility as the Pupil Premium and schools must use the funding for the purpose of supporting pupils' educational recovery.

Recovery funding is planned to be spent in line with the conditions of grant and not on the National Tutoring Programme.

## Funding overview 2022 - 2023

Detail	Amount
Pupil premium funding allocation this academic year	£7,245
Recovery premium funding allocation this academic year	£2,000
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£9,245</b>

## Part A: Pupil premium strategy plan

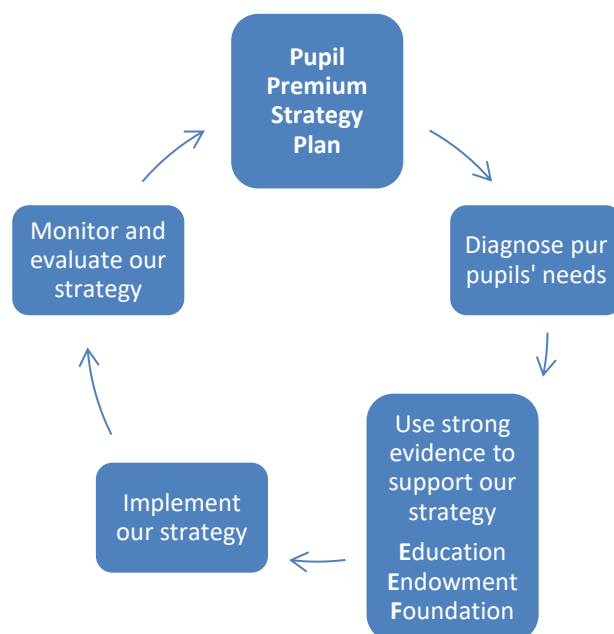
School leaders can decide on which activities to spend their pupil premium and recovery premium to raise the attainment of disadvantaged pupils. This spending is most effective when used across 3 areas:

1. High-quality teaching, such as staff professional development
2. Targeted, academic support, such as tutoring
3. Wider strategies to address non-academic barriers to success in schools, such as attendance, behaviour and social and emotional support

Service pupil premium is additional funding for schools, but it is not based on disadvantage. The primary purpose of the service pupil premium is to:

- Enable schools to offer mainly pastoral support to eligible pupils during challenging times
- Help mitigate the negative impact on service children of family mobility or parental deployment
- Help improve the academic progress of eligible pupils if you deem this to be a priority

At Mary Howard we adopt The Education Endowment Foundation (EEF) recommendation that schools particularly focus their pupil premium on supporting high-quality teaching as the most effective way to improve outcomes for disadvantaged pupils. By doing so, schools will inevitably benefit non-eligible pupils as well. Evidence shows that academically able pupils from disadvantaged backgrounds are most at risk of underperforming. These pupils should receive just as much focus as less academically able pupils.



## Statement of intent

### The Mease Motivation

At the Mease Federation we are motivated to provide a continuous and progressive learning experience that prepares and enables our pupils to enjoy, embrace and engage in the ebb and flow of modern British life – now at Primary School, on transition to secondary school and in their future as healthy, balanced adults. We are committed to ensuring their development is rounded in order to fulfil this, underpinned by our recognition that each child is a unique individual. **All members of our teaching and school support staff hold, and communicate high ambitions for every child in our federation, irrespective of their background or the challenges they face.**

At our schools, we are committed to ensuring all children have **equal access** to a curriculum that enables them to grow **personally, socially, physically, emotionally** and **academically** through, for example: a graduated response to meet any additional needs of looked after pupils, those with special educational needs or disabilities, any pupils with English as an additional language, vulnerable, living in disadvantaged circumstances, or entitled to free school meals, and effectively using Pupil Premium, Recovery Premium, our School-Led Tutoring grant and the schools' allocated SEN budget to provision map the most appropriate support.

Our strategy is based on a team approach to ensuring all pupils receive appropriate, timely high-quality teaching. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our schools. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We do not act on assumptions about the impact of disadvantage, but use robust diagnostic assessment and respond proportionately and effectively to support and challenge all pupils with their learning:

- Our revised Mease Mastery curriculum has been designed to teach our pupils the wisdom, knowledge and skills they can use to experience personal, physical, spiritual, cultural and developmental growth with age appropriate growth achieved in literacy and STEM (Science, Technology, Engineering, Mathematics) through which to access the wider world.
- We continually assess the children's progress to ensure they are 'demonstrating' that they are working with mastery of the nationally expected standard for their year group or 'transferring' their knowledge and skills with greater depth.
- If we observe that a child is not remembering, then it is likely that they have experienced our teaching, but not learnt from it. This means that they are 'striving' to work towards their year group expectations, but there is a barrier or gap in learning that is preventing this. As small schools, we have the privilege of knowing our children and families well, so we can quickly offer the right support or intervention to help the children's learning get back on track.
- We use Personal Learning Plans for children who are working significantly below the nationally expected standard for their year group but who are 'developing' knowledge and skills through their individual targets.

## Challenges

In order to help all of our pupils to succeed, we have identified that our curriculum needs to:

- Promote **aspiration**
- Promote **resilience**
- Provide opportunities for them to be **independent**
- Broaden their **experiences**

*'A well taught knowledge-rich education is potentially the driver for true equality for pupils from different backgrounds. Knowing things, not just recalling the bald facts but deeply understanding them gives pupils confidence. It helps them to discuss a wide range of live topics with their peers, irrespective of their backgrounds.'* Dame Rachel de Souza, Children's Commissioner

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

Challenge number	Detail of challenge
1	Pupils who are disadvantaged are not achieving expected standards in Writing.
2	All pupils are experiencing disadvantage and SEND
3	Pupils who are disadvantaged are finding it difficult to work independently and with resilience.
4	Pupils who are disadvantaged do not always have the skills they need in order to communicate with adults and / or their peers effectively.
5	Some pupils who are disadvantaged have not got equality of access to resources and activities beyond the school day, that would benefit their overall development.

\*The additional Sparsity Funding that Mary Howard received in its 2022-2023 budget, has significantly supported the school's aims of maintaining 3 smaller classes and enabled the full Pupil Premium funding to be directed elsewhere\*

## 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.

<b>Intended outcome</b> for disadvantaged pupils	<b>Success criteria</b>
<b>Improved Writing standards</b>	By the end of the academic year 2024-2025, all pupils who are disadvantaged (without SEND) will be working at the expected standard in Writing.
<b>Improved learning approaches</b>	By the end of the academic year 2024-2025, all pupils who are disadvantaged (without SEND) will be observed working independently and with resilience in lessons.
<b>Improved communication skills</b>	By the end of the academic year 2024-2025, all pupils who are disadvantaged (without speech and language needs) will be observed confidently communicating with adults and peers during general informal conversation, class discussions and debate and presentations.
<b>Improved equality of access</b>	<p>By the end of the academic year 2022-2023, no disadvantaged pupils will be without the materials / resources they require (in school through Quality First Teaching, and at home).</p> <p>By the end of the academic year 2022-2023, school will have used funding to subsidise trips and residential visits for the most disadvantaged pupils eligible for FSM.</p>



## 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.

*‘There is a strong evidence base showing the impact that high quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil premium strategy, they are likely to be most effective when deployed alongside efforts to improve whole-class teaching, and attend to wider challenges to learning, such as attendance and behaviour.’ The EEF Guide to the Pupil Premium April 2022*

## Teaching (for example, CPD, recruitment and retention)

*‘Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.’ The EEF Guide to the Pupil Premium April 2022*



Budgeted cost: **£1,869**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Teacher CPD:</b> Quality First Teaching in the classroom <b>£0</b>	<b>Feedback</b> Very high impact for very low cost based on extensive evidence Impact +6 months The EEF Teaching and Learning Toolkit	1, 2, 3
<b>CPD:</b> Curriculum implementation ➤ Collaboration with other schools and speaker (shared INSET) <b>£250</b>	<b>Mastery learning</b> High impact for very low cost based on limited evidence Impact +5 months The EEF Teaching and Learning Toolkit	1, 2, 3
<b>Resourcing:</b> purchase of DfE validated Systematic Synthetic Phonics Programme to secure stronger phonics teaching for all pupils (Little Wandle) <b>£300</b> per year <b>£1,319</b> resources <b>= £1,619</b>	<b>Phonics</b> High impact for very low cost based on very extensive evidence Impact +5 months The EEF Teaching and Learning Toolkit	1, 2

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

*'Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic.'* The EEF Guide to the Pupil Premium April 2022

Budgeted cost: **£5,649**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>School-led tutor (TA)</b> 1:1 intervention <b>£6,853 - £1,770</b> School-led tutoring funding = <b>£5,083</b></p> <p>Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic.</p>	<p><b>One to one tuition</b> High impact for moderate cost based on moderate evidence Impact +5 months The EEF Teaching and Learning Toolkit</p> 	<p>1, 2, 3, 4</p>
<p><b>Resourcing intervention:</b> Purchase of Number Stacks (resource to support children to master the foundations of the number system) <b>£66</b></p> <p><b>Resourcing budget:</b> as required over the year <b>£500</b></p>		

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

Budgeted cost: **£1,726**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Wrap-Around Care full subsidy:</b> for pupils eligible for FSM <b>£340</b>	<b>Wider strategies</b> <ul style="list-style-type: none"> <li>▪ Supporting pupils' social, emotional and behavioural needs</li> <li>▪ Extracurricular activities, including outdoor activities and trips</li> <li>▪ Breakfast clubs</li> </ul> The Education Endowment Foundation	5
<b>Activity subsidy:</b> Federation Christmas trip to 'Winter Wonderland' <b>£39</b>		5
<b>Residential trip full subsidy:</b> Y5 and Y6 Laches Wood Summer '23 <b>£368</b>		5
<b>Early Help Assessment Training</b> Staffordshire SCB <b>£0</b>		5
<b>Resourcing:</b> new fiction and non-fiction texts representing diversity <b>£359</b>		5
Contingency fund for acute issues and additional curriculum activity subsidy <b>£620</b>	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 inward pupil mobility and any needs that have not yet been identified.	All

**Total budgeted cost: £9,244**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021-2022 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as the DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and the DfE plans to publish key stage 2 school performance data for 2023.

The DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently. Because of this, it is more difficult to interpret why the results are as they are using the data alone. In addition to the above context, we always need to consider data comparisons with caution due to the significantly small size of our cohorts. In particular, when gauging the performance of our pupils by comparing our results to pupils at a regional and national level.

Data from internal and external tests and assessments shows that the progress and attainment of the school's disadvantaged pupils in 2021-2022 showed:

- There were no disadvantaged pupils assessed at the end of the EYFS, KS1 or for the Phonics check.
- In the multiplication tables check one pupil achieved a score of 20+ and one pupil didn't. Both pupils did not score full marks.
- At the end of KS2, one pupil (with additional context) achieved the expected standard in Reading and Science but not in Writing, GPS or Maths.

Our analysis suggests that where disadvantaged pupils have not achieved expected standards and do not have SEND, the reasons for this are:

- The ongoing impact of COVID-19 (some eligible disadvantaged pupils did not attend school)
- The short time-frame in place to embed improvements to the curriculum (work has taken place on this since 2020)
- The short time-frame in place to embed new intervention arrangements (These have been in place since 2021)

These results indicate that we need to continue with the plans we have in place in order to achieve our Intended Outcomes. We have reviewed our strategy plan and intend to spend our budget in a similar way this year, as set out in the Activity in This Academic Year section above. All pupils (without SEND) achieved the expected standard in Reading due to strong leadership and delivery of teaching in this area since 2020. We are now aiming to replicate this success by further improving our Writing provision and continuing to identify and respond to gaps in Mathematical learning (particularly in KS2).

The Further Information section below provides more details about our planning, implementation and evaluation processes.

## Funding overview 2021 - 2022

Detail	Amount
Pupil premium funding allocation this academic year	£9,415
Recovery premium funding allocation this academic year	£1,000
School Led Tutoring funding allocation this academic year	£480
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£10,895</b>

Recovery funding has been spent in line with the conditions of grant and has not been used for the National Tutoring Programme.

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

*'Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic.'*

The EEF Guide to the Pupil Premium April 2022

Budgeted cost: **£9,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Teaching assistant led 1:1 intervention</b>                      £6,853 - £1,600                      school-led tutoring =  <b>£5,300</b></p>	<p><b>Teaching Assistant Interventions</b>                      Moderate impact for moderate cost based on moderate evidence                      Impact +4 months                      The EEF Teaching and Learning Toolkit</p>	1, 2, 3, 4
<p><b>Intervention resources</b>                      Accelerated Reader  <b>£0</b></p>	<p><b>Reading comprehension strategies</b>                      Very high impact for very low cost based on extensive evidence                      Impact +6 months                      The EEF Teaching and Learning Toolkit</p> <p><b>Phonics</b>                      High impact for very low cost based on very extensive evidence                      Impact +5 months                      The EEF Teaching and Learning Toolkit</p>	2, 3
<p><b>PP contribution towards the school's financial commitment to maintain 3 small mixed-age classes –</b>                      particularly necessary as disadvantaged children returned to school following the COVID-19 pandemic.  <b>£4,000</b></p>	<p><b>Reducing class size</b>                      Low impact for very high cost based on very limited evidence                      Impact +2 months                      The EEF Teaching and Learning Toolkit</p> <p>We acknowledge the above evidence, but if the school was to reduce to 2 classes, this would result in compromised teaching with larger classes, spanning year groups across a whole key stage and less opportunity for personalised instruction. This was particularly necessary as</p>	<p><b>Challenge:</b>                      Curriculum and teaching delivery to mixed-age classes                      Currently arranged as:                      Class 1 – R, Y1, Y2                      Class 2 – Y3, Y4                      Class 3 – Y5, Y6</p> <p>Impact on learning for disadvantaged pupils if the above arrangement needed to reduce to 2 classes.</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
	<p>children returned to school following the COVID-19 pandemic.</p> <p><b>Small group tuition</b>  Moderate impact for low cost based on moderate evidence  Impact +4 months  The EEF Teaching and Learning Toolkit</p> <p><b>Individualised instruction</b>  Moderate impact for very low cost based on limited evidence  Impact +4 months  The EEF Teaching and Learning Toolkit</p>	

## Teaching (for example, CPD, recruitment and retention)

*'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.'*

The EEF Guide to the Pupil Premium April 2022

Budgeted cost: **£450**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Teaching Assistant training:</b></p> <ul style="list-style-type: none"> <li>➤ Accelerated Reader <b>£0</b></li> <li>➤ National Tutoring programme school-led tutor training course <b>£0</b></li> <li>➤ ELSA (Emotional Literacy Support Assistant) training to provide emotional and social skills support to children. <b>£450</b></li> </ul>	<p><b>Mastery learning</b></p> <p>High impact for very low cost based on limited evidence</p> <p>Impact +5 months</p> <p>The EEF Teaching and Learning Toolkit</p>	2
<p><b>CPD: Curriculum implementation <b>£0</b></b></p>		1, 3, 4



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

*'Wider strategies relate to the most significant non-academic challenges to success in school, including attendance, behaviour, and social and emotional support, which also may negatively impact upon academic attainment.'*

The EEF Guide to the Pupil Premium April 2022

**Budgeted cost: £290**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Improve the quality of social and emotional (SEL) learning</b> Daily CONNECT time Communication, Open-mindedness, Nurture, News, Empathy, Calmness, Time <b>£0</b>	<b>Social and emotional learning</b> Moderate impact for very low cost based on very limited evidence Impact +4 months The EEF Teaching and Learning Toolkit	3, 4
<b>Wrap-Around Care full subsidy: for pupils eligible for FSM</b> <b>£290</b>		5

## Externally provided programmes

**Total: £186**

Programme	Provider
<b>Outdoor education residential</b> Full subsidy for pupils eligible for FSM	Standon Bowers <b>£176</b>
<b>Tanglewood – end of Year 6</b> Full subsidy for pupils eligible for FSM	Cannock Chase <b>£10</b>
<b>Total</b>	<b>£186</b>

Educational trips / visits: full subsidy for pupils eligible for FSM	
Christmas federation cinema trip	<b>£12</b>
<b>Total</b>	<b>£12</b>

<p>Contingency fund for acute issues and additional curriculum activity subsidy</p> <p><b>£650</b></p>	<p>Based on our experiences and those of similar schools to ours, we identified a need to set some funding aside to respond quickly to inward pupil mobility and any needs that have not yet been identified.</p>	<p>All</p>
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## Service pupil premium funding (optional)

<p><b>How our service pupil premium allocation was spent last academic year</b></p>
<p><b>The impact of that spending on service pupil premium eligible pupils</b></p>

\*Mary Howard has opted not to publicly report on Service pupil premium due to the small size of the school and GDPR identification implications. Information is available in school. \*

**Total spend: £10,888**

## Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include:

- ✓ Embedding more effective practice around feedback, modelling and challenge at the point of learning, during lessons. Education Endowment Foundation evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ✓ Building on our initiatives to promote communication, talk and debate. In particular our dedicated daily **CONNECT** time (**C**ommunication, **O**pen-mindedness, **N**urture, **N**ews, **E**mpathy, **C**almness, **T**ime) during which the children: visit virtual art galleries and exhibitions, watch and discuss the news, reflect on and explore the spiritual and ethical dimensions of subjects further, look beyond themselves, ask 'big questions', think globally about life, develop an understanding of disadvantage, deprivation and the exploitation of the natural world, explore different points of view and develop the skills needed to disagree well and to live with contradictory convictions.
- ✓ The Mease Federation has recently invested in 8 virtual reality headsets at a cost of £5,000 for the children to use to enhance their 'cultural capital' by visiting virtual art galleries, exhibitions or countries that they might not otherwise have the opportunity to experience

## Funding overview 2020 - 2021

Detail	Amount
Pupil premium funding allocation this academic year	£13,450
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Catch Up premium funding allocation this academic year	£3,200
<b>Total budget for this academic year</b>	<b>£16,650</b>

Subsidising extra-curricular sports activities focused on pupils eligible for pupil premium Delivered by external provider Premier Sports	
April/May 2021 – Evening and weekend basketball course	£30
June/July 2021 - Evening and weekend basketball course	£120
March/April 2021 – After school multi-sports	£60
April/May 2021 - After school multi-sports	£120
June/July 2021 – After school dodgeball	£88
June/July 2021 - Evening and weekend gymnastics course	£210
June/July 2021 - After school multi-sports	£63
<b>Total</b>	<b>£691</b>

## Funding overview 2019 - 2020

Detail	Amount
Pupil premium funding allocation this academic year	£11,880
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£11,880</b>