



Pupil premium strategy statement – Mepal & Witcham CofE Primary School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	114 (97 R – Y6)
Proportion (%) of pupil premium eligible pupils	12% (5% Double Disadvantaged)
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	18 th September 2024
Date on which it will be reviewed	July 2025



Statement authorised by	Mr Corey Snuggs
Pupil premium lead	Mr Corey Snuggs
Governor / Trustee lead	Mrs Joy Walker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,137
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£
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>	£32,137



Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

At Mepal & Witcham, our vision is to equip all children with the skills of taking responsibility and having the ability to nurture themselves and future generations to not only excel academically, but excel personally. We strive for our children to care about the world we live in with equal opportunities, social justice and equity at the core. We are rooted in an immersive Christian Ethos that coexists with our philosophy that to succeed in anything, we must CARE.

In conjunction with the EEF guide to Pupil Premium, we know the importance of investing in first-high-quality teaching, assessment and curriculum. This ensures equity for all pupils, allowing our skilled experts to make reasonable and necessary adjustments that support the progress of all. This remains our highest priority to ensure this premium is spent on developments that will be long-lasting for many years to come. By getting this right and having tight and robust assessment systems, it means we ensure our targeted academic support from pre- and post-teachs to retrieval and gap-fill sessions receive high-quality intervention.

We know that reading is viewed as the foundation for future success (DfE) so we invest in all of our staff receiving high-quality external SoundsWrite CPD. This proves vital to achieve our goal that all pupils leave primary school being proficient in reading. The ability to read provides not only the knowledge but the confidence for all pupils to access the entire curriculum.

Cultural capital is also a prevalent aspect that we review, exploring ways that we can broaden our pupils' experiences, both academically and personally, but also exploring ways that we can bring experiences to school. We are passionate in investing in our curriculum so that regardless of admission, all pupils have regular opportunities to deepen the schema.

Challenges

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

Challenge number	Detail of challenge
1	5 out of 12 Pupil Premium children have been identified to have a SEND need, posing additional challenges to accelerating progress.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers and a lower phonics ability on entry. This negatively impacts their development as readers.
3	More PP children than non-PP children have needed targeted support last year to overcome social and emotional barriers to learning such as low self-esteem, anxiety, relationships and emotional regulation.
4	Parents of disadvantaged children can be less engaged in the education system, this can lead to poor attendance for PP children, lack of support for home learning and a lack of parental attendance at school events.
5	Attendance and punctuality: Regular punctual attendance is a challenge for a small minority of our disadvantaged pupils. This has been exacerbated by the pandemic, the gap has widened. 2023-24 For 3 Persistent absence to be reduced to below 1% and for attendance to be in line with all pupils.

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
<i>Add or delete rows as needed</i>	
For disadvantaged pupils who do not have a cognitive SEND need to reach age-related expectations in reading, writing and maths and 100% to meet the expectations for Year 1 & 2 phonics check and Y4 multiplication check	100% of non-SEND disadvantaged pupils meet the requirements of the PSC and MTC • 100% of non-SEND disadvantaged pupils to reach at least ARE in RWM
To ensure disadvantaged pupils with additional barriers to learning individual needs	There will be systematic approach to the case studying of individual pupils who:

are addressed so that they make at least expected progress from starting points in, reading, writing and mathematics and meet the requirements of the Y1 phonics check and the Y4 multiplication check.	• have a SEN/D • are P/LAC • are subject to a CIN/CP plan and are in receipt of PPG to ensure steps in progress can be more readily measured in Pupil Progress Meetings.
For all disadvantaged pupils to attend school regularly and on time. PA below 4% and attendance in line with all pupils.	There will be a consistently sharp focus by teachers on the attendance and punctuality of disadvantaged pupils. • Attendance and punctuality of targeted pupils will improve to be in line with all pupils. • Persistent absence will reduce from 7% to 4%. • For pupils where there is a SEND need and/or perhaps a TRP or access to AP, to increase attendance to full time within a year.
To increase the opportunities for pupil premium children to benefit from wider experiences developing their cultural capital and personal development.	A significant increase in participation in enrichment activities, particularly amongst disadvantaged pupils.
Additional support for pupil premium families with uniform particularly during the cost of living crisis.	High standards of uniform maintained across school and efficient use of second hand uniform shop.

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: £ 26953.39

- *CPD from Headteacher (0.15FTE)*
- Evidence Bites CPD
- SoundsWrite Training (0.15FTE)
- *Cost of PKC curriculum and resources (15%)*
- *P.E. supporting pupils mental health and self-esteem (Sports Premium 15%)*
- HLTA for intervention (0.20FTE) £5724.85
- TA cost for split-teaching intervention (0.16 FTE)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staff CPD on high quality teaching and feedback.</i> Delivering through external and internal meetings, fortnightly coach and feedback, and pupil progress meetings	• Evidence Bites Conference 3 x year • Rosenshine's Principles In Action • Daniel Willingham's Working Memory model (building upon the working memory model of Baddeley & Hitch 1976) • How Learning Happens (Hendrick and Kirschner) • Access to central resources and CPD events with the trust, around the principles of Uncommon Schools: Teach Like a Champion 3.0; Reading Reconsidered and Leverage Leadership • EEF guide to Pupil Premium • EEF: EEF - Characteristics of effective teacher professional development. • Explicit teaching	1, 2 and 3
<i>SoundsWrite training for all staff.</i> <i>This will allow for split-teaching of mixed classes between Maths and Phonics, allowing for more targeted intervention.</i>	• SoundsWrite training	1, 2 and 3
<i>Writing – develop teacher pedagogy through modelling, coaching and attainment in writing</i>	• Quigley's blogs on vocabulary, including his book Closing the Gap. • Beck's 3-tiers of vocabulary. • Previous year's monitoring from sample of lesson study.	1, 2 and 3
<i>Curriculum resources to equip staff with the requisites for high-quality teaching</i>	• PKC curriculum is knowledge-rich and developed to progress along key identified strands, specific to the subject. This supports Mastery and Explicit pedagogy which ensures what we want pupils to know more, do more and remember more (Ofsted). • EEF Mastery of learning: EEF Mastery Learning • PKC curriculum for most foundation subjects along with regular webinars, online resources and network meetings within the Trust.	1, 2 and 3

<i>Developing robust formative and summative assessment systems</i>	EEF toolkit of effective descriptive feedback.	1, 2 and 3
<i>Purchase of standardised diagnostics assessments (Renaissance Stars)</i> Training for staff to ensure assessments are interpreted and administered correctly. Release time for monitoring	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.	1, 2 and 3

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

Budgeted cost: £ 17614.3

- Teaching assistant salaries (0.2FTE x 3 TAs)
- Tuition cost to school
- Cost of widget (50%)
- SENDco support (0.25FTE)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small group tuition and 1:1 tuition for lower ability disadvantaged children (National Tutoring scheme)</i>	- Small group tuition has an average impact of four months' additional progress over the course of a year. EEF - Small Group Tuition - One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. EEF - One to One Tuition	1, 3 and 5
<i>SENDco trained in online Boxhall assessment to collate</i>	EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in	1, 2 and 5

<i>Boxhall findings to ensure that interventions are fit for purpose and having an impact.</i>	the classroom due to purposeful learning environment.	
<i>Teaching Assistants used across the school especially with the lower years in order to support children's learning and independence.</i>	Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. EEF Teaching Assistants	1, 2 and 3
<i>Widget for visualising learning and next steps, helping pupils to regulate and have certainty of what is to come.</i>		1 and 4
<i>Double disadvantaged x 5 pupils: Disadvantaged/SEND pupils will make more than expected progress as a result of targeted provision (individual provision maps)</i>	EEF Blog: Five evidence based strategies to support high-quality teaching for pupils with SEND	1, 3 and 4

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

Budgeted cost: £7684.64

Senior Office Administrator (0.1FTE)

Headteacher (0.1FTE)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Build stronger partnerships with families to ensure regular communication and support with families.</i>	- EEF supporting attendance: https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	4 and 5
<i>Whole staff training on behaviour management</i>	Both targeted interventions and universal approaches can have positive overall effects:	2, 4 and 5

<i>and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</i>	Behaviour interventions Teaching and Learning Toolkit EEF	
<i>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</i> <i>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</i>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4 and 5

Total budgeted cost: £ 52342.33



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 previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Our 2023/2024 KS2 data showed that our disadvantaged pupils out-performed our non-disadvantaged in Reading, Maths and Science.

The internal data demonstrated that the gap in PP and Non PP is still evident, except in one particular year group for Reading and Maths where PP exceeds Non PP.

We have 5 of our 12 pupils also have SEND which poses additional challenges and the need for further support.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that our whole school attendance data last year was just below our 96% target, coming to 95.35%, with PP chn attending 91.85% VS Non-PP at 96.19%

Based on all the information above, the performance of our disadvantaged pupils has exceeded expectations for KS2 data, which highlights areas of strength, but also highlights what more can be done for the other year groups across school to narrow and close the gap.

Our attendance data has been under our expectations of achieving 96% and so we are on course to continue working with our children and families to improve this.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.