

# Pupil premium strategy statement – Mengham Junior 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	240
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2025 – 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025 and July 2026
Statement authorised by	Mrs O Davies
Pupil premium lead	Mrs O Davies
Governor / Trustee lead	Mr R Harman

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106, 525
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£106, 525

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is for all pupils to be able to get full benefit from the learning, developmental and enrichment experiences offered over a child's four years at Mengham Junior School and in turn, lead to good academic progress across the key stage. Our pupil premium strategy focuses on removing barriers that may prevent access to these experiences due to an individual's circumstances. Ultimately, it seeks to ensure that pupils whose circumstances might give them a disadvantage in school have the support they need to succeed.

Each year, the class teachers will consider all the pupils who are entitled to pupil premium funding and identify what barriers and challenges they face to getting the most out of their time at school. We have a 'menu' of support that the funding covers to tackle these barriers and challenges. The right support will be matched with the right pupils in order to support accelerated progress. This can be altered as circumstances change or from needs identified in pupil progress meetings or otherwise.

Getting pupils to successfully access high-quality teaching is our primary goal. 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 school. Much of the funding is used to enable this.

Alongside this, we also intend to ensure our pupils are well-supported by providing support and guidance to their families. By signposting families to well considered support through training and access to external agencies, we hope to ensure pupils are supported in and out of school.

Our approach has the following 3 principles:

- Identify and tackle barriers and challenges for individual pupils.
- Maximise the time pupils spend having high quality teaching with adults who know the children well.
- Provide additional support to pupil to close gaps in their learning.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Prior reading, writing and maths attainment</b></p> <p>Historically a proportion of disadvantaged pupils have arrived to us from KS1 below aged related expectations. The number of pupil premium pupils who were assessed as secure after the 2 national school closures reduced across all year groups.</p>
2	<p><b>Social and emotional behaviours</b></p> <p>Pupils being able to positively interact with their peers and self-regulate their emotions is essential to them being able to learn in a classroom environment. Where pupils don't have these skills, then small incidents can disrupt large parts of their day and impact those around them.</p> <p>We have noticed a significant increase in the number of children who require support with resilience, patience and regulation.</p> <p>We have also noticed the number of children with attachment needs increasing year on year.</p>
3	<p><b>Learning behaviours</b></p> <p>To make the most of high-quality teaching and learning, pupils need a range of learning behaviours such as focus, resilience and perseverance. Where pupils haven't developed or learnt these behaviours then this becomes a barrier that is likely to hinder academic progress.</p>
4	<p><b>Communication, vocabulary and memory</b></p> <p>Access to the wider curriculum and more complex learning requires a larger vocabulary, good communication skills and a strong working memory. When a pupil doesn't have one or more of these, then adaptations need to be made for progress to happen. Overcoming these barriers is key to long-term success.</p>
5	<p><b>Attendance and punctuality</b></p> <p>Any missed days at school has a negative impact on a child's learning. Where repeated absence and/or lateness is evident then good progress becomes increasingly unlikely. It is also likely to impact social and emotional mental health in the longer-term. Figures for 2023-2024 showed that attendance for children in receipt of pupil premium funding was significantly less than those who are not (91.4% compared with 95.75%).</p>
6	<p><b>Mental health, physical health and bereavement</b></p> <p>If a pupil doesn't have good mental and physical health, then they may not be able to get the most out of the school curriculum. Other traumatic events, such as a bereavement or domestic abuse at home could also be a barrier to being able to focus in the classroom. In many cases, these need supporting before a pupil can thrive in the classroom.</p>
7	<p><b>Nutrition, clothes and equipment</b></p> <p>In the event that a child has not had a good breakfast, lunch or dinner then they will be unable to focus on the activities of the day. If they don't have the necessary clothes and equipment required for learning then this could prevent them taking part in lessons with their peers.</p>
8	<p><b>Cultural capital and experience</b></p> <p>Pupils experiences outside of school vary greatly. Many of these experiences shape who they are as people and their understanding of the world. This has a direct impact in the classroom. Those with a narrower range of experiences have less to draw on when learning about certain parts of the curriculum.</p>

## 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.

Challenge number	Intended outcome	Success criteria
1	A narrowed gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths	Pupil premium children will year-on-year make accelerated progress so that they achieve as well as non-pupil premium children by the end of key stage 2.
2, 3, 6	Every pupil premium pupil with social emotional and mental health needs will have an intervention that supports them in some way with developing their social and emotional skills and supporting good mental health	Thrive profiles of identified pupil premium children show progress moving through the developmental stages.  Referrals made to outside agencies where criterion is met.
4	Every child eligible for pupil premium with identified communication, vocabulary or memory needs will be supported by additional scaffolds in order that they better access their learning.	Scaffolds being used will ensure that more children are better able to access the curriculum, resulting in less children needing additional boosting or catch up support.
5	Attendance for pupil premium children will increase by 2% each year.	2024-2025 – pupil premium attendance will be 93% 2025-2026 – pupil premium attendance will be at 95% 2026-2027 – pupil premium attendance will be at 97%
7	Children for whom uniform, breakfast or equipment is a barrier will be supported in order that they have the best chance of being successful in the classroom.	Pupil premium who are known to regularly not have breakfast will be encouraged to come to breakfast club, supported by pupil premium funding.  HSLW will support parents in accessing the community centre uniform shop for free uniform where required.
8	Pupil premium children will not be disadvantaged by expenses in attending residential trips.	The percentage of disadvantaged pupils accessing clubs and residential is in line with non-disadvantaged.

## 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: £ 56, 534

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional HLTA time to provide support and target boosting in addition to high-quality lessons.	<p>Increasing the time spent individually or in a small group with an adult increases the opportunities for immediate feedback. This complements other types of feedback but is important for rapid progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p>	1
Supporting pupils with their learning, social and emotional behaviours by using staff who have had high quality CPD from school and external agencies, who are familiar to school systems and processes and in addition have developed positive working relationships with children.	<ol style="list-style-type: none"> <li>1. The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</li> <li>2. The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</li> <li>3. These approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content.</li> <li>4. Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. For example, teachers might explain their thinking when interpreting a text or solving a mathematical task, alongside promoting and developing metacognitive talk related to lesson objectives.</li> <li>5. Professional development can be used to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies.</li> </ol> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	5,6

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

Budgeted cost: £ 21, 478.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions for: *Speech and language. *Phonics. *Pre-teaching of key vocabulary. *Over learning strategies. Provided by trained support staff	Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy. <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a>	1, 4

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

Budgeted cost: £38, 954

Activity	Evidence that supports this approach	Challenge number(s) addressed
HSLW to monitor and support families where attendance and punctuality are a problem.	The DFE states the following advice regarding communication and relationships in securing good attendance: 1. Build respectful relationships with staff, pupils, families and other stakeholders in order to secure their trust and engagement. Make sure there is a welcoming and positive culture across the school. 2. Communicate openly and honestly with staff, pupils and families about their expectations of school life and performance so that they understand what to expect and what is expected of them. 3. Liaise with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable. <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	2
Providing free after school clubs (or only charging cost of ingredients). Support towards trips and residential where finances are a barrier.	The Nuffield foundation research into the value of afterschool clubs for disadvantaged children states: Teachers, parents and children identified a range of positive outcomes from participation in after school clubs, including increases in confidence, self-esteem and fitness, as well as providing opportunities for new experiences, socialising and enjoyment. <a href="https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf">https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf</a>	8

<p>Funded breakfast club for children eligible for pupil premium funding.</p>	<p>The DFE evaluation state:  Breakfast clubs were popular with schools, pupils and parents. Schools reported perceived impacts in terms of reducing hunger, improved concentration and behaviour and saw breakfast clubs as helping pupils to develop social skills. No impacts were perceived on overall school attendance or punctuality, but schools did perceive improvements in punctuality for some pupils. Overall the school staff interviewed were very supportive of breakfast clubs and wanted to continue to run one.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf</a></p>	<p>3</p>
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**Total budgeted cost: £ 116, 966**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

<b>2023-2024 ARE Years 3-5</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>Comb</b>
All children	67%	52%	63%	50%
Pupil premium recipients	52%	30%	46%	30%
Non-pupil premium recipients	72%	60%	70%	39%
KS1 (For current PP)	Y3: 30% Y4: 50% Y5: 32%	Y3: 10% Y4: 39% Y5: 26%	Y3: 50% Y4: 34% Y5: 42%	Y3: 11% Y4: 15% Y5: 21%
Current PP by year group	Y3: 40% Y4: 68% Y5: 53%	Y3: 20% Y4: 41% Y5: 32%	Y3: 50% Y4: 65% Y5: 37%	Y3: 11% Y4: 44% Y5: 32%

There is evidence of accelerated progress for pupil premium children across all year groups from KS1 starting points, except year 5 maths. This will continue to be a focus for the school in the following three years.

<b>2023-2024 EXS Years 6 (SATs)</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>Comb</b>
All children	57%	66%	48%	39.7%
Pupil premium recipients	48%	61%	39%	30%
Non-pupil premium recipients	65%	69%	54%	46%
KS1 (For PP)	57%	52%	52%	48%



**Attendance:**

<b>2023-2024</b>	<b>Attendance</b>
Pupil Premium:	91.34%
Whole school:	94.43%
National primary:	94.3%

## Further information (optional)

We use a pupil premium menu (a strategy also used by our main feeder infant school) to collate a range of strategies that can be used for different individual needs. The menu is not designed to be used by parents to request specific support, instead it is for members of staff to match the action based on the difficulty presented. Many of these actions will be put in place based on what we already know about the pupils. During the first half term teachers will identify all needs of disadvantaged pupils so that we can check to see the menu is being appropriately applied.