

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Methley
Number of pupils in school	442
Proportion (%) of pupil premium eligible pupils	49 pupils
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sallie Elliott, Headteacher
Pupil premium lead	Leigh Brook
Governor / Trustee lead	Louise Hallworth, Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59 280
Recovery premium funding allocation this academic year	£6 888
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£66 168

# Part A: Pupil premium strategy plan

## Statement of intent

All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and, as an adult, finding employment.

Our aim is for all children to achieve well right across the curriculum, although an emphasis is given to developing the core skills, knowledge and understanding in oracy, reading, writing and maths because without this children are unable to access other subjects.

In order to be highly successful in improving achievement for the children eligible for pupil premium, we will:

- Never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged pupils to achieve the highest levels.
- Act early and use robust diagnostic assessment to identify gaps
- Draw on research evidence (such as EEF) and evidence from our own and others' experiences to allocate the funding to the activities that were most likely to have significant impact on improving achievement.
- Be very clear about the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good. Quality First Teaching is paramount.
- Use achievement data frequently to check whether interventions or strategies are working and make adjustments accordingly, rather than using the data retrospectively to see if something has worked.
- Make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping pupils to achieve.
- Systematically focus on giving pupils clear, useful feedback about their work, and ways that they could improve it. (AFL) Ensure that the Senior Leadership Team has a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils.
- Ensure that class and subject teachers know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress. This also applies to teaching assistants.
- Have a clear and robust appraisal system for all staff, and include discussions about pupils eligible for the Pupil Premium in appraisal and pupil progress meetings (PPM).

## Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>Internal and external (where available) assessments indicate that attainment among disadvantaged pupils is below that of non-disadvantaged pupils and this has been further impacted by whole and partial school closures. .</p> <p>On entry to F1 in the last 3 years, between 50-100% of our disadvantaged pupils arrive below age-related expectations compared to approximately 25% of other pupils.</p>
3	<p>Our observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 30 pupils (36% of whom are disadvantaged) currently require additional support with social and emotional needs.</p>
4	<p>Data from reading diaries, pupils accessing homework tasks indicates that PP pupils are less well supported within the home environment.</p>
5	<p>Our attendance data over the last 4 years indicates that attendance among disadvantaged pupils has been between 3-7% lower than for non-disadvantaged pupils.</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.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"><li>● qualitative data from student voice, student and parent surveys and teacher observations</li><li>● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li></ul>

## 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: £22 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1, 2</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Training Day- Vocab Ninja.</p> <p>Release time for staff to complete NELI/BLAST training.</p> <p>Early Language Training for EYFS/Year 1</p> <p>Access to enrichment activities.</p>	<p>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:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1</p>

<p>Ensuring QFT across the curriculum.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Sustaining Mastery).</p>	<p>EEf Teaching and Learning Toolkit  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>1,2,4</p>
<p>Support pupils with SEL.  Release time for LM to attend ELSA training.</p>	<p>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):  <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>3</p>

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

Budgeted cost: **£34 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement NELI/ Blast interventions in F2.</p> <p>Pre and post teach sessions with focus on vocabulary across the curriculum.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:  <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2</p>
<p>Additional phonics sessions targeted at</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact</p>	<p>2</p>

<p>disadvantaged pupils who require further phonics support.</p> <p>FFT, SENIT Phonics, first day intervention in F2.</p>	<p>on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Use of Catch-Up premium to provide a blend of one-to-one and small group school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>Pre-school reading interventions.</p> <p>Year 6 Booster groups.</p> <p>Teacher release time to work 1-1 and with small groups.</p>	<p>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:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	4

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

Budgeted cost: **£10 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5
<p>LM to support pupils with SEMH, through referral.</p>	<p>See above (EEF SEL paper)</p>	3

**Total budgeted cost: £66 000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that pupil premium children made good progress in some key areas- 100 % passed the Phonic's Screening Check and progress at the end of KS2 was better than the cohort for reading and maths, although attainment was lower in writing and maths. However, attainment targets across school were not achieved in many year groups.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by daily live teaching sessions for English and Maths and supplemented by Oak National Academy. One to one and small group interventions and support were also maintained throughout these periods. Disadvantaged pupils were prioritised for school places but a small proportion of these pupils were difficult to engage in any on-line learning.

Our focus on developing metacognition strategies is proving to be the right approach and one to embed further. Monitoring shows evidence of making connections and linking to previously acquired knowledge, Teach, test, test, test, spaced retrieval, small steps learning to not overload working memory. This is resulting in pupils who retain more knowledge where these strategies have been applied consistently. (Some gaps due to school closures). Use of NCETM learning spines have supported this approach in maths.

Our focus on pre and post teach assessments have proved to be vital in identifying gaps and allowing pupils to recover. This will be developed further this year with use standardised assessments across school and adjustments to teaching as a result. We are moving rapidly to a culture of 'What have our pupils learnt?' and NOT 'What have I taught?'

Although overall attendance for all pupils in 2020/21 was lower than in the preceding 2 years at 96.5%(March-July), attendance for PP children actually showed a 3 year improving trend. However, attendance (93.2%) still remains below that of non-PP

children. It is our ambition to ensure attendance for our PP pupils is at least in line with non-PP pupils and so will remain a focus over the next few years.

Our assessments and observations indicated that pupil wellbeing and mental health were impacted last year, primarily due to COVID-19-related issues. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

## Externally provided programmes

Programme	Provider
Maths One-to-one tuition	Third Space Learning
Reading intervention	LEXIA

## Further information (optional)

### Additional activity

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

- embedding more effective practice around metacognition. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.
- Teacher release time to support staff to develop QFT through instructional coaching.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We will evaluate and adjust our plan over time to secure better outcomes for pupils.