Mesne Lea Primary School Pupil Premium Strategy Statement strategy statement 2025 – 2028

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	Mesne Lea Primary School
Number of pupils in school	95
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2028
Statement authorized by	Victoria Unsworth
Pupil premium leader	Victoria Unsworth Phil Evans
Governor	Jacquie Russel Chair of Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£143,925.00
Total budget for this academic year	£143,925.00

Part A: Pupil premium strategy plan

Statement of intent

At Mesne Lea Primary School, we understand that many pupils—whether eligible for pupil premium funding or not—may require additional support at various points in their school journey. We are dedicated to addressing the pastoral, social, and academic needs of every child in our care. Every pupil, including those receiving pupil premium, is valued, respected, and entitled to reach their full potential.

We hold high expectations for all our pupils, regardless of their background or challenges they face. Our goal is for every pupil to make strong progress and achieve high attainment across all subjects. Our pupil premium strategy specifically focuses on supporting disadvantaged pupils, including those who are already high achievers, to ensure they meet these goals.

To achieve this, we build on each child's individual starting point, using tools such as the Wellcomm diagnostic language and assessment. High-quality teaching is central to our approach, targeting the areas where disadvantaged pupils need the most support. We ensure all pupils benefit from excellent daily teaching, supplemented by targeted one-to-one and small group interventions, so that outcomes for pupil premium pupils match or exceed those of their peers.

Recognising that regular attendance is crucial for learning, our strategy also prioritizes promoting good attendance by addressing pupils' and families' well-being needs and providing engaging learning experiences. Our learning mentor works closely with families to support and encourage consistent attendance.

We also consider the unique challenges faced by vulnerable pupils, such as those with social workers or young carers. The actions outlined in this statement aim to support all vulnerable pupils, regardless of their disadvantage status.

Our approach is responsive to both common and individual challenges, based on thorough diagnostic assessments rather than assumptions. The strategies we use are complementary and designed to help pupils excel. To ensure effectiveness, we will:

Challenge disadvantaged pupils through the elements from the great teacher toolkit around activating hard thinking across the subjects.

Intervene promptly when needs are identified

Adopt a whole-school responsibility, with all staff committed to raising expectations and outcomes for disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Phonics- Assessments have indicated that our disadvantaged children have greater difficulty with phonics than their peers initially. These children have difficulty in learning and retaining phonics which impacts early reading. Upon entering reception, in reading, the gap between advantaged and non-disadvantaged was 38%.
2	Many of our disadvantaged pupils—particularly those with multiple barriers such as EAL (English as an Additional Language), SEND (Special Educational Needs and Disabilities), and PP (Pupil Premium)—have weaker speaking and vocabulary skills. These oracy concerns are noticeable from Reception through to Key Stage 2, and are more common among these pupils than their peers, as seen through assessments, observations, and conversations.
3	Attendance data over the last two years indicates that attendance amongst disadvantaged children has been 7% lower than for non- disadvantaged. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
4	Internal data indicates that attainment in reading, writing and maths combined amongst disadvantaged children is lower than non-disadvantaged children.
5	Parental and pupil feedback, along with our own observations, show that many disadvantaged pupils have been more heavily affected by partial school closures than their peers. This has widened existing gaps in learning, particularly in core subjects, with many pupils falling behind age-related expectations. These pupils often face multiple barriers, including a lack of aspiration, which impacts both their academic progress and overall wellbeing. National research supports these findings.

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
EYFS • Introduced weekly small-group speech and language sessions. • Implemented social skills workshops promoting self-regulation. • Enhanced parental engagement through home learning packs and workshops.	Parental engagement of get busy tasks increased by 12% Children improve speaking skills by 12% Key worker groups focus on speech and language and more children achieve ARE
KS1 • Rolled out targeted phonics booster groups for Year 2 pupils. • Employed additional writing support sessions, including handwriting and sentence construction workshops to maximize attainment in writing by the end of KS1 • Integrated maths mastery approaches with DA-focused small groups to maximize attainment.	Year 1 disadvantaged pupils gap increased so more DA children are achieving phonics expected standards. Handwriting assessments show a huge improvement and more children achieve ARE in writing More DA children achieve above ARE entering Year 3.

KS2 • Continued targeted intervention groups focusing on reading comprehension to ensure maximum progress and aim to reach National standards. • Introduced more challenging problem-solving tasks in maths to stretch higher-attaining DA pupils throughout Yr3 4 5 . • Provided ongoing professional development for teachers on adaptions strategies for DA pupils to maximize attainment at the end of each key stage.	More children achieve 110 at the end of KS2 in Maths Reading ARE increasing each year by 5% Writing ARE increase each year by 5%

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: 53.690

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of DFE validated Synthetics Phonics scheme to secure stronger phonics teaching for all children. Fund training for staff to ensure that the phonics scheme is delivered effectively.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantage children. Phonics | Toolkit strand | EEF	1
Purchase a comprehensive scheme of work to support the teaching of social and emotional wellbeing and RSE.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. EEF Social and Emotional Learning. PDF	5
Enhancement of maths teaching and curriculum planning, embed, monitor and assess in line with DFE guidance.	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 Maths guidance KS1 and 2	4

Embed language development activities across the school curriculum.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussions.	2

Source and purchase resources. Fund training and release time. Complete *Welcomm* assessment on entry to Nursery and Reception	Oral Language Interventions toolkit	2
Purchase of standardised diagnostic assessments. (NFER). Training and release time for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the strengths and weaknesses of each child and cohort; this will ensure that they receive the correct additional support and staff are deployed effectively. Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	4, 5
A clear pan and investment in evidence based CPD based on current research to develop teacher's pedagogy and practice across the curriculum.	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. EEF |guidance-reports |effective-professional-development	4,5

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

Budgeted cost: 47.980

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective deployment of staff, teaching assistants and HLTAs to support key children and year groups.	EEF Toolkit guidance: Research on TAs delivering targeted interventions in a one-to-one or small group setting shows a consistent impact on attainment. https://educationendowmentfoundation.org.uk/ education- evidence/guidance-reports/teaching-assitants	1,2,5
To analyse summative assessment data and identify the children who require catch up and more targeted support. Monitored by assessment lead.	EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school- improvement-planning/2-targeted-academic-support 'These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.'	5
Additional phonics sessions aimed at disadvantaged children	Phonics approaches have a strong evidence based indicating a positive impact on children, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of 4 weeks. Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1

Language development provision aimed improving listening and vocabulary skills for disadvantaged children. Welcomm Nuffield Eklan Training for all staff who will deliver the intervention.	Oral language interventions have a positive impact on children's language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. The department for education is currently working with te EEF and other delivery partners to make Nuffield Early Language Intervention available to all state funded schools at no cost. Oral language interventions. Endorsed by EEF Research: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention	2
Additional reading focus aimed at disadvantaged children. Bottom 20% of readers	Approaches that focus on word reading, fluency and understanding show positive impacts on attainment. 'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group one-to-one interventions can be a powerful tool for supporting these pupils when they are carefully used.' EFF Reading Strategies	1,2,4
Establish small group maths intervention for disadvantaged children falling behind age related expectations.	EEF toolkit guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths 'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group one-to-one interventions can be a powerful tool for supporting these pupils when they are carefully used.	4

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

Budgeted cost: 42.255

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional interventions aimed at supporting children's social and emotional well-being. TAs and Learning Mentor to implement support for the most vulnerable children. Emotional coaching Refined behaviour and relationships policy.	EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies	5

Pastoral support from Family Learning Mentor for vulnerable children and families- key support needed to ensure attendance is improved. Family/ learning mentor to: • Monitor attendance and punctuality and hold meetings when needed • Engage the relevant support professionals in line with the attendance policy to encourage good attendance.	EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3

Attendance to be a focus at parents' evenings and pupil progress meetings.	Attendance sheets and information to be shared on insight reports as well	3
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

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 July 2025

Narrative and Analysis of Disadvantaged Pupils' Performance (Sept 2024 – 2025)

During the 2024–2025 academic year, our ongoing commitment to supporting disadvantaged pupils continued to show positive trends, building on improvements observed in earlier years. Both internal assessments and statutory assessments highlighted progress across various key stages, demonstrating the impact of targeted interventions and focused teaching strategies.

Early Years Foundation Stage (Reception)

At the end of Reception, **55% of disadvantaged pupils achieved a Good Level of Development (GLD)**, marking an improvement compared to previous cohorts. This achievement reflects the effectiveness of our early intervention programs and bespoke learning plans tailored to support these pupils.

- **Listening and Understanding:** 82% of DA pupils reached the expected level, showing strong development in comprehension skills.
- **Speaking:** 73% met expected attainment, indicating growing confidence and communication skills, likely fostered through enhanced speaking activities and oral language sessions.
- **Self-Regulation:** An impressive 91% of DA pupils achieved expected standards, suggesting successful implementation of social-emotional learning and classroom routines.
- **Fine Motor Skills:** 73% reached expected attainment, reflecting targeted support such as focused handwriting and dexterity exercises.
- **Building Relationships:** All DA pupils (100%) met expected outcomes, highlighting the nurturing classroom environment and strong pastoral care.
- **Imaginative and Expressive Development:** 82% achieved expected levels, thanks to creative arts and role-play activities embedded in the curriculum.

Actions:

- Introduced weekly small-group speech and language sessions.
- Implemented fine motor workshops promoting self-regulation with the five a day.
- Enhanced parental engagement through home learning packs and workshops.

Key Stage 1 (Years 1 and 2)

In Year 1 phonics screening, **69% of DA pupils passed the check**, surpassing both the local authority average (67%) and the national DA average (63%). This success points to the effectiveness of phonics interventions and reading support.

By Year 2, the phonics pass rate for DA pupils dramatically increased to **94%**, compared to only 54% locally. This remarkable jump reflects intensive phonics catch-up programs and daily reading practice.

At the end of Key Stage 1:

- **Reading:** 53% of DA pupils met Age-Related Expectations (ARE) with a scaled score of 100.
- **Writing:** 29% achieved ARE, indicating ongoing challenges in writing skills.

- **Maths:** 41% reached ARE with a scaled score of 100.

Actions:

- Rolled out targeted phonics booster groups for Year 1 DA pupils.
- Employed additional writing support sessions, including handwriting and fine motor workshops.
- Integrated maths mastery approaches with DA-focused small groups.

Key Stage 2 (Years 3 to 6)

By the end of Key Stage 2, the attainment of DA pupils demonstrated mixed progress:

- **Reading:** 51% passed ARE (scaled score 100), with 13% achieving a higher scaled score of 110, indicating a smaller subset of DA pupils excelling beyond expectations.
- **Writing:** 50% passed ARE; however, no DA pupils reached above ARE levels, suggesting a need for further development in extending writing skills.
- **Maths:** 42% met ARE, with 6% achieving higher scaled scores (110).

While the overall pass rates show some improvement compared to previous years, especially in reading and writing, the low percentages of higher attainment (above ARE) highlight areas for growth.

Actions:

- Continued targeted intervention groups focusing on reading comprehension and fluency.
- Introduced more challenging problem-solving tasks in maths to stretch higher-attaining DA pupils using LBQ
- Provided ongoing professional development for teachers on adaptive strategies for DA pupils especially in writing with the new framework
- To implement the read to write framework in books.

Summary

Across the period from September 2024 to 2025, our disadvantaged pupils have made encouraging progress in foundational skills, especially in early years and phonics, reflecting the success of early intervention and targeted support programs. The data also reveals areas requiring sustained focus, particularly writing development at Key Stage 1 and Key Stage 2, and raising attainment beyond age-related expectations.

The actions taken—including targeted small groups, enhanced phonics teaching, social and emotional learning initiatives, and tailored support—have been instrumental in driving these improvements.