

Pupil premium strategy statement – Little Missenden School Academic Year 2024-2025

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	32
Proportion (%) of pupil premium eligible pupils	6.25%
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 to 2027/2028
Date this statement was published	December 25
Date on which it will be reviewed	December 26
Statement authorised by	Mrs M Green
Pupil premium lead	Mrs M Green
Governor / Trustee lead	Mrs J Elkins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1,515
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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>	£2,984

Part A: Pupil premium strategy plan

Statement of intent

At Little Missenden CE School our vision is for all pupils to be rooted and grounded in love. We have high aspirations for all our children. We recognise that Pupil Premium is additional funding to help ensure disadvantaged pupils achieve results in line with all pupils nationally and to close any in-school attainment gaps. This finance is therefore targeted to ensure that all our children, but especially those who are disadvantaged, are supported to achieve the highest outcomes they can by making good progress across all subject areas from their starting points. 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 identify our disadvantaged pupils not only as those in receipt of the pupil premium grant but also as those who are working with a social worker or have had previous social care involvement, and those with social emotional barriers.

High-quality teaching and enabling environments are at the heart of our approach and we therefore invest in high quality training to enable our staff to deliver structured lessons which challenge all pupils. In order to provide every pupil a fair and equal chance of succeeding and to value pupils as individuals, we consider any barriers to their learning and try to address these with appropriate support. Through high quality teaching, interventions and bespoke additional support for children and families, pupils are supported to succeed. Support offered is based on robust assessment and subject to regular review.

As a small school with relatively few numbers of pupils eligible for pupil premium funding, we treat each child as an individual and address each child's specific needs, sometimes offering personalised interventions, such as support for social and emotional issues and SEND needs. We aim for each child to progress and grow in line with our vision and regardless of their starting points

In addition, we want all pupils to benefit from experiencing a range of extra-curricular activities and will therefore support families to access these. It has also been noted nationally that Pupil Premium children have a higher rate of Adverse Childhood Experiences (ACEs), which in turn can affect their rate of academic progress. Pupil Premium families may also need support with other needs such as:

- Improving rates of attendance, including lateness
- Essential equipment to support learning at school, including uniform and PE kit
- Lack of resources to access extra-curricular experiences such as educational visits and clubs
- Additional resources to promote learning (e.g. books, maths counters)

- Access to enrichment activities and experiences

Challenges

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

Challenge number	Detail of challenge
1.	Communication and language skills
2.	Phonics and early reading skills
3.	Core skills of reading, writing and maths
4.	Social, emotional, mental health and wellbeing – such as anxiety, attachment, behaviour, attendance, emotional based school avoidance issues, encouraging resilience and learner independence
5.	Participation in extra-curricular activities and enrichment activities

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
Communication and language skills	Communication and language skills are at least in line with the expected standards, as identified by 'Speech and Language Link'
Phonics and early reading skills	Phonics standards are at least in line with those Nationally and there is no significant or unexplainable gap between the attainment of disadvantaged pupils and their peers.
Core skills of reading, writing and maths	At least 80% of pupils meet the expected standards in all three subjects by the end of KS1.
Social and emotional issues – such as anxiety, attachment, attendance, behaviour, emotional based school avoidance issues	Parents of pupils eligible for the Pupil Premium Grant (PPG) express their confidence in parent surveys. Pupils eligible for PPG speak confidently in pupil surveys. Data shows pupils eligible for PPG's attendance continues to be in line with

	whole school attendance. Data shows that pupils eligible for PPG behave well, and any issues are addressed swiftly and effectively.
Participate in extra-curricular and enrichment activities.	Pupils eligible for PPG are encouraged to attend at least one club each week.

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: £607.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued subscription to a DfE validated Systemic Synthetic Phonics programme , Twinkl Phonics, to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	4
Implementation of Talk for Writing approach across all year groups, including training for all staff including	Research shows that T4W helps to develop oral skills and informs us that children who have greater levels of oracy and understanding of language achieve higher attainment in reading and writing.	3

bought in support for planning and teaching of writing.	We have set it into a wider context to ensure robust assessment driven teaching. Talk for Writing EEF (educationendowmentfoundation.org.uk)	
Maths teaching and curriculum planning in line with DfE guidance.	Maths teaching following White Rose. Training and support are provided through the BBO MathsHub, including Mastering Number and Developing Number. Supply staff are used to ensure teachers can attend.	3
Communication and interaction	Support and training given from the Outreach teacher from Heritage House. Support includes staff training, school audit of provision, advice and next steps.	1

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

Budgeted cost: £2,536.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA employed to support all needs of our children, including small group work, phonics, SEND support and wellbeing and mental health support, Speech and Language work.	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: Small group tuition Small group tuition EEF Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2, 3, 4
TA 1-1 support including reading to develop reading accuracy, fluency, phonics and maths	The EEF guidance is based on a range of the best available evidence.	2, 3

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

Budgeted cost: £1,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding of extra-curricular activities for disadvantaged children, both in and outside of school in order to offer experiences children would not otherwise be able to access.	Extra-curricular opportunities have positive impact on wellbeing and academic performance. https://www.researchgate.net/publication/355485658_HOW_CAN_EXTRACURRICULAR_ACTIVITIES_HAVE_A_POSITIVE_IMPACT_ON_THE_ACADEMIC_PERFORMANCE_OF_BOTH_THE_PRIMARY_AND_THE_SECONDARY_SCHOOL#:~:text=Students%20who%20participate%20in%20extracurricular,be%20successful%20in%20the%20future.&text=Those%20who%20participate%20in%20extracurricular,less%20absenteeism%2C%20and%20better%20connectivity.file:///N:/An Unequal Playing Field report%20(1).pdf	1, 4, 5
Funding set aside to respond to requests for specific family issues regarding disadvantaged children including uniform and shoes, school trips, school equipment, milk, etc.	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.	4, 5
SEMH	Wellbeing of children has been supported through Friday wellbeing session, where the children take part in Forest School or Yoga. The Pupil survey showed 100% of our children are happy, enjoy being at school and feel safe.	4, 5
Wellbeing	Infant school meal funding	4

Total budgeted cost: £4,393.30

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Challenge number	Detail of challenge	Impact
1. SCLN	Pupils have poor social, communication and language skills, as identified by Speech Link screening on entry and by termly teacher assessment.	Pupils with language needs were identified using Speech and Language Link. Targeted support given by SEND support teacher and TAs.
2. Phonics	Phonic skills need developing to support early reading.	Staff have received training in 'Twinkl Phonics' Targeted support is given where needed All children leave KS1 having met the expected standard in phonics.
3. Academic	Support needed for core skills in reading, writing and maths.	End of KS1 SATs assessments: Reading: 91% expected 9% GD Writing: 81.8% expected 0% GD Maths: 82% expected 18% GD
4. SEMH	The social, emotional and mental health of these pupils is a barrier to learning. Issues arising from challenges in early childhood, from social and economic disadvantage or lack of social opportunities during lockdown continue to affect the children's well-being.	Wellbeing of children has been supported through Friday wellbeing session, where the children take part in Forest School or Yoga. The Pupil survey showed 100% of our children are happy, enjoy being at school and feel safe.
5. Extra-Curricular Clubs	Participate in extra-curricular and enrichment activities often low due to cost or as are afterschool, however these activities can be enriching for PPG children.	Pupils eligible for PPG are encouraged to attend at least one club each week. Funded wrap around care is offered. Experiences and activities within the school day are offered.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
N/A	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils