

Pupil premium strategy statement



The Meadow Community Primary School



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	The Meadow Community Primary School
Number of pupils in school	406
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	
Date on which it will be reviewed	Sept 2022
Statement authorised by	
Pupil premium lead	Debbie Cook
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99460

Recovery premium funding allocation this academic year	£10295
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, parental confidence in supporting children with work and academic barriers. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- To narrow the attainment*
- To improve reading outcomes – love of reading and reading fluency*
- To improve parental engagement*
- To implement a new phonics scheme*
- To improve mental well-being*
- To improve support staff knowledge in order to allow them to better support disadvantaged children*

Our current strategy achieves these objectives by ensuring Pupil Premium children have access to quality first teaching. At The Meadow Community Primary School, we believe that all pupils should make good progress and attain highly in all areas of the curriculum. The focus of our Pupil Premium Strategy is that children who are Pupil Premium will also achieve that goal. We will use a disadvantage calculator to consider the challenges faced by disadvantaged children and ensure their needs are met.

We believe that access to quality first teaching is paramount because it not only has the greatest impact on closing the gap for disadvantaged children but also an impact for all children.

Challenges

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

Challenge number	Detail of challenge
1	After discussions with teaching staff it was felt that a consistent approach to teaching phonics would have a greater impact on their phonic outcomes. So we will invest in a new phonics scheme to enhance reading skills and improve reading for pleasure.
2	Assessments, observations and discussions with staff indicate that fluency is an issue for children to access reading assessments and develop a love of reading. We will create a targeted interventions to improve reading fluency would greatly benefit .
3	Internal data of reading, suggests that children have a lack of understanding of vocabulary. This has resulted in significant gaps between pupils. We will improve oral language and vocabulary skills.
4	Parental engagement
5	Improve knowledge of teachers/support staff
6	Mental well-being
7	Enrichment opportunities

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
To improve reading fluency to develop a love of reading.	<ul style="list-style-type: none"> analysis of internal data KS1 and KS2 reading outcomes show an increased % of disadvantaged children have met the expected standards.
To achieve and sustain parental engagement for all pupils in our school, particularly our disadvantaged pupils.	More parents will attend parents evening and have access to
To improve oral language and vocabulary skills among disadvantaged children.	Evident in books and teacher assessments to show improved oral language.
To improve support staff knowledge	<ul style="list-style-type: none"> support staff fell confident in supporting children across all year groups. Children will have access to high quality interventions which are delivered by highly skilled staff.

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

Budgeted cost: £26,031

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD – Improving vocabulary – Alex Quigley – Closing the Vocabulary Gap</p>	<p>Improving literacy in KS2 (EEF) - Approaches to develop vocabulary can be split into two groups: (1) explicit teaching of new vocabulary and (2) exposure to a rich language environment with opportunities to hear and confidently experiment with new words. Both approaches should be used and the following points should be considered:</p> <ul style="list-style-type: none"> • repeated exposure to new vocabulary is necessary across spoken language, reading and writing; • pre-teaching and discussing new words can support reading comprehension; • pupils should learn both new words and how to use familiar words in new contexts; • vocabulary learning should entail active engagement in learning tasks; and • digital technology can be used to help develop and teach vocabulary 	<p>3</p>
<p>English and Maths training – TA’s – this will enable staff to support children at all stages in school. They will use a range of techniques to support and eliminate misconceptions.</p>	<p>Making Best Use of Teaching Assistants (EEF) Schools should use structured interventions with reliable evidence of effectiveness. Upskill support staff with appropriate approaches and pedagogy to teaching interventions.</p>	<p>5</p>
<p>Purchase a DfE validated Systemic Synthetic Phonics programme and spelling scheme to ensure stronger teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1</p>

<p>Improve the quality of writing by improving staff and child subject knowledge.</p> <p>We will purchase a programme to improve grammar and writing skills for all pupils but particularly disadvantaged pupils.</p>	<p>Specific writing approaches can have a strong positive impact on pupils. Using a programme which makes great improvements to the technical aspects of writing, such as grammar, punctuation and spelling.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>5</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £44,881

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speed Read Intervention</p>	<p>Improving literacy in KS2 (EEF) - Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text.</p> <p>This can be developed through:</p> <ul style="list-style-type: none"> • guided oral reading instruction—teachers model fluent reading of a text, then pupils read the same text aloud with appropriate feedback; and • repeated reading—pupils reread a short and meaningful passage a set number of times or until they reach a suitable level of fluency. 	<p>2</p>
<p>Time to talk - EYFS</p>	<p>EEF – Communication and language approaches</p> <p>Time to Talk - "Time to Talk" is a research-based approach to promoting and developing communication skills for children. Dobcroft EYFS has been following and developing this programme</p>	<p>3</p>

	since September 2016 with notable and quantifiable improvement in both children's achievements and practitioners' confidence.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £28,548

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Cultural capital experiences promoted in the curriculum.</p> <ul style="list-style-type: none"> - Residential trip cost is greatly reduced for PP - Sports events promoted to PP are encouraged to attend. - Outdoor learning encouraged - Reduction in cost of trips for PP 	<p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p> <p>EEF – Life skills and enrichment - enriching education has intrinsic benefits.</p> <p>EEF – sports participation increases educational engagement and attainment.</p> <p>EEF – outdoor adventure learning shows positive benefits on academic learning and self-confidence.</p>	7
<p>Parental engagement</p> <ul style="list-style-type: none"> - phonic training with new scheme – ks1. - writing and maths support for ks2 parents. - Maths workshops - English workshops - Parent videos 	<p>Involving parents in supporting their children's academic learning has a positive impact on the outcomes for children. It includes:</p> <ul style="list-style-type: none"> - approaches and programmes which aim to develop parental skills such as literacy or IT skills; - general approaches which encourage parents to support their children with, for example reading or homework; - the involvement of parents in their children's learning activities; and - more intensive programmes for families in crisis. <p>EEF - Working with Parents to Support Children's Learning</p>	4
<p>ELSA - support children experiencing challenges at home with their well-</p>	<p>ELSA; an intervention programme created by Educational Psychologist, Shelia Burton. Evidence-based, the</p>	6

<p>being. The Emotional Literacy Support Assistant (ELSA) programme is a targeted, evidence-informed intervention designed to enable within-school preventative early intervention to support the social, emotional and well-being needs of children and young people.</p>	<p>approach trains practitioners in planning support sessions which explicitly teach SEL skills to enable pupils to self-regulate their emotions.</p> <p>EEF - Improving Social and Emotional Learning in Primary Schools</p>	
<p>Contingency fund for acute issues.</p>	<p>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.</p>	<p>All</p>

Total budgeted cost: £99460 (above three sections) + £11600 (catch up outlined below)

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 the performance of disadvantaged children was improved across all year groups. Over 55% of disadvantaged children had met or exceeded the expected standards in Reading. When we analysed this, we realised that this was due to an increase in standardised scores on the internal assessments. We feel this was due to the introduction of focused reading intervention and using formative assessments to focus maths teaching. However, the gap between pupil premium and non-pupil premium still exists and we need to continue to work on this.



NTS Results Summer 2021

The Meadow CP School

Reading

Year	1	2	3	4	5	6
Overall						
St score	N/A 100.5	90.8 107.8 (+17)	89.6 101.3 (+11.7)	93.3 103.4 (+10.1)	91.5 102.3 (+10.8)	N/A
% EXS and above	N/A 75.4%	48.2% 82.4% (+34.2%)	43.8% 70.5% (+27.1%)	56.9% 77.2% (+20.3%)	55.4% 78.0% (+22.6%)	N/A
Disadvantaged						
St score	N/A 97.7	55.0 97.1 (+42.1)	62.6 94.7 (+32.1)	78.6 100.9 (+22.3)	84.6 96.2 (+11.6)	N/A
% EXS and above	N/A 60%	22.2% 64.6% (+44.4%)	15.4% 50% (+34.6%)	40% 60% (+20%)	44.4% 50% (+5.6%)	N/A

Maths

Year	1	2	3	4	5	6
Overall						
St score	N/A 97.8	97.9 103.4 (+5.7)	92.8 100.9 (+8.1)	97.1 104.9 (+7.8)	96.4 104 (+7.7)	N/A
% EXS and above	N/A 67.2%	62.5% 79% (+16.5%)	50.0% 81.2% (+30.2%)	49.1% 75.5% (+26.4%)	63.1% 88.1% (+25%)	N/A
Disadvantaged						
St score	N/A 91.5	88.6 95.7 (+7.1)	85.3 92.6 (+7.3)	81.8 98.3 (+16.5)	90.1 95.5 (+5.4)	N/A
% EXS and above	N/A 36.4%	33.3% 66.7% (+33.4%)	38.5% 66.7% (+28.2%)	0% 60% (+60%)	40% 70% (+30%)	N/A

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 peri-

ods of partial closure, which included providing IT equipment for children to use at home and regular calls to check if there were any other resources required to allow the children to access the learning.

Much work has been undertaken this year to develop parental engagement. Due to the disruption of Covid-19, much of this was achieved via online support. Videos and documents were created for parents to allow them to support their children while they were at home. Parental engagement is an ongoing aim of the strategy and now we are more able to undertake face-to-face meetings, we will endeavour to carry out parent workshops.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. 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. We hope to continue improving the outcomes for all pupil premium children within our setting.

Disadvantaged	Sep 20 Base-line		Dec-20		Mar-21		Jun-21	
	Reading st score	Maths st score						
Meadow	73.60	86.00	90.30	92.22	88.53	88.23	97.23	95.75

Disadvantaged progress			Sep 20 to Dec 20		Sep 20 to Mar 21		Sep 20 to Jun 21	
			Reading progress	Maths progress	Reading progress	Maths progress	Reading progress	Maths progress
Meadow			16.70	6.22	14.93	2.22	23.63	9.75

Externally provided programmes

Programme	Provider
TT Rockstars	Maths Circle

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Catch-Up Premium 2021/2022



The Meadow Community Primary School

Baseline Assessing

- NTS reading (MARK for gaps)
- NTS maths (MARK for gaps)
- Y1 and 2 phonics screening enhanced phonics catchup
- Quizzes, recall etc linked to Knowledge Organisers
- 1:1 reading (whole class reading) to identify support needed.
- Reception Baseline Assessment
- Identified pupils to 'Speed Read' for reading fluency
- Catch up teaching (groups identified)
- PPG identified for tutoring and intervention
- Well being assessment for pupils where necessary

Area of focus	Planned strategies and interventions	CPD (if required)	Perceived outcomes / impact	Approximate cost
Teaching and Whole School Strategies transition support Targeted Approach extended school time Wider Strategies supporting parents and carers	Additional sessions of PHSE and route to resilience activities	PHSE inset – recap on R2R Staff meetings on mental-health and well-being	Reduced anxiety about school return.	£1000
Well-Being	Use of School Counsellor for children adversely affected by COVID 19		Reduced anxiety levels and improved behaviour for learning	£2300
Basic skills catch up of reading, writing and maths – intervention	Additional adult support in bubbles to allow class teacher to work with targeted groups		Narrowing the growing gap	
Basic skills catch up of reading, writing and maths	Use of CGP books for each child for use with homework tasks and home learning		Narrowing the growing gap	£2000
Maths	Focus on key learning missed and number/place value as a focus. Staff identified this at inset on SOT sheets Tutoring to catch up where gaps are identified SHINE material to use for intervention identified by NTS papers	How to use MARK and SHINE interventions	Identifying gaps	NTS Costs- £2300

Reading	Daily slots used for individual reading (linked to Speed Read Completion of termly NTS tests and teacher assessment to identify gaps and track performance.	August Teacher days used for INSET	Identifying gaps in prior learning	As above
Phonics	Enhance assessment on entry in EYFS and KS1 to assess gaps. Extra recapping/learning sounds in Autumn term. er and then review. Consider at this point if phonics screening test for year 2 Build reading slots so teacher can hear 1:1 readers	Phonics inset reminder – ensure consistency across classes	Catch up of pupils and gaps through home schooling identified	Release time £1500
Wider Curriculum	Increased curriculum teaching. Review at Half term based on children's response to start of year	Inset Staff Meeting - Symphony on Track to identify missed non-core learning that needs teaching this year. Insets planned for non-core Knowledge Organisers for sticky knowledge, shared with parents.	Return to 'normal' timetables of teaching, as appropriate. KO shared with parent and used as constant teaching tool in class for sticky knowledge and retrieval.	Extra Resourcing £2500
Total approximate cost				£11600

