

Pupil premium strategy statement – The Meadow Community Primary School

This statement details our school's use of pupil premium (and recovery 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	395
Proportion (%) of pupil premium eligible pupils	21%
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)	2021-22 2022-23 2023-24
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Louise Allen and Charlie Smith
Pupil premium lead	Sally Boulstridge
Governor / Trustee lead	Zoe Rudd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,125
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£109,125

Part A: Pupil premium strategy plan

Statement of intent

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. 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.	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 strategies to support their children.
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	Support staff felt confident in supporting children across all year groups. Children will have access to high quality interventions which are delivered by highly skilled staff.
To support pupils social and emotional development	Reduction in referrals to school councillor and ELSA within school.

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: £55,937

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce the use of Pupil Premium First where PP pupils are asked first in the class and feedback is clear	EEF using pupil premium	3
CPD for staff related to knowledge and skills, with focus on the use of knowledge organisers to support learning	EEF guide to pupil premium EEF Attainment Gap Report School progress and attainment data	2,3,5

Introduction of knowledge organisers for subjects that include key vocabulary that will be covered in lessons.	School progress and attainment data	3
Target setting, involving support staff to ensure that PP pupils are receiving support that his needed.	EEF guide to pupil premium	2,3,5,6
Continued focus on Maths and English standards in Year 6, to narrow the gap for disadvantaged pupils in end of year.	EEF Attainment Gap Report	2,3

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

Budgeted cost: £38,188

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tuition offered to Year 6 pupils, with a focus on arithmetic skills and reading skills.	EEF Attainment Gap Report	2,3
Small group teaching of phonics using the newly introduced 'Little Wandle' scheme, with a focus on catch-up sessions to narrow gaps.	EEF Attainment Gap Report	1
Continued use of Time to Talk on 1-1 or small group basis - a research-based approach to promoting and developing communication skills for children.	EEF – Communication and language approaches	1,3
Continued use of Speed Read on 1-1 basis with support staff to increase fluency levels for pupils	EEF - Improving literacy in KS2	2,3
ELSA - support children experiencing challenges at home with their well-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,	EEF – Improving social and emotional learning in primary schools	2,3

emotional and well-being needs of children and young people.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve parental engagement through regular contact, invites to school events and face-to-face parent meetings.	EEF Working with parents to support children's learning	4
To continue supporting cultural capital experiences promoted in the curriculum. <ul style="list-style-type: none"> - Residential trip cost is greatly reduced for PP - Sports events promoted to PP are encouraged to attend. - Reduction in cost of trips for PP - Music and Art therapy sessions Financial support for purchasing of uniforms	EEF – Life skills and enrichment - enriching education has intrinsic benefits. EEF – sports participation increases educational engagement and attainment. EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence.	4, 6,7
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

Total budgeted cost: £109,125

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

External Data

Combined (Expected Standard)

	2021-22			2022-23		
	School Average	National Average	Gap	School Average	National Average	Gap
KS1 all	61.7%	53.4%	8.3%	56.7%	56%	0.6%
KS1 disadvantaged	33.3%	36.9%	-3.6%	17.6%	40.2%	-22.6%
KS2 all	78.3%	58.7%	19.7%	66.1%	59.4%	6.7%
KS2 disadvantaged	66.7%	42.9%	23.7%	50%	44.1%	5.9%

Reading (Expected Standard)

	2021-22			2022-23		
	School Average	National Average	Gap	School Average	National Average	Gap
KS1 all	70%	66.8%	3.2%	63.3%	68.2%	-4.9%
KS1 disadvantaged	50%	51.3%	-1.3%	23.5%	53.7%	-30.2%
KS2 all	91.7%	74.5%	17.2%	78%	72.6%	5.4%
KS2 disadvantaged average progress from KS1 to KS2	3.74	-0.75	4.49	0.55	-0.88	1.43

Writing (Expected Standard)

	2021-22			2022-23		
	School Average	National Average	Gap	School Average	National Average	Gap
KS1 all	65%	57.6%	7.4%	63.3%	68.3%	-5%
KS1 disadvantaged	41.7%	41%	0.7%	23.5%	44.3%	-20.8%
KS2 all	81.7%	69.4%	12.2%	69.5%	71.5%	-2.0%
KS2 disadvantaged average progress from KS1 to KS2	1.24	-0.72	1.96	-0.69	0.32	-1.12

Maths (Expected Standard)

	2021-22			2022-23		
	School Average	National Average	Gap	School Average	National Average	Gap
KS1 all	71.7%	67.6%	4.0%	73.3%	70.4%	2.9%
KS1 disadvantaged	41.7%	51.7%	-10%	47.1%	55.6%	-8.5%
KS2 all	88.3%	71.4%	16.9%	79.7%	72.9%	6.8%
KS2 disadvantaged average progress from KS1 to KS2	3.32	-1.05	4.37	3.90	-1.06	4.96

In most curriculum areas, disadvantaged pupils have exceeded the National Average in KS2, but are below National Average in KS1 in all areas.

Year 1 Phonics Screening

	2021-22			2022-23		
	School Average	National Average	Gap	School Average	National Average	Gap
Year 1 all	81.7%	75.5%	6.2%	80.4%	78.9%	1.5%
Year 1 dis-advantaged	64.3%	62.1%	2.2%			

NTS Data:

Reading: Disadvantaged (Standardised scores)

	2021-22 Average SS				2022-23 Average SS			
	Autumn Term	Spring Term	Summer Term	+/- over yr	Autumn Term	Spring Term	Summer Term	+/- over yr
Year 3	94	94.1	97.8	+3.8	94.7	99.9	100.1	+5.4
Year 4	92	99.1	91	-1	90.6	91.4	91.3	+0.7
Year 5	97	92.4	99.8	+2.8	96.3	96.2	98.3	+2

Maths: Disadvantaged (Standardised scores)

	2021-22 Average SS				2022-23 Average SS			
	Autumn Term	Spring Term	Summer Term	+/- over yr	Autumn Term	Spring Term	Summer Term	+/- over yr
Year 3	94	99.6	96.9	+2.9	98.8	100.3	103	+4.2
Year 4	94	98.5	98.6	+4.6	96.7	97.9	99.7	+3
Year 5	93	93.5	95.7	+2.7	93.4	97.5	94.2	+0.8

Internal Data:

Writing: Disadvantaged (Standardised scores)

	2021-22 Average SS				2022-23 Average SS			
	Autumn Term	Spring Term	Summer Term	+/- over yr	Autumn Term	Spring Term	Summer Term	+/- over yr
Year 3	56	56	56	=	50	57.1	53	+3
Year 4	57	42.8	66	+9	56	66.7	50	-6
Year 5	42	33	49	+6	53	58	57	+4

In the majority of areas, standardised scores have increased for disadvantaged pupils from September 2022 to July 2023 according to NTS data and internal writing data.

Throughout the year disadvantaged pupils have had individual or small-group target sessions to receive extra support in reading using the Speed Read and DIPT programmes. Termly assessments have been carried out for targets to be set which have been realistic for the pupils. This has improved their reading fluency, with 100% of disadvantaged pupils continuing to increase their reading fluency record.

Focus in English lessons has continued to be on reading comprehension, with a particular focus on retrieval and inference questions. This academic year the trial use of 'The Write Stuff' in English has changed how the lessons have being taught. Next year, the programme will be fully implemented across the school and with the structured lessons with a focus on vocabulary and grammar terms the data will demonstrate this. Scaffolding has been put in place for some PP pupils to ensure that they can access the programme.

During Maths lessons disadvantaged pupils have been supported and scaffolding put in place where needed. More practical lessons have been introduced so that pupils are having more hands on experience before moving to written methods. Year 6 PP pupils had access to after-school tuition for catch-up sessions to reinforce their learning, with a particular focus on arithmetic.

Externally provided programmes

Programme	Provider
Little Wandle Phonics	Wandle Learning Trust
Accelerated Reading programme	Renaissance Learning, Inc.
Times Tables Rockstars	Maths Circle Ltd