

Pupil premium strategy statement The Meadow Community Primary School and Pre-School 2024-2025

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	396
Proportion (%) of pupil premium eligible pupils	22.2%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Louise Allen and Charlie Smith
Pupil premium lead	Louise Allen
Governor / Trustee lead	Caroline Martin/Lauren Charlton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125,800
Recovery premium funding allocation this academic year	£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>	£125,800

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve as high results as possible in their attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already attaining high results. Our ultimate objectives are:-

- To narrow both the attainment gap and any SEMH barriers between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils to make or exceed nationally expected progress rates.
- To support children's health and wellbeing to enable them to access learning.
- To promote opportunities for disadvantaged pupils to improve their cultural capital and attend a broad range of enrichment activities that help develop their knowledge, confidence and experience when dealing with life skills.
- To support pupils in developing their character to aid their growth in resilience, independence and aspiration, readying them for their next stages and life beyond The Meadow.

We carefully consider the challenges faced by our disadvantaged pupils, by assessing individual barriers to learning as an element of our approach. We also ensure that the premium supports all vulnerable or disadvantaged pupils or those we recognise to be on the cusp of this, irrespective of whether they are eligible for funding or not. As a result, we seek opportunities wherever possible, to expand support so that other vulnerable pupils or groups may also benefit from a wide range of strategies, interventions and opportunities. We recognise that high quality teaching is the fundamental necessity in closing the disadvantage gap and in raising aspirations. Our school uses the EEF's Guide to the Pupil Premium, alongside other research-based evidence, to support leaders in making decisions about how to tackle the barriers that stand in the way of disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Internal assessments indicate that disadvantaged pupils are not making as rapid progress in reading, writing and maths as non-pupil premium children.
2	Disadvantaged pupils entering school in Reception generally have lower attainment in English, with oracy, reading and vocabulary skills below or well below their non-disadvantaged peers.
3	The attendance of disadvantaged pupil's vs non-disadvantaged is often lower and persistent absence is higher.
4	Many disadvantaged pupils have a lack of cultural capital and enrichment opportunities outside of school.
5	Many disadvantaged pupils have lower expectations and aspirations of what they can achieve.
6	Parent engagement. Many parents and carers of disadvantaged pupils who engage less with school, e.g. completing homework, attending parents' evenings, attending parent workshops and school community events.
7	Mental and emotional well-being of the children from disadvantaged backgrounds due to difficulties within the family unit. .

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
Narrow the attainment gap in EYFS Good Level of Development between disadvantaged and non-disadvantaged pupils.	The gap between disadvantaged pupils and non-disadvantaged pupils narrows in EYFS GLD. EYFS GLD for disadvantaged pupils is in line with national or better.
Narrow the attainment gap in the Phonics Screen Check Pass between disadvantaged and non-disadvantaged pupils.	The gap between disadvantaged pupils and non-disadvantaged pupils narrows in the Phonics Screen Check. Phonics Screen Pass for disadvantaged pupils is in line with national or better.
Narrow the attainment gap at the end of Key Stage 2 in Reading between	Narrow the gap in EXS+ attainment between disadvantaged and non-disadvantaged. Reading EXS+ for

disadvantaged pupils and non-disadvantaged pupils.	disadvantaged is in line with national or better.
Narrow the attainment gap at the end of Key Stage 2 in Writing between disadvantaged pupils and non-disadvantaged pupils.	Narrow the gap in EXS+ attainment between disadvantaged and non-disadvantaged. Writing EXS+ for disadvantaged is in line with national or better.
Narrow the attainment gap at the end of Key Stage 2 in Maths between disadvantaged pupils and non-disadvantaged pupils.	Narrow the gap in EXS+ attainment between disadvantaged and non-disadvantaged. Maths EXS+ for disadvantaged is in line with national or better.
Narrow the gap between disadvantaged and non-disadvantaged in school attendance.	Reduce the gap in % attendance between disadvantaged and non-disadvantaged pupils. Reduce the percentage of disadvantaged pupils who are persistently absent vs non-disadvantaged pupils.
Improve disadvantaged pupils' confidence and specifically build resilience, independence and develop high aspirations.	Pupil survey will demonstrate improved resilience, confidence and self-esteem as well as aspirations of disadvantaged pupils.
Improve disadvantaged pupil's cultural capital through enrichment and broad opportunities.	Increase in disadvantaged pupils accessing enrichment activities. Increase in pupils understanding and awareness of the world beyond The Meadow.
To achieve and sustain parental engagement for all pupils at The Meadow with a specific emphasis on the increased relationship of disadvantaged pupils.	More parents will attend parents' evening and take an active interest in supporting their children's learning. This will be seen by achieving the 'National Parent Partnership Award'.
To support pupils' social and emotional development and well-being across the school.	To enlist support from the school ELSA and counsellor to see and increased confidence and resilience shown by pupils when faced with challenging circumstances.

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: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teach well-structured and scaffolded lessons to ensure clarity and understanding.	<p>Research based evidence: High quality teaching for all is the most important lever for improving outcomes (EEF Guide to Pupil Premium).</p> <p>Sutton Trust: ‘The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers.’</p>	1,2,5
Introduce and embed the use of ‘Pupil Premium First’ where PP pupils are asked first in class and feedback is clear during instruction and feedback.	EEF using Pupil Premium	1,2,3,5
CPD for staff related to knowledge and skills, with focus on the use of knowledge organisers to support learning and cover key vocabulary that will be a focus in lessons.	<p>EEF Guide to Pupil Premium</p> <p>EEF Attainment Guide Report</p> <p>School progress and attainment data</p>	2,3,5
Support staff to target PP children to ensure pupils are receiving the appropriate support needed.	EEF Guide to Pupil Premium	2,3,5,6
Address the specific academic needs of disadvantaged and SEND pupils, to ensure that support and provision is personalised to meet their academic barriers to learning.	<p>Research based evidence:</p> <p>Mark Rowland, Chartered College: Addressing Educational Disadvantage</p>	1,2,5,6

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pre-teaching interventions in Research based evidence: 1,2,5 5 small groups for Maths and English subjects	Research based evidence. EEF Small group tuition: Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. <i>Evidence also suggests this can have a significant impact on those with SEND.</i>	1,2,5
Small group tuition delivered to pupils in Year 6, focussing on Maths and English, arithmetic and reading.	Research based evidence: EEF Small group tuition: EEF Attainment Gap Report Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.	1,2,3,5
Small group intervention for social communication	Research based evidence: EEF Small group tuition: Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.	1,2,3,5
Small group teaching of phonics using 'Little Wandle' including using catch up sessions to aid narrowing the gap.	EEF Attainment Gap Report	1,3
Continued use of 'Time to Talk' on a 1-1 or small group basis. A research based approach to promoting and	EEF Communication and Language Approach	2,3

developing communication skills for children.		
ELSA and counselling sessions-to support children who are experiencing challenges at both home and school with their well-being and emotional resilience.	EEF Improving social and emotional learning in primary schools.	2,3

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

Budgeted cost: £ 20,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhance the school's approach to character education.	<p>Research based evidence: Non-cognitive skills are associated with positive outcomes for young people, according to a large 2,3,4,5 6 body of research. Essential life skills (or 'character') are important in determining life chances and can be measured in a robust and comparable way. There is a positive link between providing children with enrichment opportunities and positive impact outcomes.</p> <p>EEF Life skills and enrichment EEF Metacognition and Self-Regulation</p>	3,4,5
<p>Increase the cultural capital and opportunities designed for all pupils in the curriculum, by supporting with costs towards trips, visits, workshops and residential.</p> <p>Links with LCH Charity.</p>	<p>Research based evidence: Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>EEF-Life skills and enrichment-enrichment education has intrinsic benefits.</p> <p>EEF-outdoor adventure learning shows positive benefits on academic learning and self-confidence.</p>	4.6.7

Enhance the school's mental health and wellbeing provision through – ELSA and Family Outreach Worker and counsellor.	Research based evidence: All pupils can be more effective learners if they have a good understanding of their own mental health and wellbeing and how to access strategies and support within school. EEF Social and Emotional Learning	1,5
Improve parental engagement of disadvantaged pupils through regular contact and parent survey	Research based evidence The EEF recommends that schools tailor communications to encourage positive dialogue about learning. The EEF recommends that reviewing and monitoring their activities to check that they are having their intended impacts. EEF Parental Engagement Guidance Report	1,3,6
Contingency fund for acute issues.	Based on the school's changing experiences, we set a small amount of funding aside to respond quickly to the needs, which have not yet been identified.	All

Total budgeted cost: £ 120,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Disadvantaged pupils year 6 (14)

Reading	64.2% EXS+ (9 pupils)
Writing	71.4% EXS+ (10 pupils)
Maths	64.2% EXS+ (9 pupils)
Combined	64.2% EXS+ (9 pupils) This figure is higher than national for all pupils

In summary

As a school we were thrilled with our KS2 SATs results and couldn't be more thankful to all of the staff who have worked so hard to achieve these results. We are also very proud of the continuing good success of our EYFS and will endeavour to see that these results are replicated this year. We have a new team in KS1 and there is a clear focus on improving our phonics scores.

Reading

Year	1	2	3	4	5	6
Overall						
St score	N/A	102.9	107.6	101.8	105.7	N/A
% EXS and above	N/A	78%	78.30%	65.50%	79%	N/A
Disadvantaged						
St score	N/A	93	96	101.8	95.4	N/A
% EXS and above	N/A	43%	45%	67%	50%	N/A

Maths

Year	1	2	3	4	5	6
Overall						
St score	N/A	97.7	105.8	103.9	101.1	N/A
% EXS and above	N/A	65%	78.30%	78.30%	65.70%	N/A
Disadvantaged						
St score	N/A	84.6	93.7	97.6	93.2	N/A
% EXS and above	N/A	29%	50%	67%	50%	N/A

Writing Teacher Assessment

Year	1	2	3	4	5	6
Overall						
% EXS and above	58.70%	53%	61%	71%	68%	77%
Disadvantaged						
% EXS and above	46.20%	14%	25%	63%	27%	71%

Externally provided programmes

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

Programme	Provider
Times tables Rockstars	Maths Circle Ltd.
Little Wandle	Collins
The Write Stuff	Russell House Publishing Ltd
Accelerated Reader	Renaissance Learning
White Rose Maths Scheme	White Rose Education
NTS	Rising Stars

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.