

# Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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 Meadows Primary School |
| Number of pupils in school  | 163                        |
| Proportion (%) of pupil premium eligible pupils   | 9.8%                       |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2022 - 2025                |
| Date this statement was published   | 1.11.22                    |
| Date on which it will be reviewed   | 1.11.22                    |
| Statement authorised by   | Mrs J Mounter              |
| Pupil premium lead  | Mrs R Holmes               |
| Governor / Trustee lead   | Mr S Flenley               |

## Funding overview

| Detail  | Amount |
|---|--------|
| Pupil premium funding allocation this academic year   | £30470 |
| Recovery premium funding allocation this academic year  | £3190  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0     |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £33660 |

# 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. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school and can implement actions to address this.

### Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Children across the school eligible for Pupil Premium funding can lack self-belief/confidence or the knowledge of how to independently support their learning.   |
| 2                | Some pupils eligible for the Pupil Premium are experiencing difficulties in their home lives and find emotional regulation difficult and this can result in a negative attitude towards their learning |

|   |  |
|---|--|
| 3 | Some pupils eligible for the Pupil Premium have low attendance rates.                |
| 4 | In Key Stage 2, some pupils do not always achieve EXS in reading, writing and maths. |

## 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  |
|-----------------------|---|
| Progress in writing   | Achieve above national average progress scores in KS2 Writing (0) |
| Progress in maths     | Achieve above national average progress scores in KS2 Maths (0)   |
| Attainment in Reading | Achieve above national average progress scores in KS2 Reading (0) |
| Attendance            | Attendance of disadvantaged pupils as a group is above 95%        |

## 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: £ 5000 CPD time

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| To implement the Oracy framework (Voice21) to develop confidence in speaking and listening.   | Pupil voice from disadvantaged showed that many pupils lacked confidence in themselves. <u>Voice 21</u> defines oracy as 'the ability to articulate ideas, develop understanding and engage with others through spoken language. In school, oracy is a powerful tool for learning; by teaching students to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them.' By undertaking oracy projects across the school, we expect to see pupil confidence increase. This will impact their independent writing as more developed ideas lead to confidence in creative writing. | 1 and 4                       |
| First Quality Teaching using the Principles of Effective Teaching across all year groups to narrow the gap between disadvantaged and non-disadvantaged. | The Education Endowment Fund guide to Pupil Premium identifies good teaching as the most important leveller in outcomes for disadvantaged pupils. Training staff in the Principles of Effective teaching will narrow the gap between non-disadvantaged and disadvantaged pupils. The current attainment gap across the school for pupils at ARE in Reading is: 56% compared to 44%. Writing is: 61% compared to 50%. Maths is: 61% compared to 55%.   | 1 and 4                       |
| Implementation of Futura Curriculum across the school Y1 – Y6   | The Education Endowment Fund guide to Pupil Premium identifies that the curriculum is broad, balanced and meets the needs of all pupils. Teachers adapt learning to meet these needs so that children access resources and are challenged, building their retention of knowledge, development of skills and their confidence.   | 1 and 4                       |

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

Budgeted cost: £ £5,782

| Activity                                    | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Accelerated Star Reader Programme<br>£4,772 | The Education Endowment Fund identifies reading as key to a child's development. In 2021-22, 40% of our disadvantaged pupils were working below EXS in reading (main assessment). This programme is developed to ensure that children follow a structured reading programme after completing Read Write Inc. This programme will regularly assess their reading age and appropriately bands the children to a suitable book, after which they carry out a mini-assessment (low-stake) based on the book they read, continuously assessing children's reading ensures they are reading books at the right level of challenge. | 1 and 4                       |
| Wellcom £1010                               | Research shows that delayed language skills lead to under-performance later in life and this speech and language toolkit screens all children in Early Years to assess their speech and language skills. These assessments will provide accurate benchmarking and lead to interventions where necessary which will be led by adults who are trained in this delivery. The support is provided for all children who need it. Some interventions may lead to referrals to speech and language therapy, whilst others will make the required progress through in-school delivery.   | 1, 2 and 4.                   |

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

Budgeted cost: £ 23,522

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Free breakfast club places offered to disadvantaged families.<br>£5,850 | 40% of eligible children currently take up their breakfast club place. This service will continue to be offered as we know it helps some of our most vulnerable children settle at the start of the day. | 2 & 3                         |
| Lunchtime club is offered for our learners who need a quiet,            | Last year saw increased incidences of lunchtime behaviour incidences. Pupil voice and behaviour monitoring has   | 1 & 2                         |

|  |  |                       |
|--|--|-----------------------|
| <p>calming space during unstructured times.<br/>£1575</p>  | <p>shown that some children find lunchtimes difficult and regulating their emotions can be a challenge. This provision is provided daily during lunchtimes for children to have a safe, calm space to participate in games, craft with our Pastoral teaching assistant.</p>  |                       |
| <p>Children with SEMH needs develop strategies to regulate through ELSA support/thrive, led by our pastoral Teaching assistant.<br/>£8,836</p> | <p>We now have an increased number of children with SEMH needs (6 children) and others with increased anxiety. Through pupil voice, engagement with parents and teachers, some children have been identified as needing support in elements of their emotional Literacy. ELSA and Thrive are proven techniques to help children regulate so they are ready to learn. Examples such as struggling to regulate emotions, communicate feelings and manage in social groups. Targeted support for these children are undertaken by our Pastoral support Teaching Assistant, who is ELSA trained.</p> | <p>1, 2, 3 and 4.</p> |

**Total budgeted cost: £ 34,304**

## 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.

*Overall our KS2 school results, we were*

*+1% progress score for Reading EXS+ – Target MET.*

*+17% progress score for Writing EXS+ – Target MET.*

*+8% progress score for Maths EXS+ – Target MET.*

*Our PP progress was*

*+7% for Reading EXS+*

*+9% writing EXS+*

*+6% Maths EXS+*

*Our internal assessments during 2021-22 suggested that the performance of disadvantaged pupils was lower in reading, yet increased in maths and writing compared to the previous academic year of 2020-21. Comparing our 2021-22 assessments to Spring data in 2019-20 (which was interrupted due to the Covid-19 pandemic), our results in 2021-22 were above those in 19/20. Our intention to facilitate more able pupils achieving GDS who are eligible for pupil premium was achieved in reading, writing and maths. There has been an increase in achievement here. Pupils have been a focus during progress meetings as statistics and research shows that our disadvantaged families have been affected the most due to the pandemic. To develop the oracy and language skills of our EYFS and KS1 learners who are eligible for pupil premium funding, the school invested in the Better Reading Partner Training, which supported low-attaining pupils in their reading development. The programme training was delivered to staff who were then able to run this programme for identified children, enabling them to get back on track. In 2021-22, 100% of our disadvantaged children were attaining at the expected standard. The school also ran the Nuffield Early Language Intervention in EYFS as 24% were not on track to meet GLD in listening, attention and understanding, compared to 19% the previous academic year. The cohort of 2021-22 had two disrupted years of nursery due to Covid-19. NELI was successful in the class and children's oral skills vastly improved from this impact.*

*The school further took part in the National Tutoring Programme and as a school, we focused on maths as the data showed a 45% gap between ARE for disadvantaged compared to their peers. In 2021-22, this gap had significantly closed to a gap of 14%.*

*As a school, children were carefully selected to close these gaps in maths as well as through additional interventions run by teachers, targeting our disadvantaged families.*

*Children's well-being was a big focus for our school, particularly for our disadvantaged families. A pastoral lead focused on supporting families in attendance and SEMH needs they may have. This enabled more children to regulate their emotions so they could engage in their learning.*

*Overall, attendance in 2021-22 was an average of 90% but with the pandemic still continuing to be a contributing factor in the November/December wave. This is slightly below our target of 95%. We will continue to have a focus on this.*

*Our monitoring and observations indicate that pupil behaviour, wellbeing and mental health impacted our learners, primarily due to Covid-19, and our pastoral lead facilitated support to aid their needs. We used pupil premium funding to provide wellbeing support for all pupils and targeted interventions where required. We will continue to build on that approach with further activities identified in the new strategy.*

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

| <b>Programme</b>                     | <b>Provider</b>  |
|--------------------------------------|--|
| Accelerated Reader                   | Renaissance  |
| Emotional Literacy Support Assistant | <a href="#">South Gloucestershire - Elsa programme</a> |
| Read Write Inc – Fresh Start         | Ruth Miskin Literacy                                   |

## Service pupil premium funding (optional)

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

| <b>Measure</b>   | <b>Details</b> |
|--|----------------|
| How did you spend your service pupil premium allocation last academic year?    | n/a            |
| What was the impact of that spending on service pupil premium eligible pupils? | n/a            |



## Further information (optional)

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