

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Meadowside Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	11.5%
Academic year/years that our current pupil premium strategy plan covers	1 year
Date this statement was published	19.12.22
Date on which it will be reviewed	19.12.23
Statement authorised by	Samantha Thomas
Pupil premium lead	SLT
Governor / Trustee lead	Rachel Brain

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35 605
Recovery premium funding allocation this academic year	£4927
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2253
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£42 785

# Part A: Pupil premium strategy plan

## Statement of intent

At Meadowside, we are an inclusive and encouraging school and we aim for all pupils to *Make a difference for our future*.

Our intention is that all pupils, irrespective of their background or the challenges they face, are happy, social, make good progress and achieve well across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

It has been proven that extra support, through high quality teaching, is the most effective way of closing the disadvantaged attainment gap. Our ultimate intention is to create a sustained improvement in disadvantaged children's attainment, to bring it alongside non-disadvantaged children.

At Meadowside, our approach will respond to what is right for our children.

The approaches we have adopted across the academic and social spectrum, complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early (academically and pastorally) to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Poor attitudes to learning can result in negative/disruptive behaviour
2	Many of our pupil premium children do not have the rich and varied experiences as non-pupil premium children seem to have which means their knowledge of the world and cultural capital is limited.
3	Attendance for non-pupil premium is 95.96% and for pupil premium is 92.76% Lateness for non-pupil premium is 0.84% and 2.13% for pupil premium.
4	Internal and Y2 and 6 SATs assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.

5	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
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## 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
Improved attitudes towards learning	Leadership will work alongside all staff and SIA to assess the behaviour policy in action and make changes, to promote high quality learning behaviours and environments.
For pupil premium children to enjoy the wide range of enrichment activities we have on offer at Meadowside	Wide range of extra-curricular activities will be offered with pupil premium children being given priority places. Pupil premium children who chose not to join a club in the autumn term will be prioritised in the spring and summer terms. Financial support will be offered to pupil premium families as and when needed for all enrichment opportunities to include trips and visits, in-school workshops, residential, etc.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no less than 96%, and the attendance and late-ness gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> </ul>
Improved writing progress for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2022/23 to show that 100% of disadvantaged pupils made their expected progress. 28% should make better than expected progress.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, EYFS assessment, y1/2 phonics assessment and ongoing formative assessment.

## 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: £10 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA CPD: Phonics, Reading Writing Outcomes Mathematics Educational Psych training	Senior leaders and external providers have identified high value TA CPD which benefits disadvantaged learners – for example, understanding end of year/KS writing outcomes, EGPS intervention and support, Delivery and support of Unlocking Letters and Sounds as well as new reading resources. Ed Psych training has developed solution-focused approaches to individual children's barriers to learning.	4, 5
Additional hours and retention enhancements	TAs have been identified to target and support individuals with higher need and to plan for enhanced provision for disadvantaged pupils across the school.	1, 3,
Year 1 Speech and Language CPD	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Training and supporting highly qualified teachers deliver targeted support.	1 4 5
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 2 4 5

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

Budgeted cost: £17 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA – run interventions	A programme of precision and small group interventions is delivered and monitored through Learning Passports. Pupil Progress meetings allow us to modify targets, adjust delivery and improve outcomes for individuals.	1, 4, 5
Booster group teaching	Y6 and Y4 have been identified as needing in and after school additional tuition to improve outcomes. External tuition providers and appropriately skilled staff in school have provided this.	4, 5
Modifying approaches and considering deployment of staff to maximise positive and focused learning behaviours	EEF guide to pupil premium – targeted academic support.	1, 2, 3, 4, 5
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>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:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3, 4, 5

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing of after school clubs to encourage attendance of disadvantaged children	Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.  EEF – sports participation increases educational engagement and attainment.  EEF – outdoor adventure learning shows positive benefits on academic learning and self – confidence.	1, 2, 3, 4, 5
Regular structured conversations with disadvantaged children about their academic achievement and well-being (including attendance)	The DfE recommends that an understanding of non-academic challenges that pupils face is of great importance.  By having regular conversations with children about their academic achievements as well as their well-being, we can monitor any changes or concerns.	1, 2, 3
Purchase of play therapy/learning mentor sessions to support children's well-being	Well-being and mental health is a non-academic challenge faced by children that can have a negative impact on their education (DfE)	1, 2, 3
Funded support for trips and residential across the school.	Part-funding and payment plans ensure that all children can access trips and residential.	2, 5
Forest School sessions	The focus was on improving wellbeing whilst being outdoors in nature. This allowed disadvantaged children to access this ethos outside of school with no extra equipment or resources needed	1, 2, 5

**Total budgeted cost: £32 000**

## 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.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 2 performance data, Pupil Multiplication Tables Check and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite the ongoing impact of COVID-19, the progress and attainment of the school's disadvantaged pupils in 2021/22 was in line with national figures for reading but below national figures for maths and writing.

Our observations and assessments demonstrated that pupil behaviour improved in all year groups, apart from year 6, where there were significant challenges presented by a small group of children. Last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute. These results mean that we have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in *Activity in this Academic Year*.