

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	207
Proportion (%) of pupil premium eligible pupils	10.6%
Academic year/years that our current pupil premium strategy plan covers	1 year
Date this statement was published	15.12.24
Date on which it will be reviewed	15.12.25
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	£38145
Recovery premium funding allocation this academic year	£4978
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2947
<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	£46070

# 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-disadvantaged pupils in 23/24 was 95.9% and for disadvantaged pupils was 90.0%. Unauthorised absences for disadvantaged pupils was 1.3%, compared to 0.7% for non-disadvantaged pupils.
4	Internal assessments indicate that 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	<p>Leadership will work alongside all staff to develop teaching techniques and assessment for learning strategies to promote high quality learning behaviours and environments.</p> <p>Strengthen relationships between disadvantaged children and staff to ensure children always have someone who will listen. Staff to model and promote positive attitudes.</p> <p>Classroom layout is designed with disadvantaged children's needs catered for. Seating plans are monitored by SLT.</p>
For pupil premium children to enjoy the wide range of enrichment activities we have on offer at Meadowside	<p>Wider opportunities planned to ensure a rich variety of experiences throughout their time at Meadowside.</p> <p>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.</p> <p>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.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no less than 96%, and the attendance and lateness gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> <li>• Continue to see more disadvantaged children improve their attendance.</li> <li>• SLT to work with key families and the Education Inclusion Officer (EIO) to improve attendance.</li> </ul>

Internal data will show the gap between disadvantaged and non-disadvantaged pupils attainment in reading/writing/maths will be reduced	Internal attainment outcomes in 2024/25 shows a closer gap between non-disadvantaged and disadvantaged pupils.
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: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviours for learning	Educational Psychologist to provide Emotion Coaching to help address the SEMH needs at Meadowside. Mentors and counsellors provided for children with more complex SEMH needs.	1, 2, 4, 5
Wider opportunities	Using the Meadow and outdoor areas to enhance staff knowledge and skills	
Attendance	Mr Port to become Attendance Champion and given designated time to analyse attendance patterns and inform the school family via the Friday Fortnightly and personalised email (where applicable). Inclusion Lead and Attendance Champion to receive training on improving attendance, especially with vulnerable groups and disadvantaged.	
Zones of regulation		

Multiplication	INSET time to be used to establish consistent use of Zones of Regulation at Meadowside.  NCETM Mastering Number adopted in Years 4 and 5 to improve fluency up to 12 x 12 and understanding the relationships between associated facts.	
Interventions	Measurable and targeted interventions (Making things SMARTER, not just SMART)	1, 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,
EYFS Speech and Language CPD	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Training and supporting highly qualified staff to deliver targeted support. Planning adjusted to prioritise oracy and vocabulary acquisition in EYFS	4 5
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	Subject leaders to prioritise oracy within their subject leader action plans. 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: £30000

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

Improving Internal Data	Reading groups. Targeted teaching to fill gaps in learning. Tutoring to help close the gap.	1, 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

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

Budgeted cost: £5600

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.  Encourage all disadvantaged children to Young Voices in 2025/2026	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)  Online Pupil Survey Results support approach.	1, 2, 3

Funded support for trips and residentials across the school.	Part-funding and payment plans ensure that all children can access trips and residentials.	2, 5
Forest School sessions	The focus was on providing a variety of experiences to develop knowledge and skills whilst being outdoors in nature.	1, 2, 5

**Total budgeted cost: £42578**

## 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 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using internal performance data, Pupil Multiplication Tables Check, Phonics Screening Check.

#### Attendance

- 95.4% attendance for all children combined (207)
- 96.1% for non-disadvantaged children (184)
- 90.5% for disadvantaged children (23), however 5 disadvantaged children improved from previous poor attendance

#### Phonics Screening Check

100% of disadvantaged pupils passed the phonics screening check.

#### Multiplication Tables Check

In 2023/24 the mean average score of disadvantaged pupils 20.5 was in line with the national average of 21 and school average of 22.

#### Internal Data

We have no publishable data available for Key Stage 1 and 2 children due to the very low numbers of disadvantaged children in these year groups. Internal data from tests and assessments suggest that the attainment for disadvantaged pupils at Meadowside is below that of non-disadvantaged. The plan above is designed to rectify this.

Challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic, particularly with our key stage 2 cohort. 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*.