

Pupil premium strategy statement

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	Meadow View Primary School
Number of pupils in school	171 pupils (189 including F1)
Proportion (%) of pupil premium eligible pupils	46 Pupils (26.9%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	November 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Jenni Logan
Pupil premium lead	Sue Gregg
Governor / Trustee lead	Stephen Agha

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,940 £81,995
Recovery premium funding allocation this academic year	£5510 £8265
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£80,450 £90260

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are:

- ✓ To diminish the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children with their social, emotional and mental health wellbeing to remove and societal barriers that may prevent them from accessing learning.
- ✓ To support disadvantaged families to provide the care and appropriate parental influence to maximise pupil life chances and attainment.

We aim to do this through

- Focussing on quality first teaching for all pupils, ensuring that any children who are falling behind are rapidly identified and access appropriate support or intervention.
- Ensuring school has a focus on Phonics and Early Reading so that all children are nurtured to become readers.
- Have a through school focus on developing oracy abilities to enable disadvantaged pupils to better access the curriculum, build their confidence and find their voice.
- Carefully sequencing maths, writing and the wider curriculum so that all children can keep up with the lessons and achieve their potential.
- Ensuring that appropriate provision is made for pupils who have an identified SEN need in addition to disadvantage, including access to appropriate agencies if required.
- Keeping social, emotional and mental wellbeing at the centre of our ethos and curriculum to ensure that all children are equipped to talk about and manage big emotions.
- Provide support to address the wider needs of the family so that the children feel safe and secure at home and so that the parents are aspirational for their child and are able to value and support their child's education.
- Removing any barriers that impact negatively on a child's attendance at school to ensure they have maximum access to the curriculum and quality teaching.

Challenges

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

Challenge number	Detail of challenge
1	In the EYFS, PP pupils often enter with limited speech and language skills. This hinders their development on many levels including communication, phonics, reading and writing.
2	Pupil Premium Children do not reach the age-related Reading and phonics expectations in line with non-pupil premium children
3	The literacy and mathematics gap widened during covid-19 pandemic and this gap has not narrowed completely particularly in Y3.
4	Children who fall into more than one vulnerable group have more complex barriers to be addressed and do not achieve as well.
5	The SEMH needs of PP children impacts on their ability to concentrate and achieve in their learning.
6	<p>The SEMH needs of the parents impacts negatively on the children's attendance.</p> <p>Attendance is lower for pupil premium children than for non-pupil premium children. Below are the figures for 2020-21</p> <ul style="list-style-type: none"> • Attendance for all pupils: 92.46% • Attendance for PP pupils: 91.37% <p>Persistent absence is a greater issue for pupil premium pupils compared to non-pupil premium pupils.</p> <ul style="list-style-type: none"> • Out of 32 pupil premium children in school, 11 were persistently absent = 34.37% • Out of the 127 non pupil premium children, 30 were persistently absent = 23.62%
7	A high number of pupil premium families struggle to implement consistent rules and boundaries and this leads to behaviour issues within school.

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
An increased percentage of PP children (compared to 2019 data: 71.42%) in EYFS achieve expected in communication and language. The impact can also be evidenced in their phonics, reading and writing attainment.	Pupils eligible for Pupil Premium who do not have any secondary barrier such as SEN or EAL will make rapid and sustained progress and reach the expected standard on their EYFS profile by the end of the year.
More pupil premium children reach the national standard in Y1, Y2 and Y6.	<p>There will be an increase in the number of children reaching the national standard at the end of Y1 in comparison to the 2019 Y1 phonics results.</p> <p>There will be an increase in the number of children eligible for pupil premium reaching the national standard in Y2 Reading SATs in comparison to the 2019 results.</p> <p>There will be an increase in the number of children eligible for pupil premium reaching the national standard in Y6 Reading SATs in comparison to the 2019 results.</p>
The gap between current PP attainment and ARE will continue to narrow for all pupils.	Pupils eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their starting points, capabilities and special educational needs) by the end of the year so that almost all pupils eligible for Pupil Premium make expected or better progress.
PP children with SEMH needs are supported to be able to access learning successfully through effective pastoral provision, so that 100% make progress in line with individual expectations.	Pupils eligible for Pupil Premium in all year groups will be enabled to recognise how to self-regulate or will be supported through co-regulation.
Attendance will improve for children eligible for pupil premium and less pupil premium children will fall into the persistent absence category. (11 out of 32 in 2022)	<p>Evidence will be available that attendance issues have been both supported and challenged by the attendance team, throughout the year.</p> <p>The gap in attendance will have narrowed below the 1.38% difference between pupil premium children and all pupils. (2021 data)</p> <p>Families of children with Pupil Premium will have a greater understanding of the importance of good attendance and punctuality.</p>

Parent support will be offered to all families identified or requesting help, with a high level of challenge and support.	Records will show the number of families offered support, the support given and the impact for each family. This will be documented within our RecordMy system. The children whose families we work with will feel happier and safer and their needs will be met. As measured via conversations and questionnaires.
---	--

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: **£44835.68** (increased from £12,162 last year)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Improve quality first teaching in EYFS by ensuring that the progression skills curriculum is aspirational for pupil premium children.</i>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418819/Are_you_ready_Good_practice_in_school_readiness.pdf</p> <p>DfE support for Early Years Providers https://help-for-early-years-providers.education.gov.uk/get-help-to-improve-your-practice/curriculum-planning</p> <p>Improving communication, language and literacy in the early years – Guidance report EEF Preparing Literacy Guidance 2018.pdf (educationendowmentfoundation.org.uk)</p> <p>Improving maths in the early years and KS1 – Guidance report EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>Early Years Toolkit – Guidance report EEF https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit</p>	1, 2, 3
<i>Continue to develop the role</i>	EEF Teaching and Learning Toolkit:	2, 3

<p><i>of the Early Literacy Leader to ensure quality CPD and quality teaching that meets the needs of all pupils.</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>EEF Guidance Reports – Improving literacy in KS1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>DfE Guidance 2021- The Reading Framework https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</p>	
<p><i>Encourage Teaching assistants to attend all staff CPD sessions to ensure they are skilled to support teaching and learning in reading, writing and maths</i></p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418819/Are_you_ready_Good_practice_in_school_readiness.pdf</p> <p>Making the Best Use of Teaching Assistants – EEF Guidance https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1, 2, 3, 4
<p><i>Engage in the Hanen Learning Language and Loving it research group.</i></p>	<p>Preparing for Literacy – Improving Communication, Language and Literacy in the Early years https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-early-years/Preparing_Literacy_Guidance_2018.pdf?v=1668439192</p>	1, 2, 3, 4
<p><i>EPS and Fusion Learning Support to be used to improve QFT for SEND and PP pupils.</i></p>	<p>Special Educational Needs in Mainstream Schools https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1668439438</p>	4

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

Budgeted cost: £ 32,915.60 (decreased form £34,244.30 last year)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Early Reading Interventions that focus on the bottom 20% in all year groups plus anyone who is falling behind.</i>	Ofsted- The Reading Framework https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy English HUB Research: https://stwenglishhub.co.uk/the-english-hub-programme/ EEF Preparing for Literacy EEF (educationendowmentfoundation.org.uk)	2, 3
<i>SENCO ensure the quality of provision for children who are pupil premium and are on the SEN register</i>	EEF Guidance Reports – Special Educational Needs in Mainstream Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1, 4
<i>Additional TAs employed to enable each team to have adequate support to timetable interventions.</i>	Ofsted- The Reading Framework https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy EEF – Making best use of teaching assistants Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) EEF – Small group tuition Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4
<i>Buy speech and language traded service to ensure early intervention with language difficulties</i>	EEF Guidance Reports – Improving literacy in KS1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 English HUB Research: https://stwenglishhub.co.uk/the-english-hub-programme/	1, 4

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

Budgeted cost: £18165.50 (decreased from £34,043.84)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Safeguarding and Inclusion Officer employed to provide families with high challenge and support to address parenting needs and improve attendance.</i></p>	<p>Guidance – Improving school attendance https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>EEF – Working with parents to support children’s learning. Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p>	<p>5, 6, 7</p>
<p><i>Mental Health Lead given management time to ensure that the needs of the pupils are being proactively met.</i></p>	<p>The link between pupil health and wellbeing and attainment https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf</p> <p>How to use Pupil premium funding for Social and Emotional Support https://blog.insidegovernment.co.uk/schools/how-to-use-pupil-premium-funding-for-social-and-emotional-support</p> <p>Improving Social and Emotional Learning in Schools – EEF Guidance https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>Improving Behaviour in Schools – EEF Guidance https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>Metacognition and Self-regulated Learning – EEF Guidance https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	<p>5, 7</p>

Total budgeted cost: £95,916.18 (increased from £80,450.14 last year)

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.

2021-2022

EYFS GLD

All Children: 56% Pupil Premium Children: 1/6 = 17%

Y1 Phonics

All Children: 67% Pupil Premium Children: 50%

Y2 Phonics

All Children: 71.4% Pupil Premium Children: 100%

Y2 Outcomes

Reading -	All Children: 30%	Pupil Premium Children: 11.1%
Writing -	All Children: 30%	Pupil Premium Children: 0%
Maths -	All Children: 43.3%	Pupil Premium Children: 22.2%

Y4 MTC

All Children: 54.2% Pupil Premium Children: 60%

Y6 Outcomes

Reading -	All Children: 85.2%	Pupil Premium Children: 100%
Writing -	All Children: 59.3%	Pupil Premium Children: 85.7%
Maths -	All Children: 81.5%	Pupil Premium Children: 85.7%
SPAG -	All Children: 77.8%	Pupil Premium Children: 85.7%

2020-2021

EYFS GLD

All Children: 53% Pupil Premium Children: 33%

Internal Data for Y1 Phonics

All Children: 67% Pupil Premium Children: 43%

Internal Data for Y2 Phonics

All Children: 43% Pupil Premium Children: 50%

Internal Data for End of KS1

Reading All Children: 50%	Reading Pupil Premium Children: 43%
Writing All Children: 44%	Writing Pupil Premium Children: 29%
Maths All Children: 56%	Maths Pupil Premium Children: 58%

Internal Data for End of KS2

Reading All Children: 92%	Reading Pupil Premium Children: 86%
Writing All Children: 65%	Writing Pupil Premium Children: 57%
Maths All Children: 85%	Maths Pupil Premium Children: 71%

Year 2

Reading: 2 children did not make expected progress in line with EYFS outcomes 0 are PP

Writing: 2 children did not make expected progress in line with EYFS outcomes 1 is PP

Maths: 5 children did not make expected progress in line with EYFS outcomes 1 is PP

Year 3

Reading: 7 children did not make expected progress in line with KS1 outcomes 2 are PP

Writing: 6 children did not make expected progress in line with KS1 outcomes 2 are PP

Maths: 4 children did not make expected progress in line with KS1 outcomes 2 are PP

Year 4

Reading: 3 children did not make expected progress in line with KS1 outcomes 2 are PP

Writing: 6 children did not make expected progress in line with KS1 outcomes 4 are PP

Maths: 3 children did not make expected progress in line with KS1 outcomes 1 is PP

Year 5

Reading: 5 children did not make expected progress in line with KS1 outcomes 2 are PP

Writing: 3 children did not make expected progress in line with KS1 outcomes 1 is PP

Maths: 1 child did not make expected progress in line with KS1 outcomes 0 are PP

Year 6

Reading: 3 children did not make expected progress in line with KS1 outcomes 1 is PP

Writing: 3 children did not make expected progress in line with KS1 outcomes 0 are PP

Maths: 4 children did not make expected progress in line with KS1 outcomes 2 are PP

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

Programme	Provider
Little Wandle Letters and Sounds Revised	Little Wandle
My Happy Mind	My Happy Mind

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Our service child was enabled to come to breakfast club free of charge to support the family to cope positively with Father being regularly absent.</p> <p>We also enabled the child to have regular contact with Dad during school time as all of</p>

	his R&R time was during school hours whilst he was posted away.
What was the impact of that spending on service pupil premium eligible pupils?	<p>The service child was settled and happy in school. Father being posted away did not have a negative impact on the child's learning.</p> <p>The service child made expected progress and is working at the level expected in all areas which is in line with his attainment pre-COVID-19</p>