

## Pupil premium strategy statement

This statement details our school's use of pupil 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	
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2022-2023 2023-2024 2024-2025
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Jenni Logan
Pupil premium lead	Sue Gregg
Governor / Trustee lead	Chloe Ewens

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,880
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£119,880

# 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 [teaching](#), 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.
- [Having a clear programme of support for pupils with EAL alongside their disadvantage to ensure that these pupils either achieve age related expectation, or if transferring into school, make rapid progress and we narrow the gap between them and the national expectations.](#)
- 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. F2 saw 11 newcomers entering the cohort at various points throughout the year, which has brought with it increased challenges.
2	Children who fall into more than one vulnerable group have more complex barriers to be addressed and do not achieve as well pure pupil premium pupils.
3	The SEMH needs of PP children impacts on their motivation to learn and ability to concentrate and achieve in their learning.
4	<p>Whilst overall attendance for pupil premium pupils is 93.71% and non-pupil premium pupils is 93.4%, which is largely in line. Pupil premium pupils are disproportionately represented within Persistent Absence.</p> <p>Out of the 35 PA pupils, 9 were pupil premium and 26 were not pupil premium</p> <p>Out of 49 Pupil Premium children in school, 9 were persistently absent = 18.4%</p> <p>Out of the 153 non pupil premium children, 26 were persistently absent = 17.0%</p>
5	In the academic year of 2023-24 we had 61 pupils join MVP, 42 of these pupils were new to England and English and many have qualified for FSM and will therefore qualify for pupil premium this academic year. We need to continue to develop our integration strategy, catch up strategy and the teaching of English Language.
6	The SEMH needs of the parents impacts negatively on their engagement with school.
7	In Maths, Pupil premium pupils' attainment at Y6 expected standard was 66.7% and FSM pupils was 55.5%. These are both below the national attainment level of 73%

## 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 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 will make rapid and sustained progress and those who do not have any secondary barrier such as SEN or EAL reach the expected standard on their EYFS profile by the end of the year.

In Maths, more pupil premium children reach the national standard in Y1, Y4 and Y6.	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 2023 results.
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.	Evidence will be available that attendance issues have been both supported and challenged by the attendance team, throughout the year.  Families of children with Pupil Premium will have a greater understanding of the importance of good attendance and punctuality.
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.
The school strategy for integrating EAL pupils into the school/country will be impactful.	To gap will narrow between those pupils new to school and those that are bloodline pupils.
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.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £50,427

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Further develop the Deliberate Intention Enhancement plans and to ensure that staff are focussed on developing the language and communication skills of pupil premium pupils.</i></p>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418819/Are_you_ready_Good_practice_in_school_readiness.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418819/Are_you_ready_Good_practice_in_school_readiness.pdf</a></p> <p>DfE support for Early Years Providers <a href="https://help-for-early-years-providers.education.gov.uk/get-help-to-improve-your-practice/curriculum-planning">https://help-for-early-years-providers.education.gov.uk/get-help-to-improve-your-practice/curriculum-planning</a></p> <p>Improving communication, language and literacy in the early years – Guidance report EEF <a href="https://educationendowmentfoundation.org.uk/Preparing_Literacy_Guidance_2018.pdf">Preparing Literacy Guidance 2018.pdf (educationendowmentfoundation.org.uk)</a></p> <p>Improving maths in the early years and KS1 – Guidance report EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p> <p>Early Years Toolkit – Guidance report EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit</a></p>	<p>1, 5</p>
<p><i>Continue to ensure that Phonics, Early Reading and Early Writing remain high priority.</i></p>	<p>EEF Teaching and Learning Toolkit: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>EEF Guidance Reports – Improving literacy in KS1 <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p>DfE Guidance 2021- The Reading Framework <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July_2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July_2021.pdf</a></p> <p>DFE – Help for Early Years Providers – Early Writing <a href="https://help-for-early-years-providers.education.gov.uk/literacy/writing">https://help-for-early-years-providers.education.gov.uk/literacy/writing</a></p>	<p>1,5</p>

<p><i>Provide quality training, support and leadership time for the Maths team to focus on Maths teaching and raising attainment.</i></p>	<p>Ofsted Maths Subject Report  <a href="https://www.gov.uk/government/publications/subject-report-series-maths/coordinating-mathematical-success-the-mathematics-subject-report">https://www.gov.uk/government/publications/subject-report-series-maths/coordinating-mathematical-success-the-mathematics-subject-report</a></p> <p>Improving Mathematics in Early Years and Key Stage 1  <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Guidance_Report.pdf?v=1729433149">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Guidance_Report.pdf?v=1729433149</a></p> <p>Improving Mathematics in Key Stages 2 and 3  <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1729433695">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1729433695</a></p> <p>Ofsted- Best Start in Life Part 3  <a href="https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-3-the-4-specific-areas-of-learning">https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-3-the-4-specific-areas-of-learning</a></p>	<p>7</p>
<p><i>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><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418819/Are_you_ready_Good_practice_in_school_readiness.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418819/Are_you_ready_Good_practice_in_school_readiness.pdf</a></p> <p>Making the Best Use of Teaching Assistants – EEF Guidance  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	<p>1, 2, 3, 4,5,7</p>
<p><i>Engage with Voice 21, ensuring that Oracy remains a driver within our curriculum.</i></p>	<p>Voice 21 – Insights and Impact 2021-22  <a href="https://voice21.org/wp-content/uploads/2023/01/Voice21-Impact-Report-2023-v21-web-1.pdf">https://voice21.org/wp-content/uploads/2023/01/Voice21-Impact-Report-2023-v21-web-1.pdf</a></p>	<p>1, 2,3,5,7</p>
<p><i>Engage in the Elklan Training to become a communication friendly setting</i></p>	<p>Elklan Research  <a href="https://s3.elklan.co.uk/OurWork/CaseStudies/">https://s3.elklan.co.uk/OurWork/CaseStudies/</a>   <a href="file:///C:/Users/jlogan/OneDrive%20-%20Meadow%20View%20Primary/Downloads/Evaluating%20the%20Elklan%20Talking%20Matters%20Programme.pdf">file:///C:/Users/jlogan/OneDrive%20-%20Meadow%20View%20Primary/Downloads/Evaluating%20the%20Elklan%20Talking%20Matters%20Programme.pdf</a></p>	<p>1, 2, 3, 4</p>

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

Budgeted cost: £48,732

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Early Reading Interventions that focus on the bottom 20% in all year groups plus anyone who is falling behind.</i></p>	<p>Ofsted- The Reading Framework  <a href="https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</a></p> <p>English HUB Research: <a href="https://stwenglishhub.co.uk/the-english-hub-programme/">https://stwenglishhub.co.uk/the-english-hub-programme/</a></p> <p>EEF  <a href="https://educationendowmentfoundation.org.uk/preparing-for-literacy-eef">Preparing for Literacy   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2, 3</p>
<p><i>SENCO ensure the quality of provision for children who are pupil premium and are on the SEN register including the efficiency and quality of the bespoke groups.</i></p>	<p>EEF Guidance Reports – Special Educational Needs in Mainstream Schools  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	<p>1, 4</p>
<p><i>SEND/EAL focussed TA employed to enable each team to have adequate support to timetable interventions including Fluency Interventions for the bottom 20% in Y2-Y6. and run bespoke English and Maths groups</i></p>	<p>Ofsted- The Reading Framework  <a href="https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</a></p> <p>EEF – Making best use of teaching assistants  <a href="https://educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants-eef">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EEF – Small group tuition  <a href="https://educationendowmentfoundation.org.uk/small-group-tuition-eef">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3, 4</p>
<p><i>Buy speech and language traded service to ensure early intervention with language difficulties</i></p>	<p>EEF Guidance Reports – Improving literacy in KS1  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p>English HUB Research: <a href="https://stwenglishhub.co.uk/the-english-hub-programme/">https://stwenglishhub.co.uk/the-english-hub-programme/</a></p>	<p>1, 4</p>

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

Budgeted cost: £52,468

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  <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p> <p>EEF – Working with parents to support children’s learning.  <a href="https://www.educationendowmentfoundation.org.uk/working-with-parents-to-support-childrens-learning">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a></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  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layouthvFINALvii.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layouthvFINALvii.pdf</a></p> <p>How to use Pupil premium funding for Social and Emotional Support  <a href="https://blog.insidegovernment.co.uk/schools/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</a></p> <p>Improving Social and Emotional Learning in Schools – EEF Guidance  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p> <p>Improving Behaviour in Schools – EEF Guidance  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p> <p>Metacognition and Self-regulated Learning – EEF Guidance  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p>	<p>5, 7</p>
<p><i>Offer free breakfast club to targeted pupils to increase their attendance at school and offer</i></p>	<p>Working together to improve school attendance.  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</a></p>	<p>4</p>



<p><i>Magic breakfast to all pupils in school to ensure they have eaten and can focus on learning.</i></p>	<p>Improving school attendance: support for schools and local authorities  <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p> <p>Magic Breakfast Information and research  <a href="https://www.magicbreakfast.com/">https://www.magicbreakfast.com/</a></p>	
<p><i>Employ an Attendance Leader who can provide better immediate support and challenge to PP families to improve their attendance, particularly those from more than one vulnerable group.</i></p>	<p>DfE, Working together to improve school attendance.  <a href="https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf">https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf</a></p> <p>European Social Fund Plus - Transforming early education for marginalised Roma communities in Slovakia  <a href="https://european-social-fund-plus.ec.europa.eu/en/projects/transforming-early-education-marginalised-roma-communities-slovakia">https://european-social-fund-plus.ec.europa.eu/en/projects/transforming-early-education-marginalised-roma-communities-slovakia</a></p>	<p>2, 4, 5</p>

**Total budgeted cost: £151,627**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

### 2023-2024

#### EYFS GLD

All Children: 13/27 48.14%      Pupil Premium Children: 6 out of 13 = 46.15%

#### Y1 Phonics

All Children: 56%      Pupil Premium Children: 100%

#### Y2 Phonics

All Children: 20%      Pupil Premium Children: 66.6%

#### Y4 MTC

All Children: 59.0%      Pupil Premium Children: 60%

#### Y6 Outcomes

Reading -	All Children: 84%	Pupil Premium Children: 83%	National: 74%
Writing -	All Children: 88%	Pupil Premium Children: 83%	National: 72%
Maths -	All Children: 76%	Pupil Premium Children: 67%	National: 73%
SPAG -	All Children: 72%	Pupil Premium Children: 67%	National: 72%
Combined -	All Children: 76%	Pupil Premium Children: 67%	National: 61%

### 2022-2023

#### EYFS GLD

All Children: 12/22 54.5%      Pupil Premium Children: 5 out of 9 = 55.6%

#### Y1 Phonics

All Children: 75%      Pupil Premium Children: 50%

#### Y2 Phonics

All Children: 57%      Pupil Premium Children: 66.6%

#### Y2 Outcomes

Reading -	All Children: 47.6%	Pupil Premium Children: 33.3%
Writing -	All Children: 42.9%	Pupil Premium Children: 33.3%
Maths -	All Children: 66.7%	Pupil Premium Children: 50%

#### Y4 MTC

All Children: 54.2%      Pupil Premium Children: 60%

#### Y6 Outcomes

Reading -	All Children: 50%	Pupil Premium Children: 40%
Writing -	All Children: 54.3%	Pupil Premium Children: 50%
Maths -	All Children: 56.25%	Pupil Premium Children: 40%
SPAG -	All Children: 59.4%	Pupil Premium Children: 50%

(N.B 3 PP pupils were new to England in Y6 and did not make the expected standard)

## 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%

### Attendance Data

- Attendance for all pupils in 2021-22 = 92.46%
- Attendance for all pupils in 2022-23 = 94.34%
- Attendance for ALL pupils in 2023-24: 93.40%
  
- Attendance for PP pupils in 2021-22: 91.37%
- Attendance for PP pupils in 2022-23 = 92.69%
- Attendance for Pupil Premium pupils: 93.71%
  
- In 2021-22, out of 32 pupil premium children in school, 11 were persistently absent = 34.37%
- In 2021-22, out of the 127 non pupil premium children, 30 were persistently absent = 23.62%
- In 2022-23, out of 48 pupil premium children in school, 10 were persistently absent = 20.83%
- In 2022-23, out of the 121 non pupil premium children, 15 were persistently absent = 12.40%
- In 2023-24, out of 49 pupil premium children in school, 9 were persistently absent = 18.4%
- In 2023-24, out of the 153 non pupil premium children, 26 were persistently absent = 17.0%

## Externally provided programmes

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

Programme	Provider
Little Wandle Letters and Sounds Revised	Little Wandle

My Happy Mind

My Happy Mind

