

Pupil premium strategy statement – Meadowside CP School & Nursery

This statement details Meadowside CP School & Nursery's use of pupil premium (and recovery 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	273 inc. nursery 229 excl. nursery
Proportion (%) of pupil premium eligible pupils	56.36% inc. nursery 52.73% excl. nursery
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23
Date this statement was published	December 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Stuart Wright
Pupil premium lead	Conor McClafferty
Governor / Trustee lead	Phil Calrow

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£201,463
Recovery premium funding allocation this academic year	£20,083
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£12,000 (RP)
Total budget for this academic year <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>	£233,546

Part A: Pupil premium strategy plan

Statement of intent

At Meadowside CP & Nursery Primary School we have high aspirations and ambitions for all our students, and we believe that no child should be left behind. We are determined that every child should be given the chance to realise their full potential, whatever their background. We strongly believe that reaching their potential is not about where they come from, but instead, about developing the necessary skills and values required to succeed.

Our students in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at Meadowside, we are determined to provide the support and guidance they need to help them overcome these barriers. In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Lower attendance and punctuality of disadvantaged students, including persistent absenteeism.
2	Low attainment and reduced progress rates made by pupil premium/disadvantaged students. The students have gaps and misconceptions resulting in a difficulty to retain and recall prior knowledge.
3	Restricted life experiences and opportunities beyond school/home life.
4	Reduced curriculum and social skills exposure because of COVID and resulting school-closures.
5	Pupil premium/disadvantaged students and their families have social & emotional difficulties, including medical and mental health issues.

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
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Disadvantaged students will meet national expectations for attendance and persistent absence.	<ul style="list-style-type: none"> Monitoring of attendance by Assistant Head Teachers and Welfare Coordinator team, liaising effectively with LA attendance services to increase PP students' attendance and a decrease in persistent absenteeism. Disadvantaged students will be broadly in line with national averages for non-disadvantaged students.
Disadvantaged students make at least expected progress from their individual starting points in all areas of the curriculum with a focus on core subjects (particularly Writing) which will result in the narrowing of gaps in the progress and attainment of PP and non-PP students.	<ul style="list-style-type: none"> Students will achieve a positive progress score in core subjects based on internal and standardised assessments. Consistent implementation of excellent practice, high expectations and quality first teaching across the school in all areas of the curriculum including in Reading, Writing and Maths. Targeted students receive additional, high quality and specific intervention programs. <ul style="list-style-type: none"> Analysis of interventions will show a positive impact on the disadvantaged student's learning and has enabled accelerated progress.
Students will have a breadth of experiences that enable them to contextualise their learning through an engaging, broad and varied curriculum.	<ul style="list-style-type: none"> The curriculum (and extra-curricular activities) will provide pupils with a varied and exciting experience. Students will be exposed to a wide variety of sporting, social, cultural and enrichment experiences both during lesson time and outside of the school day. All staff plan and deliver a variety of visits, events and experiences that inspire and enhance student learning to make it engaging and memorable.
Students and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.	<ul style="list-style-type: none"> Welfare team/SENDCo/SLT identify and then support families and students to alleviate barriers to learning. Early help recommendations to limit the impact of barriers to learning. Parental and student questionnaires (of identified students) show that they feel supported, and barriers have been reduced or removed where possible.

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: £94,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Impact of each CPD event to be recorded and monitored.</p> <p>Allocation of funds for reading, writing and maths initiatives, subscriptions and high quality texts for EYFS, KS1 and KS2.</p>	<p>Quality of teaching at least good in all classes every day. Provision of interventions and challenge for children identified as needing to catch-up – The Pupil Premium - How schools are spending the funding</p> <p>Evidence from Education Endowment Foundation – Maximising Learning – Maximising Learning - EEF</p> <p>Evidence from Education Endowment Foundation – Literacy - EEF</p>	2
<p>Assistant Head Teacher to work with subject leaders to enhance the curriculum and ensure a consistent approach is taken.</p>	<p>A broad and balanced curriculum that embeds school's approach to learning - Guide to supporting school planning - EEF</p> <p>Evidence from Education Endowment Foundation – Maximising Learning – Maximising Learning - EEF</p>	2 and 4
<p>Ensure all relevant staff (including new staff) have received training to deliver the phonics scheme effectively and consistently.</p>	<p>The Reading Framework - DFE</p>	2
<p>Increased staff ratio for in class, in KS1 for support in core subjects</p>	<p>Evidence from Education Endowment Foundation – Maximising Learning – Maximising Learning - EEF</p>	2
<p>Increased staff ratio for N2 students focussing on prime areas.</p>	<p>Evidence from Education Endowment Foundation –</p>	2

	Maximising Learning – Maximising Learning - EEF	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £69,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted, structured interventions to children across whole school using catch up funding and Pupil premium funding. Interventions to be monitored and evaluated by deputy head and intervention leader. Interventions to be carried out by experienced and qualified Teaching Assistants within school.	One-to-one and small group interventions - EEF	2 and 4
Utilising an Academic mentor to help support students.	Providing tuition to students (NTP) - DFE	2

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

Budgeted cost: £87,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing welfare and early help to support families	Improving behaviour in schools - EEF	1 and 5
Improve SEMH and readiness to learn for the most disadvantaged pupils Release time of HLTA and Welfare team to support	Toolkit of evidence-based interventions to promote inclusion of children with SEMH needs – SEMH Evidence	4 and 5

Increase outdoor learning opportunities and life experiences to equip pupils with the knowledge and cultural capital they need to succeed in life	Cultural Capital – True Education Partnerships	3 and 4
Welfare team and SLT to closer monitor and challenge for attendance and punctuality ensuring that all parents are made aware of the expected attendance	<p>The link between absence and attainment - DFE</p> <p>Deployment of staff to support families to improve attendance and reduce persistent absenteeism - The Pupil Premium - How schools are spending the funding</p>	1
All students to be given the opportunity to participate in activities which enrich and broaden the curriculum and their learning experiences.	Provision of a range of initiatives to extend student's experiences - The Pupil Premium - How schools are spending the funding	3 and 4

Total budgeted cost: £250,100

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium Budget 21/22

The pupil premium allocation for the last academic year was £166,090.

Our strategy aims were:

- Provide welfare and early help support to families – *10 families have been successfully supported through Early Help and many more disadvantaged children have been supported by the school Welfare Team.*
- Identify delayed language skills at the earliest opportunity using WELLCOMM on entry to school to address individual needs with proven well researched interventions (NELI, EARLY TALK BOOST) – *WELLCOMM has been working well to identify disadvantaged children with delayed language skills. NELI and TALK BOOST are helping to address the individual needs of disadvantaged children.*
- Raise standards in reading based on a whole class modelling and shared reading approach using Talk 4 Reading and through a whole school culture of reading – *the performance of disadvantaged children in reading is in line with the performance of children who are not disadvantaged.*
- Raise standards in phonics through a robust systematic synthetic phonics programme which meets the new essential criteria from the updated DfE guidance – *Little Wandle is firmly established in the school and phonics scores across EYFS and KS1 have improved.*
- Raise standards in reading and writing through a whole school pedagogical approach and culture of oracy - *the performance of disadvantaged children in reading and writing is in line with the performance of children who are not disadvantaged.*
- To develop and train teaching assistants to deliver high quality 1:1 and small group interventions using a structured approach – *staff have received training and small group interventions have happened each afternoon to help disadvantaged children to close the gap to ARE expectations.*
- To provide an environment promoting emotional wellbeing and resilience – *Meadowside Mindset is well established in the school and weekly reminders are given during assemblies to inspire all children.*

EYFS Attainment (2021/22)

	2022 Disadv	2022 Non Disadv
EYFS GLD	33%	33%
Y1 Phonics	81%	89%
Y2 Phonics	72%	88%

Key Summary Points

- There was no difference between the performance of disadvantaged children and non-disadvantaged children in achieving EYFS GLD.
- Y1: There was a difference of -8% between the performance of disadvantaged children and non-disadvantaged children in phonics.
- Y2: There was a difference of -16% between the performance of disadvantaged children and non-disadvantaged children in phonics.

Although there was no difference in EYFS GLD between disadvantaged and non-disadvantaged, it should be noted that a focus on improving the disparity between these groups in phonics results in KS1 should be addressed.

Key Stage 1 SATs

KS1 SATs	2019 Disadv EXP	2019 Non Disadv EXP	2019 Disadv GD	2019 Non Disadv GD	2022 Disadv EXP	2022 Non Disadv EXP	2022 Disadv GD	2022 Non Disadv GD
Reading	33%	33%	0%	20%	33%	38%	5%	25%
Writing	33%	47%	0%	7%	19%	25%	0%	25%
Maths	47%	47%	0%	0%	14%	38%	5%	25%

Key Summary Points

- **Reading:** There was a difference of -5% between the number of disadvantaged children and non-disadvantaged children achieving EXP in KS1 SATS.
- **Reading:** There was a difference of -20% between the number of disadvantaged children and non-disadvantaged children achieving GD in KS1 SATS (however it was only 2 non-disadvantaged children who achieved GD).
- **Writing:** There was a difference of -6% between the number of disadvantaged children and non-disadvantaged children achieving EXP in KS1 SATS.
- **Writing:** There was a difference of -25% between the number of disadvantaged children and non-disadvantaged children achieving GD in KS1 SATS (however it was only 2 non-disadvantaged children who achieved GD).
- **Maths:** There was a difference of -24% between the number of disadvantaged children and non-disadvantaged children achieving EXP in KS1 SATS.
- **Maths:** There was a difference of -20% between the number of disadvantaged children and non-disadvantaged children achieving GD in KS1 SATS (however it was only 2 non-disadvantaged children who achieved GD).

Reading, which was a focus on our School-Development Plan, has shown levels of improvement and the difference between the two groups is negligible. Writing and Maths shows the greatest disparity between the two groups and will be focussed on. It should be noted that this cohort had been greatly impacted by COVID restrictions lower in their school journey.

Key Stage 2 SATs

KS2 SATs	2019 Disadv EXP	2019 Non Disadv EXP	2019 Disadv GD	2019 Non Disadv GD	2022 Disadv EXP	2022 Non Disadv EXP	2022 Disadv GD	2022 Non Disadv GD
Reading	46%	43%	7%	29%	40%	25%	25%	33%
Writing (TA)	46%	67%	4%	10%	30%	50%	15%	8%
Maths	54%	62%	11%	24%	50%	25%	15%	25%
Combined	39%	62%	0%	5%	30%	25%	10%	8%
GPS	39%	43%	21%	33%	50%	33%	20%	33%

Key Summary Points

- **Reading:** There was a difference of +15% between the number of disadvantaged children and non-disadvantaged children achieving EXP in KS2 SATS. There was a difference of -8% between the number of disadvantaged children and non-disadvantaged children achieving GD in KS2 SATS.
- **Writing:** There was a difference of -20% between the number of disadvantaged children and non-disadvantaged children achieving EXP in KS2 SATS. There was a difference of +7% between the number of disadvantaged children and non-disadvantaged children achieving GD in KS2 SATS.
- **Maths:** There was a difference of +25% between the number of disadvantaged children and non-disadvantaged children achieving EXP in KS2 SATS. There was a difference of -10% between the number of disadvantaged children and non-disadvantaged children achieving GD in KS2 SATS.
- **Combined:** There was a difference of +5% between the number of disadvantaged children and non-disadvantaged children achieving combined EXP in KS2 SATS. There was a difference of +2% between the number of disadvantaged children and non-disadvantaged children achieving combined GD in KS2 SATS.
- **SPAG:** There was a difference of +17% between the number of disadvantaged children and non-disadvantaged children achieving EXP in KS2 SATS. There was a difference of -13% between the number of disadvantaged children and non-disadvantaged children achieving GD in KS2 SATS.

Reading, which was a focus on our School-Development Plan, has shown great levels of improvement and the difference between the two groups is positive. Maths also shows this positive outcome for disadvantaged students. There is the greatest disparity between the two groups for Writing and will for be focussed on. Combined results are affected by Writing.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

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.