

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	Meadowside Primary School
Number of pupils in school (Oct 21 Census)	342
Proportion (%) of pupil premium eligible pupils (Oct 20 Census)	21.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020/2021 to 2022/2023
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Josie Garnham, Headteacher
Pupil premium lead	Clare Mills, Inclusion Lead Mia Lewis, Deputy Head teacher
Governor / Trustee lead	Janet Goodliffe Vice Chair of Governing Body

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,355.00 - 65 PP + 5 Service pupils, 4 x PLAC
Recovery premium funding allocation this academic year	£10,005
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£236.00
Total budget for this academic year (TBR)	£108,596.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme and School Led Tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted 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 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	<p>Assessments, observations, and discussions with pupils indicate under-developed 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.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts on attainment and progress in reading.</p>
3	<p>Teacher and summative assessment indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in academic year 2020/21, 50% of our disadvantaged pupils arrive at age-related expectations compared to 82.2% of other pupils. This gap remains steady to the end of KS2.</p>
4	<p>Teacher and summative assessment indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in academic year 2020/21, 50% of our disadvantaged pupils arrive at age-related expectations compared to 89.7% of other pupils. This gap remains steady to the end of KS2.</p>
5	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p>
6	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to resilience, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 25% of pupils who are disadvantaged currently requiring additional support with social and emotional needs.</p>

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 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 and on-going formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2022/23 show that more than 73% of disadvantaged pupils met the expected standard (in line with National July 2019).
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2022/23 show that more than 79% of disadvantaged pupils met the expected standard (in line with National July 2019).
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2022/23 show that more than 78% of disadvantaged pupils met the expected standard (in line with National July 2019).
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £26,360.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments (Rising Star Maths, Reading and SPAG).</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>KS1- Chatterways Intervention KS2- Reading/Comprehension/ Fresh Start</p>	<p>1</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5

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

Budgeted cost: **£59,906.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>To buy in Speak About language development programme and train staff (where needed) in delivering it across the EYFS and extend to KS1 and 2 where necessary.</p>	1, 4

<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>To establish small group interventions to narrow gaps in phonic knowledge in EYFS, KS1 and Year 3.</p>	<p>2</p>
<p>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>	<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: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>3, 4</p>
<p>Targeted support where needed with vulnerable pupils during lessons to support well-being and bespoke small group or 1:1 interventions.</p>	<p>Inclusion Assistant staff support</p>	<p>5</p>
<p>Targeted well-being/SEMH interventions, including tea and toast</p>	<p>Tea and Toast lead by Deputy SENDCo</p>	<p>5, 6</p>
<p>Structured provision to the start of the day-sensory circuits.</p>	<p>Lead by Inclusion Assistant</p>	<p>5, 6</p>
<p>Targeted family support for families where SEMH may be a barrier to learning, progress or attendance.</p>	<p>Supported by Pastoral Manager</p>	<p>5,6</p>

Targeted, small maths and English group teaching in the Retreat, led by the SENDCo.	Supported by SENDCo, Deputy SENDCo and HLTA	2, 3, 4
To provide phonic packs for PP pupils to support learning at home.	Reception to Year 3	2
Barriers to learning these priorities address	Staffing capacity Parental engagement	

Wider strategies

Budgeted cost: **£22,330.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5, 6
Whole staff training on social and emotional issues with the aim of developing our school ethos and improving well-being across school.	Based on the research, if pupils receive the correct targeted social and emotional support they can increase their learning by 4+ months. Improving Social and Emotional Learning in Primary School (educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel)	6
Holiday Club and Bursary	Bursary available for all PP children to enable access to enrichment activities, school trips and MASC after	All
To develop small group interventions across the whole school for vulnerable groups and narrow the gaps in progress and attainment in reading, writing and maths.	Both targeted interventions and universal approaches can have positive overall effects: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-	1

	<u>toolkit/teaching-assistant-interventions</u>	
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Total budgeted cost: £108,596.00

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised. Our monitoring shows that 65% of our Pupil Premium have additional barriers to their learning, with 25% having two or more barriers to their learning.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy, Purple Mash and live lessons delivered by teachers.

Attendance

	2018-19	2019-20	2020-21
Pupil Premium	95%	92%	94%
Non-Pupil Premium	96%	95%	97%

Although there is a slight difference in attendance this is not significant but continues to be closely monitored and individual cases responded to in line with the school's attendance policy.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
Chatterways	Emma Foster – Speak About
Tuition Tutor	Additional Teacher employed for the afternoons
Senior Lead Mental Health	Anna Freud
Jogo Behaviour Service- Well-Being Support	John Murray

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Pupils are monitored by their class teachers and any concerns raised with the Inclusion Team.</p> <p>Data from the Happiness Survey is analysed by the Inclusion Team and any issues are solved.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support classes were provided.</p>

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents during consultation evenings, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.