# Pupil premium strategy statement – Meanwood Primary School

This statement details our school’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

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| Detail | Data |
| Number of pupils in school | 363 |
| Proportion (%) of pupil premium eligible pupils | 54% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/22-2024-25 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Mrs Helen Vyse |
| Pupil premium lead | Mrs Julia Fletcher |
| Governor / Trustee lead | Mr Stephen Anstee |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £279,770 |
| Recovery premium funding allocation this academic year | £30,015 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)*  *\*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.* | £0 |
| **Total budget for this academic year** | £309,785 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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 approach will be responsive to common challenges and individual needs, rooted in robust 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.

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| Challenge number | Detail of challenge |
| 1 | A significant proportion of children’s basic understanding of number is poor and fails to sufficiently support their further development of understanding in mathematics. |
| 2 | End of KS2 attainment and progress data is low in reading compared to national figures. Internal and external assessments indicate that reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils. |
| 3 | End of KS2 attainment and progress data is low in writing compared to national figures. Internal and external assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. A significant proportion of children’s basic understanding and use of grammar is poor and fails to sufficiently support their further development in writing different genres. |
| 4 | A significant proportion of children enter EYFS with very low language skills which impacts on speaking and listening, phonics, reading and writing across the school. |
| 5 | Many PP pupils have few opportunities to benefit from cultural and social events and experiences. Parents/carers are unable to fund curricular enrichment opportunities, including trips. These challenges particularly affect disadvantaged pupils’ attainment. |
| 6 | A higher proportion of PP children are on the SEND register than non-PP children. These children have specific barriers to learning related to their special educational need. |
| 7 | Our attendance data over the last year indicates that 60% of our persistent absenteeism is by disadvantaged children. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress. |

## 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.

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| Intended outcome | Success criteria |
| Continue to raise attainment in reading in EYFS and KS1 by developing children’s understanding and effective use of phonics and other early reading strategies. Raise attainment in reading across KS2 by developing pupils understanding of language and comprehension skills. | The % of pupils eligible for PP achieving the expected standard in reading is in line with the % for non PP. The % of pupils eligible for PP passing the phonics screening test in year 1 is in line with NA. |
| Raise attainment and progress in maths by ensuring that children have a sound knowledge of number upon which to build their mathematical knowledge. | The % of pupils eligible for PP achieving the expected standard in maths is in line with the national average. Where this is not the case, PP children are making more rapid progress and the gap is closing. |
| Raise attainment and progress in writing by ensuring children have the skills needed to confidently write for different purposes. | The % of pupils eligible for PP achieving the expected standard in writing is in line with the national average. Where this is not the case, PP children are making more rapid progress and the gap is closing. |
| Improve oral language skills for pupils eligible for DP in Reception in early years. Support DP pupils to accelerate progress in key areas of learning | Pupils in Reception eligible for PP make rapid progress by the end of the year so that they achieve a good level of development. |

## 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: £ 102,696

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  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 and WRM training). | 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)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)  The EEF guidance is based on a range of the best available evidence:  [Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf) | 1 |
| Purchase of phonics programme for KS1 to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. | 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.  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2,4 |
| Purchase of whole school reading and writing programmes and adaptations to reading lessons in KS2 to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. | Literacy is complex. Pupils need to build both word reading and language comprehension skills. Writing strategies should be explicitly taught.  The EEF guidance is based on a range of the best available evidence.  EEF-Improving-literacy-in-key-stage-1  EEF-Improving-literacy-in-key-stage-2 | 2 |
| Use Wellcomm language assessment in EYFS and across KS2 to identify gaps in language acquisition. Build upon these gaps during reading lessons (KS2) and Blanks level questions in EYFS and KS1 in line with guidance from school-based SALT | 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:  [Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) | 2,3,4 |
| Ensuring TAs are fully prepared for their role in supporting the learning of the most vulnerable groups of children | There is strong evidence that suggests strategic deployment of TAs is important to ensure priority pupils are supported.  EEF Making the best use of Teaching Assistants  EEF Toolkit has a strand on teaching assistant interventions | 1,2,3 |
| SEND CPD programme tailored to meet the needs of teachers to support the specific needs of the children in their class | The EEF have developed five evidence-based recommendations to support pupils with SEND. This has been used as the basis of the CPD in school to ensure high quality teaching and learning for pupils with SEND.  https://educationendowmentfoundation. org.uk/education-evidence/guidance-reports/send | 6 |
| Purchase of and CPD on Tom Sherrington’s Teaching Walkthrus to deliver consistent, excellent practice in all lessons | There is evidence that suggests a curated and designed collection of best teaching techniques enables teachers to become excellent practitioners  [www.teachertoolkit.co.uk/](https://www.teachertoolkit.co.uk/)wpcontent/  uploads/2018/10/Principles-of-  InsructionRosenshine.pdf | 1,2,3 |

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

Budgeted cost: £ *24,709*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support in KS1 and for disadvantaged pupils in KS2 who did not pass the phonics screen check. This will be delivered in collaboration with our local English hub and phonics lead. | 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](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2,3 |
| One day a week SALT working with identified children across KS1 and KS2 to improve speech and language and communication skills | Speaking and listening are at the heart of all language development. They are foundational for reading and writing, whilst proving essential for thinking and communication  EEF-Improving-literacy-in-key-stage-1  EEF-Improving-literacy-in-key-stage-2 | 4 |
| Daily reading, spelling and listening interventions from accredited providers to improve outcomes for identified children | Evidence shows that intensive individual support can support children’s learning when well-prepared, explicitly linked with normal lessons and monitored regularly.  EEF Toolkit one to one tuition. | 1,2,3 |

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

Budgeted cost: £ *148,806*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Support for children’s social, emotional and behavioural difficulties to reduce the impact of these on their ability to learn | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (eg improved academic performance, attitudes, behaviour and relationships with peers)  EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) | 5 |
| Enhance children’s curriculum provision, leading to increased standards of vocabulary and communication through providing quality trips and visitors | Extracurricular activities are an important part of education in its own right. These approaches have been shown to be successful in increasing engagement in learning when thoughtfully planned into curriculum provision.  EEF Toolkit arts provision | 1,2,3,4,5 |
| Providing free breakfast and after school provision for disadvantaged children | There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils by preparing children for learning or supporting behaviour and school attendance.  EEF has independently evaluated the Magic Breakfast programme | 5, 7 |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |

**Total budgeted cost: £** *276,211*

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| We have analysed the performance of our school’s disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.  Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.  DfE has shared our school’s 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.  To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.  Data from tests and assessments suggest that, despite closing the gap between disadvantaged and non-disadvantaged pupils within school, the progress and attainment of the school’s disadvantaged pupils in 2021/22 was below our expectations when compared nationally. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19 alongside changes made to our curriculum needing time to embed. |

## 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.*

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| Programme | Provider |
| NA |  |

## Service pupil premium funding (optional)

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

# Further information (optional)

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| **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:   * after school tuition for targeted children in reading, writing and maths * embedding more effective practice around feedback. [EEF evidence](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. * Embedding more effective practice in delivering and assessing independent writing sessions |