

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Meynell Primary School
Number of pupils in school	460 (385 FS2 to Y6)
Proportion (%) of pupil premium eligible pupils	74%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Vikki Garratt
Pupil premium lead	Gemma Smith
Governor / Trustee lead	Andrew Hards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£378,300
Recovery premium funding allocation this academic year	£37,482
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	£415,782

Part A: Pupil premium strategy plan

Statement of intent

We believe that Staff, Pupils, Parents and Governors will work together, within a safe environment, to provide challenge, excitement, diversity and enrichment in a curriculum that allows everyone the chance to achieve the best results possible. We want everyone to be proud of our school and their achievements within it. This being said, our aim is to use pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantaged pupils nationally. We believe that the highest possible standards can only be achieved by having the highest expectations of all learners.

During the period of this strategy plan we will focus on enhancing the key areas: development of speaking and listening skills, building on language and vocabulary development, raising expectations and aspirations, building increasing levels of independence, increasing levels of attendance and enhancing parental engagement. Our approach will be responsive to both common challenges and our pupils' and community's individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

Our expectation at Meynell Primary School is that all pupils, irrespective of background or the challenges they face, become strong readers. This will enable them to read to learn, broaden horizons and be interested and interesting lifelong learners.

The approaches we have adopted complement each other to help pupils to excel.

Challenges

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

Challenge number	Detail of challenge
1	Attainment and progress of disadvantaged pupils is below national and a gap is evident between these pupils and their peers. This gap needs to close across school at all milestone points through the Quality of Education offered
2	Our assessments, discussions and observations show underdeveloped oral language and vocabulary gaps for some disadvantaged pupils, from Nursery and EYFS and through school to KS2.
3	Internal and external assessments show some disadvantaged pupils attain less well in the Y1 phonics check, impacting on their development as readers.
4	Our observations indicate that some disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging learning tasks.
5	Many PP children do not have the same opportunities as their peers when it comes to life experiences (Cultural capital)
6	Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance.

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
Attainment and progress of disadvantaged pupils is below national and a gap is evident between these pupils and their peers. This gap needs to close across school at all milestone points through the Quality of Education offered	<ul style="list-style-type: none"> ✓ Progress of disadvantaged children from their starting points, is accelerated when compared with their non-disadvantaged peers, in Reading, Writing and Maths.

	<ul style="list-style-type: none"> ✓ Disadvantaged children will make above average progress compared with schools with a similar deprivation level ✓ Disadvantaged children at our school will be above the average attainment score for schools with similar deprivation levels ✓ Planning of the curriculum is ambitious and designed to give all children the knowledge and skills they need to succeed in life
Our assessments, discussions and observations show underdeveloped oral language and vocabulary gaps for some disadvantaged pupils, from Nursery and EYFS and through school to KS2.	<ul style="list-style-type: none"> ✓ Internal school tracking shows an increased and sustained range of vocabulary used by children in their spoken and written English learning ✓ The number of children receiving intervention support from S&L specialist declining in KS2 unless specialist support for DLD children
Internal and external assessments show some disadvantaged pupils attain less well in the Y1 phonics check, impacting on their development as readers.	<ul style="list-style-type: none"> ✓ Internal data shows that the gap between disadvantaged and non-disadvantaged children closes ✓ External PSC checks are in line with disadvantaged attainment of schools in similar deprivation levels
Many PP children do not have the same opportunities as their peers when it comes to life experiences (Cultural capital)	<ul style="list-style-type: none"> ✓ Planned curriculum considers experiences of our school community and teachers and leaders plan experiences accordingly to bring the curriculum to life ✓ Children's University is used to promote extra-curricular activities
Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance.	<ul style="list-style-type: none"> ✓ Attendance for disadvantaged children improves compared to previous data and throughout the year ✓ Punctuality of disadvantaged children improves compared to previous data and throughout the year

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: £158,256

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review of outcomes in the previous academic year
Leadership in class support/coaching and intervention	The best available evidence indicates that great teaching is the most important level schools have to improve outcomes for their pupils. Having experienced leaders coaching and offering in class support will be the best way to ensure our teaching is of the highest level and our teachers feel supported.	1	<p>CPD has focused around developing pedagogy. Walkthrus have been disseminated following on from SLT having training from the Primary Director to develop teaching assistants. This was then used to develop tri-coaching model. Teachers and up and coming ECTs took part in a research based walkthru programme where they were able to observe each other's practice and give feedback with the support of SLT.</p> <p>Subject leadership has developed further this year with SLT coaching subject leaders across school. Subject leaders have taken part in Deep Dives across the Trust in their subjects which has given an insight into how to conduct in-depth pupil voice. This will be the focus for subject leadership development in the Summer term.</p>

		<p>Deep dive feedback has shown subject leaders have a good understanding of their subject, the progress in their subject across school and any areas for development in implementation. In History, 85% of Year 1 pupils have made expected + progress. 83% of Year 2 pupils have made expected + progress. In Year 3, 94% of pupils have made expected + progress. In Science, Year 4 86% have made expected progress.</p> <p>History Year 1 17% gap reduced to 7% Year 2</p> <p>PP children in Y3 93% of children made expected + in science Spring term. In Y5, in History, PP children are outperforming NPP children.</p> <p>Across KS1, PP children are performing broadly in line with NPP children in PE.</p> <p>Actions: Focus for Summer term is moderation across Foundation subjects. The twilights in Summer term will focus on what age related outcomes look like in all Foundation Subjects (5/6/2024). This will ensure the assessment data is accurate by the end of the academic year.</p> <p>Subject leadership development 1/5/2024 will focus on looking at trends</p>
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			in data to inform subject deep dives and shallow splashes. This will ensure subject leaders have a good understanding of the attainment of PP and NPP in their subject and be able to further focus their subject specific support to year groups and individual groups of children.
Leadership of curriculum areas improves through support/coaching and intervention	The best available evidence indicates that great teaching is the most important level schools have to improve outcomes for their pupils. Having experienced SLT leaders coaching and guiding subject leaders, who in turn then offer in class support for curriculum implementation will be the best way to ensure our teaching across the wider curriculum subjects is of the highest level and our teachers feel supported and confident to deliver our school curriculum.	1	
Tailored CPD with a focus on consistency and accuracy of diagnostic AfL strategies	The Embedding Formative Assessment programme has been proven to accelerate progress by 2 months (EEF toolkit). It also targets a key area for development identified within our school.	1	Walkthrus tri-coaching teachers and ECTS. Teaching assistants CPD Walkthrus project Teaching assistant CPD weekly focus on writing, reading strategies and addressing misconceptions.
Purchase appropriate texts for PP children as part of the whole school reading curriculum	We do not believe that all PP children at our school have access to high quality, age appropriate texts at home. We want to ensure that all our pupils have the opportunity to access these texts. The “Building an Outstanding Reading School” document outlines many reasons why broadening the range of texts children have access to, and building a love of	1, 2, 3, 5	Book trolleys at the start and end of each day in all Key Stage exits. Purchase of texts matched to the curriculum promoting diversity and inclusion. Writing curriculum development to incorporate a variety of authors and text types to engage children in wider reading and build a love of reading.

	<p>reading, will have a positive impact on the progress, attainment and life choices of our pupils.</p>		<p>Reading leader monitoring includes pupil voice shows _____ - External consultant Deep Dive in Reading across school – 27th Feb 2024 shows improvement in reading ----- -----</p> <p>Library service effectively used to support Reading for Pleasure books in class</p> <p>KN and TH are attending the English Hub training – St Wilfrid’s Teresa Cremin Developing Reading 26th April 2024</p>
<p>Teachers and support staff acquire professional understanding and skills in order to develop and plan for maximising communication and language</p>	<p>Language provides the foundation of thinking and our high-quality interactions are vital when adults are modelling effective language. Adults in school use a wide range of explicit and implicit approaches including planning the teaching of vocabulary as well as modelling and extending children’s language and thinking during interactions and activities.</p> <p>EEF – Preparing for literacy EYFS, Improving literacy in KS1, Improving literacy in KS2</p>	<p>2</p>	<p>Writing CPD SALT caseload data DLD - Stammer -</p> <p>Toni interventions timetabled – working with external professionals from SALT.</p> <p>Oracy project – THowell through Huntingdon Research – age related Oracy expectations framework to be launched in</p>

			<p>September 2024. Jean Watts – vocabulary in Science and Reading embedded. Talk through stories monitoring shows children have a good understanding of the vocabulary taught and they are applying.</p> <p>EYFS data – communication and language increase from 44% to 54% of children developmentally expected. The continued focus for children entering school in N and FS2 is communication and language, modelling this to parents and carers through stay and play, Seesaw interactions and Meet and Greet. We know this is a significant barrier to children becoming school ready. 53% of PP children are age related for C/L in FS2. The target is currently 57% for the end of the year. On entry this was 44% age related.</p> <p>Speaking and listening data wider school _____</p> <p>Intensive interactions framework and Curiosity programme used within Willow Hub to develop</p>
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			children's communication and language. Involvement of Autism team for Core vocab mats and Autism communication Hub – Impact this is having?
Teachers and support staff plan to develop wider understanding of language	<p>Collaborative activities are planned that provide opportunities to learn/hear language often and plan for wider opportunities through talk. Skills such as social awareness, relationship skills and problem solving are developed, as well as knowledge.</p> <p>EEF – Preparing for literacy EYFS, Improving literacy in KS1, Improving literacy in KS2</p> <p>Alex Quigley – Closing the [vocabulary] Gap</p>	2	<ul style="list-style-type: none"> - Vocabulary planned in all subjects - Knowledge organisers shared with parents/carers through seesaw - Deep dive Jean Watts showed vocabulary is embedded in Science and Reading and the children were able to discuss this in pupil voice. - Maths problem solving and maths games CPD for staff focusing on developing maths talk - Walkthrus – pedagogy around talk partners and think pair share has been a focus for teachers to further develop across subjects. -

<p>Teachers and support staff acquire the professional understanding and skills to develop pupils' phonological knowledge through a consistent approach and fidelity to our chosen programme</p>	<p>Working alongside RWI consultants, we ensure great and consistent teaching of phonics is vital in order to improve outcomes for our pupils. Having experienced leaders coaching and offering daily class support is the best way to ensure our teaching is of the highest level and our teachers feel supported. Ensuring our coach is continually coached by the RWI consultant throughout the year ensures teaching is of the highest standard.</p> <p>EEF – Preparing for literacy EYFS, Improving literacy in KS1</p> <p>Ofsted - Education inspection framework Overview of research</p>	<p>3</p>	<p>RWI Development Days x 2 September and March for coaching reading leader and SLT link. Showed consistencies in teaching of phonics and supported reading leader in coaching RWI teachers in specific next steps to develop practice.</p> <p>RWI feedback March 2024 - Ruth Miskin website – data</p> <p>% of children accessing tutoring = (look at 1.2 data)</p> <p>% of children in KS2 now completed the programme</p> <p>% of children accessing Fresh Start making progress =</p> <p>Afternoon speed sound lessons in KS1 with plans to develop into LKS2 summer term to support with spelling as well as reading.</p>
<p>Teachers acquire the professional understanding and skills to develop pupils' metacognitive knowledge through mentoring, coaching and CPD</p>	<p>The first recommendation in the EEF Metacognition guidance report relates to teachers acquiring the professional knowledge and understanding required to develop pupil's metacognitive knowledge. Metacognitive strategies have been proven, with a high evidence rating, to potentially improve progress by 7 months.</p>	<p>4</p>	<p>Research based Walkthrus</p> <p>Research based Maths CPD – NCETM problem solving</p> <p>Toni Howell – Metacognition ECTs and unqualified fortnightly sessions, Tom Sherri</p>

<p>Teachers and support staff acquire the professional understanding and skills to develop pupils' self-regulation strategies through our embedded culture, our consistent implementation of our policy in school and a well-chosen curriculum</p>	<p>Senior leaders support all staff in school to fully understand children's brain and emotional development through our fidelity to the Thrive approach used in school. CPD and regular support when completing assessments ensure children who are the most complex are understood and receive the support they need. EEF – Improving Social and Emotional Learning in Primary Schools, Improving behaviour in schools Thrive impact research papers</p>	<p>4</p>	<p>Thrive – whole school training Further training with lunch time supervisors and part of induction for new staff Thrive trained SLT member Class profiles completed and identified children who need further intervention at reparative Currently - % of children accessing Thrive interventions 1:1 / small group LET team intervention and focus - Everyday practice of all staff – VRFs – shows in CPOMS and referrals for emotional wellbeing CPD ongoing practitioner licence is maintained</p>
<p>Leaders and teachers plan the curriculum in order to equip children with the knowledge and skills they need to succeed in life.</p>	<p>Senior leaders support teachers when planning the curriculum in order to ensure real life experiences and background knowledge is taught alongside the required skills in order for children to become educated citizens and succeed in life. Ofsted - Education inspection framework Overview of research</p>	<p>5</p>	<p>Start small, Dream Big – planning curriculum to introduce more formally career development. (Partnership with Sheffield City Council Education and Skills) Children leadership team Real life role models are woven into the curriculum in each subject to raise the awareness of future jobs and careers to all children. Experiences – visits and experiences developed and mapped out for all children in each year group. This includes in school and outer school experiences in every term for every year group. This also includes local, City experiences and out of Sheffield. Visits and visitors coming into school.</p>

<p>Teachers to work alongside the Inclusion team and parents to promote good attendance</p>	<p>Teachers are the first port of call for parents and children when it comes to attendance and issues that could be impacting this. A clear communication between those dealing with attendance concerns (inclusion) and those that may have details concerning the reasons behind attendance (teachers) is essential.</p> <p>EEF - Improving behaviour in schools</p>	<p>6</p>	<p>Inclusion team work together to identify children who are at risk of falling behind due to attendance, pastoral or safeguarding concerns. IC and SAP meetings held regularly with the Headteacher. Appointment of new EWO building positive relationships with families through phone calls, safe and well checks and meetings. Parents evening stall for promoting good attendance to all children and families and showing the impact non-attendance can have.</p> <p>Attendance and Inclusion link partner works with inclusion team.</p> <p>PP attendance 91.3% Autumn 1 – Spring 2 now 93.2%.</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £165,957

Activity	Evidence that supports this approach	Challenge number(s) addressed	
After school booster and intervention with a particular focus on Y1, Y2, Y3 and Y6	We have delivered small group booster sessions for a number of years and continuously track and monitor their impact. The EEF state that small group tuition can lead to an additional 4 months progress and this is in line with our experience and expectations.	1	Y6 boosters with targeted support. NUMBER OF CHILDREN ACCESSING BOOSTER? Y1,2,3 in school intervention and booster sessions with class teachers and trained TAs.
Speech and language intervention for small groups and 1-1	As a school we have as spent many years embedding a system of assessments, support and interventions to aid children with speech and language difficulties – as it has been a barrier to our PP children for a sustained period of time. We have clear internal data showing the impact and success of this. The EEF toolkit also states a potential 5 months progress can be expected when delivering Oral language interventions. These interventions are delivered by our S&L specialist, who works closely with external S&L therapists and also supports our Early years staff to deliver their S&L interventions NESSI	1 & 2	SALT data – Toni Howard Training for TAs

	EEF – Preparing for literacy EYFS, Improving literacy in KS1		
Phonic intervention for small group and 1-1 in addition to taught sessions	As a school we have as spent many years embedding a system of assessments, support and interventions to aid children with their development in phonics. EEF – Preparing for literacy EYFS, Improving literacy in KS1	3	FTT data Harry Talbot data –FTT FS2 Afternoon speed sound sessions
Thrive, TISUK and other interventions for small group and 1-1 in addition to consistent classroom practice	As a school we have spent many years embedding a system of identifying, assessing and supporting with their developments in self-regulation. CPD and regular support when completing assessments ensure children who are the most complex are understood and receive the support they need. EEF – Improving Social and Emotional Learning in Primary Schools, Improving behaviour in schools Thrive impact research papers	4	Thrive data

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

Budgeted cost: £91,566

Activity	Evidence that supports this approach	Challenge number(s) addressed	
<p>Embedding of Jigsaw (PSHE) curriculum across school</p>	<p>SEMH learning has been shown to have 4 months positive impact on progress according to the EEF toolkit. After researching and trialling different packages, we feel that Jigsaw offers the best curriculum for our PP children and their barriers. The package also comes with its own data showing progress.</p>	<p>1 & 4</p>	<p>PSHE lead walk around with Chaucer lead</p> <p>Joint mapping looking at curriculum transition from KS2 to KS3</p> <p>Contextual safeguarding – put in what we have done in terms of PSHE linking</p> <p>Antiracism within Jigsaw (celebrating difference) and the school still teaches the Anti-Racism lessons. All incidents are followed up with parents and pupils. No repeat offences.</p> <p>Sexual harassment: 'Consent' is used from aged 3-5 'I don't like that'; correct terminology for body parts in EYs. Healthy</p>

			<p>relationships. The word 'consent' is used in Y6 for relationships. For any sexualised behaviours use the HACKETT toolkit; use the NSPCC Pants work. Will put a safety plan for those pupils who require it.</p> <p>Protected characteristics: celebrate difference; gender. In Year 3, pupils are taught that the use of the word 'gay' in a detrimental way is wrong.</p>
<p>Continue to ensure that PP children have access to learning materials outside of school time including ICT, Writing materials and quality texts.</p>	<p>Many of our PP children do not have access to many of the advantages that their peers may have. Providing them with quality resources, so they can continue to access learning outside of school, is essential in ensuring the attainment gap does not grow. The EEF toolkit shows that homework and parental engagement both have a positive impact on progress, and quality materials are required for both/either of these to occur.</p>	<p>1</p>	<p>Every child has a reading book tracked by class teacher. Phone calls made by class teacher and then SLT if these are not being returned.</p> <p>TONI DATA TRACKING THIS?</p> <p>Seesaw 972 members accessing weekly updates from class teachers.</p>

<p>Magic breakfast scheme in order to ensure all children have breakfast</p>	<p>Many of our children come into school without having had breakfast. This scheme allows for the children to be learning ready after food</p>	<p>1, 4, 5</p>	<p>Bagels ongoing Meynell pantry used regularly by families including the Fridge for milk and yoghurts Breakfast club offer – attendance is increasing week by week. 51 families have signed up for paid childcare since November 2023.</p>
<p>Further breaktime and lunchtime activities offered during unstructured time</p>	<p>Data shows that many of our behavioural incidents occur during unstructured times. Provided activities for children during these times should reduce these incidents as well as increasing the number of children working alongside an adult.</p>	<p>4</p>	<p>Colouring club Spring term SWFC Primary Stars club and SWFC coaches offering structured activities at lunchtimes 3 days a week. Lunch club for children who need quieter space – how many access this? Scrap shed on KS1 playground to support Playleaders – Happy Mind Ambassadors – 15 children Autism training CPD – outdoors</p>
<p>Thrive, TISUK and other interventions for small group and 1-1 in addition to consistent classroom practice</p>	<p>As a school we have spent many years embedding a system of identifying, assessing and supporting with their developments in self-regulation. CPD and regular support when completing assessments ensure children who are the most</p>	<p>4</p>	

	<p>complex are understood and receive the support they need.</p> <p>Interventions are planned, implemented and the impact is assessed regularly</p> <p>EEF – Improving Social and Emotional Learning in Primary Schools, Improving behaviour in schools</p> <p>Thrive impact research papers</p>		
Teachers to plan opportunities and experiences within the year group learning – including trips, visitors and curriculum resourcing.	Similar to the above, the increased cultural capital and life experiences for our children is a key priority. The knowledge and experiences gained during these trips could make a significant different to their aspirations and general feelings towards school in general.	5	Visits and visitors – see above

Total budgeted cost: £415,782

Externally provided programmes

Programme	Provider
NESSI	

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

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 are working alongside Learn Sheffield and Huntington Research school in our 'Making the Difference' project which includes a pupil premium review to get an external perspective on our chosen approaches.

We used the EEF's families of schools database to look at the performance of disadvantaged pupils in school similar to ours. We 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 educational disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged learners. The pandemic has given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents/guardians as a result.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the scale of impact of this identified by the EEF Toolkit.

We have used the EEF's implementation guidance to set out our plans, and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality improvement to secure better outcomes for pupils over time.