



# The Meadows Primary Academy- 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	The Meadows Primary Academy
Number of pupils in school	365
Proportion (%) of pupil premium eligible pupils	42.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2022- 2025
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Helen Cunliffe (HT)
Pupil premium lead	Kirsty Carr
Governor / Trustee lead	Clare Ellams

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£205,155
Recovery premium funding allocation this academic year	£20,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£225,155

# Part A: Pupil premium strategy plan

## Statement of intent

At The Meadows Primary Academy, we recognise that all children regardless of their background, should have equal access to a curriculum, learning and pastoral support which will enable them to achieve their potential and thrive. We are committed to raising the attainment of all pupils including those eligible for Pupil Premium and understand that many of these pupils must make accelerated progress. We believe that the highest possible standards can only be achieved by having high expectations of all learners and recognise that some pupils from disadvantaged backgrounds may require additional support. 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.

As a school, we are committed to utilising resources and support effectively, including the pupil premium and recovery premium grants, to ensure pupils achieve to the best of their ability. We determine how best to use the Pupil Premium grant to support pupils and raise attainment through the development of the Pupil Premium Strategy Statement. The Strategy Statement is evidence based, using EEF research to ensure strategies implemented are effective, and detail priorities, actions and support aimed at addressing a range of identified challenges.

The school rigorously monitors and evaluates the impact of Pupil Premium funding to ensure this is allocated appropriately and used effectively. Tracking of progress over time is essential so that needs can be quickly identified, and strategies and interventions developed to accelerate progress. Data collated is consistently used during pupil progress meetings to identify impact of actions and next steps which are detailed on cohort action plans.

## Challenges

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

Challenge number	Detail of challenge
1	Poor language and comprehension skills on entry to school, particularly in relation to vocabulary, impacting on pupil achievement in speaking, listening and reading.
2	A large proportion of our disadvantaged pupils have limited life experiences, come from households with limited stability, poor attitudes to education and low aspirations. This impacts their baseline language and experience
3	Assessments and PSC Results indicate that disadvantaged achieve lower in phonics than their peers which leads to slower development of critical reading skills
4	Our attendance records for 2021-22 show that there was a gap of 2% between disadvantaged attendance and that of their peers, with PA of disadvantaged being significantly greater than that on non-disadvantaged. Our tracking and assessments show that absenteeism is negatively impacting attainment

5	Many of our children have social, emotional and mental health issues as a result of family and community experiences, which can manifest in poor engagement in learning and significant behavioural issues.
6	30% of our disadvantaged children have SEND and have barriers to learning that is impacting them achieving age related expectations
7	<p>Observations of our children 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, especially in reading and writing.</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
Improve the oral language skills and vocabulary among disadvantaged pupils.	<p>Percentage of children achieving an age-related expectation in Communication &amp; Language at the end of Reception</p> <p>Standardised scores and reading age of children in Years 1-5</p> <p>End of KS1 and KS2 SATS</p>
Improved engagement with reading and increased attainment (particularly in phonics) for disadvantaged children.	<p>Number of children meeting the required level in Year 1 phonics screening.</p> <p>Monitoring shows reading provision to be a strength of the school.</p> <p>Observations demonstrate reading to be enjoyed by children – activities to promote reading are explicit and frequent (engaging disadvantaged children)</p>
All children, especially those who attract the Pupil Premium will accumulate knowledge, behaviours and skills through well-planned curriculum experiences that widen their cultural capital.	<p>Focussed monitoring activities show that curriculum plans for Science and the wider curriculum are ambitious, detailed and well sequenced.</p> <p>Monitoring of learning shows that Pupil Premium children are able to articulate learning in Science and wider curriculum subjects from last week, last term, last academic year etc.</p> <p>The percentage of children working at an age-related expectation in Reading and Writing will consistently improve over the next three academic years</p>
Attendance figures for the school remain above national averages.	Ensure attendance of disadvantaged pupils is 97% with a significantly reduced PA

Increase opportunities to get to the expected standard through 1:1 and small group tutoring	Close the attainment gap for pupils with PP
Improved progress for disadvantaged children with identified SEND	SEND children making appropriate progress Parents are happy with the support their children are receiving Monitoring identifies SEND provision as a strength of the school,
Children have access to all the resources that they need to support their learning	Life experiences are given in school to support their enrichment opportunities Disadvantaged pupils have access to enrichment opportunities. Targeted disadvantaged pupils attend before and after school offer as well as planned curriculum experiences
Ensure support for children with SEMH needs and/or require pastoral support regularly to support their mental health	Case studies of disadvantaged children show a positive impact of pastoral support and wellbeing is regularly available and positively impacts on their social skills and ability to form healthy, happy relationships. Children in need receive almost appropriate, consistent support. Monitoring shows a reduction of behavioural incidents of disadvantaged children. Pupil surveys indicate they are happy with the support for their mental health.

## 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: £ 46427*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality CPD to be delivered weekly by members of SLT in relation to QFT and curriculum approach. CPD to focus on the Meadows Toolkit For Teaching</p> <p>Bespoke coaching cycle to be delivered to meet individual need</p> <p>Staff to attend Trust network days to support the development of QofE</p> <p>SLT to support and model high quality first wave 1 teaching</p>	<p><i>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils -EEF</i></p> <p><i>Reading Strategies (+6)</i>  <a href="https://www.educationendowmentfoundation.org.uk/reading-comprehension-strategies">Reading comprehension strategies   EEF</a>  <a href="https://www.educationendowmentfoundation.org.uk/reading-comprehension-strategies">educationendowmentfoundation.org.uk</a></p> <p><i>Collaborative Learning Approaches (+5)</i>  <a href="https://www.educationendowmentfoundation.org.uk/collaborative-learning-approaches">Collaborative learning approaches   EEF</a>  <a href="https://www.educationendowmentfoundation.org.uk/collaborative-learning-approaches">educationendowmentfoundation.org.uk</a></p> <p><i>Feedback (+6)</i> <a href="https://www.educationendowmentfoundation.org.uk/feedback">Feedback   EEF</a>  <a href="https://www.educationendowmentfoundation.org.uk/feedback">educationendowmentfoundation.org.uk</a></p> <p><i>Phonics (+5)</i> <a href="https://www.educationendowmentfoundation.org.uk/phonics">Phonics   EEF</a>  <a href="https://www.educationendowmentfoundation.org.uk/phonics">educationendowmentfoundation.org.uk</a></p> <p><i>Providing Effective Professional Development</i></p>	1, 2, 3, 6, 7

<p>across school to ensure teaching is at least good, with a particular focus on ECTs.</p> <p>SLT focus on curriculum development across subjects</p> <p>SET support used to support subject leaders and teachers to develop QofE</p> <p>PP Lead to complete Challenging Education CPD and disseminate to staff</p> <p>Use of additional HLTAs to deliver PPA to ensure a team phase approach to planning, preparation and assessment.</p> <p>Clear identification of disadvantaged pupils and their needs to be highlighted through moderation, pupil progress meetings and identification of strategies on cohort action plans.</p>		
<p>Deputy Headteacher to engage with RWI trainer and utilize virtual platform to ensure consistent high quality phonics teaching across the school</p> <p>Deputy Head to identify strategies to close gaps in phonics and ensure children continue to make good progress towards reading and reading comprehension.</p> <p>Deputy Head to provide daily ongoing CPD for staff on phonics approach, resourcing and assessment.</p> <p>Resources to support phonics approach, including early reading resources.</p>	<p><i>The EFF guide to The Pupil Premium states that good teaching is the most important lever schools have to improve outcomes for Disadvantaged pupils.</i>  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</a></p> <p>Phonics (+5) Phonics   EEF  <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>	2,3,6, 7
<p>Every child in Key Stage 2 has access to an I-pad as part of schools digital strategy to support cultural capital, adaption and engagement</p>	<p><a href="https://www.apple.com/learningwithipad/">Learning with iPad - Supporting Primary Learners (apple.com)</a></p>	2,3,6,7

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

Budgeted cost: £ 156,872

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Using 2022 data , 2023 summative assessment and ongoing formative assessment (as appropriate) identify and establish small group interventions for pupils working below age related expectations in RWM.</p> <p>Use of PPM to identify pupils and outline strategies to support PP pupils working below ARE in RWM.</p> <p>Additional teacher/TA to deliver small group and 1:1 work in year 6</p> <p>CPD delivered to TAs to support the delivery and monitoring of interventions – including RWI, reading and maths</p> <p>Additional before/after-school boosters sessions provided for children in key stage one and two</p>	<p>One to One Tuition (+5)  <a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition/">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3, 5, 6, 7
<p>Using RWI assessment to provide phonic interventions for pupils working below age related expectations in phonics.</p> <p>CPD to be delivered by Deputy Head teacher to TAs/Teachers to upskill their phonics skills and knowledge in delivering effective intervention.</p> <p>1:1 phonics intervention delivered daily to identified pupils to ensure rapid and sustained progress.</p>	<p>Research identifies that positive outcomes for pupils through targeted intervention from TA support has most impact when time and resources are spent on quality CPD to improve support staff practice. <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants</a></p> <p>Phonics (+5) <a href="https://educationendowmentfoundation.org.uk/phonics/">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p> <p>One to One Interventions (+5)  <a href="https://educationendowmentfoundation.org.uk/one-to-one-interventions/">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 3, 6, 7
<p>Implementation of Wellcom across EYFS to support development of early language and listening skills.</p> <p>TA to lead Wellcom Sessions.</p>	<p>Oral Language Interventions (+6)  <a href="https://educationendowmentfoundation.org.uk/oral-language-interventions/">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3, 6, 7

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

Budgeted cost: £ 21855

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Weekly, monthly and termly monitoring and tracking of attendance and PA of disadvantaged pupils is conducted; immediate action is implemented.</p> <p>Graduated response to attendance developed</p> <p>SLA - with EWO to work with the HofSS in school to monitor and support families with persistent attendance issues. Home visits conducted as required</p> <p>Breakfast club utilised to raise attendance.</p> <p>Incentives schemes and strategies to support improving attendance and reduction of PA</p> <p>QFT and the develop of a broad and balanced curriculum engages and inspires pupils to attend and learn every day.</p>	<p><i>There's a clear link between poor attendance and lower academic achievement DfE research (2015)</i>  <a href="https://assets.publishing.service.gov.uk/gov/uploads/system/uploads/attachment_data/file/412638/The_link_between_absence_and_attainment_at_KS2_and_KS4.pdf">https://assets.publishing.service.gov.uk/gov/uploads/system/uploads/attachment_data/file/412638/The_link_between_absence_and_attainment_at_KS2_and_KS4.pdf</a></p>	4, 7
<p>Pastoral Team to ensure early identification of pupils with SEMH difficulties or behaviour challenges and relevant action taken.</p> <p>Pastoral Team to:</p> <ul style="list-style-type: none"> <li>- Support and identify EHA for families.</li> <li>- Support vulnerable pupils, particularly those who are seen as disadvantaged who need intervention to help with SEMH needs.</li> <li>- Attend/conduct pastoral meetings meetings.</li> <li>- Conduct parent support sessions and parenting workshops- Sparkles</li> <li>- Implement and lead intervention for identified pupils.</li> </ul> <p>Weekly emotional coaching for 7a- targeted children with externally trained specialists</p>	<p><i>Evidence to suggest that personalised support to remove barriers to learning through Learning Mentor support can have a positive impact on outcomes for disadvantaged pupils, parents and families.</i>  <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/</a></p> <p><i>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.</i> <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p> <p><i>Metacognition and self regulation (+7)</i>  <a href="https://educationendowmentfoundation.org.uk/metacognition-and-self-regulation-eeef/">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></p> <p><i>Social and Emotional Learning (+4)</i> <a href="https://educationendowmentfoundation.org.uk/social-and-emotional-learning-eeef/">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p><i>Behaviour Interventions (+4)</i> <a href="https://educationendowmentfoundation.org.uk/behaviour-interventions-eeef/">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	2, 4, 5, 6, 7
<p>Fortnightly pastoral team meeting led by AHT pastoral</p> <p>SEND/PP pupil progress meetings conducted at key assessments points.</p> <p>Development and implementation of Pathways to support higher level SEMH needs</p> <p>Provision map reviewed and children on SEN Support are monitored closely and support is provided through graduated approach (Assess, plan, do, review). Any changes communicated to parents in prompt and timely manner.</p> <p>SEND pupils catered for through SMART targets on support for all pupils on SEND register.</p> <p>Targeted meetings with parents and other stakeholders to ensure PP pupils across school with particular</p>	<p><i>Pupils with SEND might face significantly greater challenges in learning than the majority of their peers</i>  <i>The impact of SEND on academic attainment is closely related to the EEF's focus on economic disadvantage: 27% of pupils with special educational needs are eligible for free school meals compared to 12% of pupils without special educational needs.</i>  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/how-to-apply/themed-rounds/improving-outcomes-for-pupils-with-send/">https://educationendowmentfoundation.org.uk/projects-and-evaluation/how-to-apply/themed-rounds/improving-outcomes-for-pupils-with-send/</a></p>	6, 7

SEND are receiving same access to QFT.		
<p>Regular communication with school is encouraged and communication with parents is achieved through a variety of forums: website, Twitter, Dojo etc.</p> <p>Weekly newsletters to showcase learning that has taken place to date and upcoming learning opportunities in the new term.</p> <p>Subscription to Dojo provide platform for home learning.</p> <p>Regular parent workshops are conducted by staff inc. SATs workshops.</p> <p>Meet and greet by school leaders/teachers and start/end of school day to build positive relationships with families.</p>	<p><i>EEF Research suggests that the impact of raising parents' aspirations are important for support disadvantaged pupils. +3 months.</i></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement</a></p>	2, 7
Subside trips/visits and visitors to school		
Training and PDM time for mental health champion		
Extra Curricular opportunities		

## 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 2022 to 2023 academic year.

**Ensure support for children with SEMH needs and/or pastoral support for their mental health and wellbeing is regularly available and positively impacts on their social skills and ability to form healthy, happy relationships.**

Case studies demonstrate effective pastoral support that has positively impacted on some of our children who face the greatest challenges. This has led to a reduction of both in-class incidents and those seen outside in less-structured sessions and is reflected in the decrease in suspension rate. Pupil surveys suggest children are happy and feel well-supported in school, knowing they have many opportunities to share their thoughts or concerns.

**Improved progress for disadvantaged children with identified SEND**

Deeper understanding of need and adaptive teaching was established leading to greater teacher understanding and effective delivery of a graduated approach to SEND provision

**All children, especially those who attract the Pupil Premium will accumulate knowledge, behaviours and skills through well-planned curriculum experiences that widen their cultural capital.**

Curriculum planning is increasingly detailed and sophisticated. Delivery is increasingly high quality.

Monitoring of learning shows that Pupil Premium children are able to articulate learning in Science and wider curriculum subjects from last week, last term, last academic year etc.

Retrieval activities are designed to support learning and remembering what has been taught. They are increasingly evident in learning journeys and have improved retention.

**The percentage of children working at an age-related expectation in Reading and Writing will consistently improve over the next three academic years.**

Improving attainment remains a strong focus in 2023 -24 and is in the school development priorities and sprints.

Reading % of children Working At the Expected Standard at the end of KS2
Pupil Premium 28 children– 46.4%
Non Pupil Premium 15 children – 73.3%
Writing % of children Working At the Expected Standard at the end of KS2
Pupil Premium – 60.7%
Non Pupil Premium – 86.7%
Maths % of children Working At the Expected Standard at the end of KS2
Pupil Premium – 57.1%
Non Pupil Premium – 86.6%

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Read Write Inc	Ruth Miskin
White Rose Maths	White Rose Maths
TT Rockstars	TT Rockstars
Nessy	
Boxall	Boxall
Pathways to Write	The Literacy Company

## 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.*