



# The Meadows

Primary School

**'Learning by Caring and Sharing'**

## Pupil Premium Strategy Statement



**Date: 2023-2024**

# Pupil premium strategy statement – The Meadows Primary School, Madeley

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

Detail	Data
Number of pupils in school	106
Proportion (%) of pupil premium eligible pupils	17/106 16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs E. Kuffour
Pupil premium lead	Mrs E. Kuffour
Governor / Trustee lead	Mrs G. Taylor (Chair)

## Funding overview – Please note, that due to mobility this is currently under review.

Detail	Amount
Pupil premium funding allocation this academic year	£7000
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£1296
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£8296

# Part A: Pupil premium strategy plan

## Statement of intent

At The Meadows Primary School, we strive to enable all children to be successful, both personally, and academically. We do this by providing them with an innovative, inspiring, and inclusive curriculum where all learners become independent and resilient and have the possibility to exceed their potential. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. As a result, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education that enables them to thrive.

Our ultimate objectives are to:

- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils can read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience. Enable them to self-regulate their emotions to have a positive wellbeing.
- Remove barriers to learning created by poverty, family circumstance and background.
- To provide a high-quality teaching and learning, with an intelligently designed inclusive curriculum that responds to the needs of our pupils and enables them to retain what they have learnt.
- Prepare our children to be 'Secondary Ready' both personally and academically.
- Foster a life-long love of learning.

Our context:

16% of pupils are eligible for Pupil Premium Funding in comparison to 20.8% national.

To achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition. Use the National Tutoring Program funding to target specific needs.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

### Key Principals:

We will ensure that effective teaching, learning and assessment meet the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional, and mental health needs will access high quality provision from appropriately trained adults.

## Challenges

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

Challenge number	Detail of challenge
1	Attainment
2	Emotional Wellbeing
3	Home Learning
4	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
<i>Strong academic progress from their starting points.</i>	<ul style="list-style-type: none"><li>• Pupils Depth of Learning indicates that they have at least followed (if not risen above) their lines of good progress from their starting point.</li><li>• Pupils keep up with their peers in their learning.</li></ul>
<i>Accelerated progress to bridge the gaps.</i>	<ul style="list-style-type: none"><li>• Gaps are identified and intervention matches the needs of each pupil.</li><li>• Appropriate interventions are used to enable pupils to catch-</li></ul>

	<p>up in their learning.</p> <ul style="list-style-type: none"> <li>• Interventions motivate pupils – not bore them or cause them to be anxious.</li> <li>• Intervention sessions are well timed and space to avoid fatigue. The timetable is rotated to ensure pupils do not always miss the same subjects. Also, to ensure pupils do not miss lessons promoting pupil’s safety online or physical and emotional wellbeing.</li> <li>• Strong progress is evident.</li> </ul>
<p><i>Pupils and their families will be able to access a wide variety of resources at home to support them with their home learning.</i></p>	<ul style="list-style-type: none"> <li>• Pupils are provided with useful resources to aid their home learning.</li> <li>• Pupils regularly access these resources to support them. Access is monitored by staff.</li> <li>• Resources motivate pupils to engage in their home learning activities. They also promote independence skills.</li> <li>• Parents establish clear routines to help their children be successful with their home learning.</li> </ul>
<p><i>Pupils are able to self-regulate and demonstrate a positive emotional wellbeing.</i></p>	<ul style="list-style-type: none"> <li>• Pupils have the social and emotional language to use to talk about their feelings and reflect on their actions.</li> <li>• A mixed approach is used to support pupils social and emotional development</li> </ul>

	including whole class and targeted.
Strong attendance that is in line with non-pupil premium	<ul style="list-style-type: none"> <li>• A culture of positive attendance is promoted by all stakeholders – it is everyone’s responsibility.</li> <li>• Pupils feel a sense of connectedness and belonging to the school.</li> <li>• School works in partnership with parents and pupils to identify and address any individual barriers. A supportive approach is used to encourage and empower families.</li> <li>• High engagement in extra-curricular activities.</li> </ul>

## 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: approximately £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The promotion of metacognitive strategies (see <a href="https://www.meadowsprimary.co.uk/metacognition">https://www.meadowsprimary.co.uk/metacognition</a> )	Metacognition and Self-Regulation (EEF)	1,2,3,4,5
Reading Comprehension	Strategies (EEF Toolkit)	1,2,3

Collaborative learning approaches – working in groups, ensuring that everyone participates	Collaborative Learning Approaches (EEF Toolkit)	1,2,4
Live marking at the point of learning	Feedback (EEF Toolkit)	1,2,4,5
Homework	Homework (EEF Toolkit)	1,2,3
Phonics Small Groups	Phonics (EEF Toolkit)	1,2,3
Teaching Assistants and their development	Teaching Assistant Interventions (EEF Toolkit)	1,2,4,5
Flexible grouping Whole School	Flexible grouping Whole School	Flexible grouping Whole School
High quality CPD E.g. Adaptive Practice Inclusive Attendance	Effective Professional Development (EEF)	1,2,3,4,5
Adaptive practice	Whole School Strategy 5 a Day to improve SEND Outcomes (EEF)  Adaptive Learning (ECF)	1,2,3,4,5
Management Time for SENCO	High quality leadership (EEF A school's guide to implementation)	1,2,3,4,5

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

Budgeted cost: approximately £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour Interventions  (universal use of ‘the Secrets of Success’)	Behaviour Interventions (EEF Toolkit)	1,2,4
Teaching Assistants deployed for targeted interventions 1-2-1 support or small group	EEF –targeted focused support in smaller groups EEF guide to Pupil Premium –tiered approach	1,2,4,5
SALT Intervention 1-2-1 support	Promoted by Speech and Language therapist	1,4
Accelerated Reader Scheme (EP) 1-2-1 support	Promoted by the Education Psychologist	1,4
Web-based programs to be used in school and home e.g: Spelling Shed Letter Join TT Rockstars	Whole School approach	1,2,3,
Web-based programmes for targetted support: Planpanion Discover Nessie		1,2,3,5
Phonics Boosters	Improving Literacy KS1 and 2 (EEF Toolkit) Phonics (EEF Toolkit)	1,2
NTP Tutoring (Catch-up funding)	Small Group Tuition (EEF Toolkit)	1,4



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

Budgeted cost: £ 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Zumos to promote positive wellbeing. 1-2-1 support	Whole School Strategy Created in conjunction with CAHMS and HeadStart (Wolverhampton)  Social and Emotional Learning (EEF Toolkit)	1,2,3,4,5
<i>Attendance meetings with families</i>	Whole School Strategy	1,4,5
<i>Behaviour Interventions Including the universal use of 'The Secrets of Success' as well as: Restorative Practice and peer support for reflections</i>	Behaviour Interventions (EEF Toolkit)	1,2,4,5
<i>Self-Regulation Support group and 1-2-1 support including: Bespoke Nurture Lego Therapy Emotion Coaching Red 2 Blue Approach Anxiety Gremlins Anger Gremlins</i>	Metacognition and Self-Regulation (EEF Toolkit)  Social and Emotional Learning (EEF Toolkit)	4,5
<i>Emotion Coaching VIP (external provider)</i>	Social and Emotional Learning (EEF Toolkit)	4,5

**Total budgeted cost: approx. £18,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

- 14/16 PP pupils' behaviour was above the school's target of 97%. The average behaviour of PP children is 99% positive behaviour.
- Monitoring (e.g. lesson observations, book scans and pupil voice) indicated that pupils were highly engaged in their learning and have a positive attitude towards school.
- The attendance of PP pupils improved from 92.52% (21-22) to 95.06% (22-23), above the national data for all pupils of 95%.
- All disadvantaged pupils at least followed their line of good progress from their starting points.
- 100% PP passed their Y1 phonics screening.
- 100% PP passed their phonics screening retakes.
- 50%% of PP achieved the EXS for RWM combined in KS1. (Please note that this is based on 2 pupils.)
- 50% of PP achieved the EXS for RWM combined in KS2. (Please note that this is based on 2 pupils.)

### 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.*

<b>Programme</b>	<b>Provider</b>
Spelling Shed	Ed Shed
Nessie	Nessie Learning
Zumos	Zumos Wellbeing
TT Rockstars	TT Rockstars
Planpanion Discover	Planpanion

**Further information (optional)**

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