



The Meadows

Primary School

'Learning by Caring and Sharing'

Pupil Premium Strategy Statement



Date: October 2021

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 School |
| Number of pupils in school | 85 |
| Proportion (%) of pupil premium eligible pupils | 10.375% |
| Academic year/years that our current pupil premium strategy plan covers | 2021-2022 |
| Date this statement was published | 21/10/21 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Shaw Education Trust |
| Pupil premium lead | Ms H Bebbington |
| Governor / Trustee lead | Miss A Spilsbury (Chair) |

Funding overview

| Detail | Amount |
|---|---------------|
| Pupil premium funding allocation this academic year | £6,725 |
| Recovery premium funding allocation this academic year | £2,000 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| School Led Tutoring | £609 |
| Total budget for this academic year | £9,334 |
| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | |

Part A: Pupil premium strategy plan

Statement of intent

At The Meadows Primary School, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to be successful, both academically and personally. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

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 are able to 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.
- Remove barriers to learning created by poverty, family circumstance and background

Our context:

10% of pupils are eligible for Pupil Premium Funding in comparison to 20.8% national.

In order 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.

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 meets 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 | Impact of the Pandemic and National Lockdowns |

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">• Pupils Depth of Learning indicates that they have at least followed (if not risen above) their lines of good progress from their starting point.• Pupils keep up with their peers in their learning. |
| <i>Accelerated progress in order to bridge the gaps.</i> | <ul style="list-style-type: none">• Gaps are identified and intervention matches the needs of each pupil.• Appropriate interventions are used to enable pupils to catch-up in their learning.• Interventions motivate pupils – not bore them or cause them to be anxious.• 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 |

| | |
|--|---|
| | <p>lessons promoting pupil's safety online or physical and emotional wellbeing.</p> <ul style="list-style-type: none"> • Strong progress is evident. |
| <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"> • Pupils are provided with useful resources to aid their home learning. • Pupils regularly access these resources to support them. Access is monitored by staff. • Resources motivate pupils to engage in their home learning activities. They also promote independence skills. • Parents establish clear routines to help their children be successful with their home learning. |
| <p><i>Pupils are able to self-regulate and demonstrate a positive emotional wellbeing.</i></p> | <ul style="list-style-type: none"> • Pupils have the social and emotional language to use to talk about their feelings and reflect on their actions. • A mixed approach is used to support pupils social and emotional development including whole class and targeted. |

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: £5,973

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|--------------------------------------|
| <p>The promotion of metacognitive strategies (see https://www.meadowsprimary.co.uk/metacognition)</p> | <p>Metacognition and Self-Regulation (EEF)</p> | <p>1,2,3,4</p> |

| | | |
|--|---|-------|
| | Reading Comprehension Strategies (EEF Toolkit) | |
| 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 |
| Homework | Homework (EEF Toolkit) | 1,2 |
| Phonics | Phonics (EEF Toolkit) | 1,3 |
| Teaching Assistants | Teaching Assistant Interventions (EEF Toolkit) | 1,2,4 |

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

Budgeted cost: £2,866

| 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 |
| Third Space Learning Maths Intervention | One-to-One Tuition (EEF Toolkit) | 1,4 |
| NTP Tutoring (Catch-up funding) | Small Group Tuition (EEF Toolkit) | 1,4 |
| Shine Intervention for Mathematics and reading, | Small Group Tuition (EEF Toolkit) | 1,4 |

| | | |
|---------------------------------------|--|--|
| based upon PUMA and PIRA assessments. | | |
|---------------------------------------|--|--|

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

Budgeted cost: £495

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <i>Zumos to promote positive wellbeing.</i> | Created in conjunction with CAHMS and HeadStart (Wolverhampton) Social and Emotional Learning (EEF Toolkit) | 1, 2, 3, 4 |
| <i>Reflections (Restorative Justice)</i> | Behaviour Interventions (EEF Toolkit) | 1,2,4 |

Total budgeted cost: £9,334

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.

| |
|--|
| <p>There is no attendance gap between disadvantaged pupils and non-PP pupils.</p> <p>Behaviour tracking systems demonstrate positive and consistent learning behaviours for ALL pupils. There is no gap between disadvantaged pupils and non-PP pupils.</p> <p>91% of disadvantaged pupils made accelerated academic progress from their starting points and closed attainment gaps.</p> <p>All disadvantaged pupils made strong academic progress from their starting points.</p> |
|--|

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 |
|---------------------|-----------------|
| Doodle Maths | EZ Education |
| Doodle Times Tables | EZ Education |
| Doodle English | EZ Education |
| Doodle Spellings | EZ Education |
| Spelling Shed | Ed Shed |
| Nessie | Nessie Learning |
| Zumos | Zumos Wellbeing |