

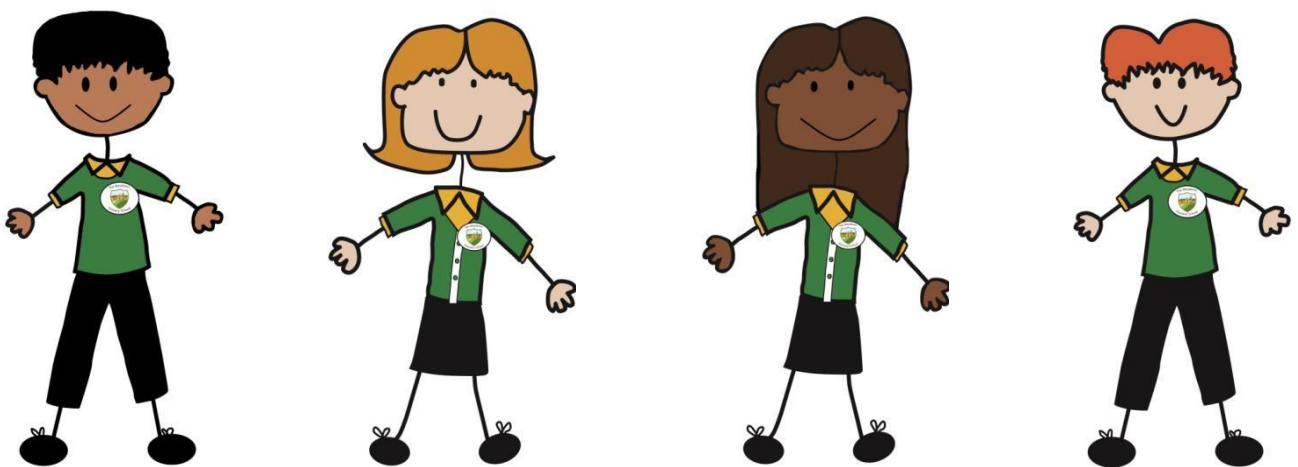


The Meadows

Primary School

'Learning by Caring and Sharing'

Pupil Premium Strategy Statement



2022-2023

Date: June 2023

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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.

School overview

Detail	Data
School name	The Meadows Primary School
Number of pupils in school	107
Proportion (%) of pupil premium eligible pupils	15/107=14%
Academic year/years that our current pupil premium strategy plan covers	2022-2022
Date this statement was published	13/6/23
Date on which it will be reviewed	July 2023
Statement authorised by	Shaw Education Trust
Pupil premium lead	Mrs E Osei-Kuffour
Governor / Trustee lead	Mrs G Taylor (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,835
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
National Tutoring Programme	£1,296
Total budget for this academic year	£18,131
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 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 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. Enable them to self-regulate their emotions in order 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:

15% 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. 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 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 and Mental Health
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, as indicated in their outcomes.
<i>Pupils are able to self-regulate and demonstrate a positive emotional wellbeing.</i>	<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.

Accelerated progress to bridge the gaps.

- Gaps are identified and intervention matches the needs of each pupil. As a result, gaps are closed so that pupils keep up with their peers.
- 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 lessons promoting pupil's safety online or physical and emotional wellbeing.

	<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. • Home learning is completed to a high standard and helps the child to retain what they have learnt. • Pupils develop a love of learning, in particular a passion for reading for pleasure.

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: £2,734.89

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>Whole School Strategy 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 1-2-1	Feedback (EEF Toolkit)	1,2,4
Flexible grouping	Whole School Strategy 5 a Day to improve SEND outcomes (EEF)	1, 2, 4
Homework	Homework (EEF Toolkit)	1,2
Phonics Small group	Phonics (EEF Toolkit)	1,3
Teaching Assistants and their development	Teaching Assistant Interventions (EEF Toolkit)	1,2,4
High quality CPD - Cognitive Science (how children learn and learning retention) - Opening Worlds Humanities Curriculum - Infusing Rich Vocabulary into the Primary Curriculum - Adaptive Practice - Red 2 Blue Coaching	Effective Professional Development (EEF)	1, 2, 4
Adaptive practice	Whole School Strategy 5 a Day to improve SEND outcomes (EEF) Adaptive Learning (ECF)	1, 2, 4

Management Time for the SENCO	High quality leadership (EEF A school's guide to implementation)	1, 2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £11,323.21

Activity	Evidence that supports this approach	Challenge number(s) addressed
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
NTP Tutoring (Catch-up funding)	Small Group Tuition (EEF Toolkit)	1,4
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	Whole School Strategy	1, 3, 4
Web-based programmes for targeted support: Planpanion Discover Nessie		1, 4

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

Budgeted cost: £800

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
Attendance meetings with families	Whole School Strategy	1, 4
Behaviour Interventions Including the universal use of 'The Secrets of Success' as well as: Restorative Practice and peer support for reflections	Behaviour Interventions (EEF Toolkit)	1,2,4
Self-Regulation Support group and 1-2-1 support including: Bespoke Nurture Lego Therapy Emotion Coaching Red 2 Blue Approach Anxiety Gremlins Anger Gremlins	Metacognition and Self-Regulation (EEF Toolkit) Social and Emotional Learning (EEF Toolkit)	2

Total budgeted cost: £14,858.10

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.

There is no attendance gap between disadvantaged pupils and non-PP pupils.

Behaviour tracking systems demonstrate positive and consistent learning behaviours for ALL pupils.

There is no gap between disadvantaged pupils and non-PP pupils.

91% of disadvantaged pupils made accelerated academic progress from their starting points and closed attainment gaps.

All disadvantaged pupils made strong academic progress from their starting points.

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
Planpanion Discover	Planpanion
Spelling Shed	Ed Shed
Nessie	Nessie Learning
Zumos	Zumos Wellbeing

