

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	163
Proportion (%) of pupil premium eligible pupils	9.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	18.12.24
Date on which it will be reviewed	1.11.25
Statement authorised by	Mr. O. Edwards
Pupil premium lead	Mrs. R. Holmes
Governor / Trustee lead	Mr. S. Flenley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19, 240
Recovery premium funding allocation this academic year	£0
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	£19, 240

Part A: Pupil premium strategy plan

Statement of intent

At The Meadows, we want all our children to focus, flourish and fly. We aim to provide a broad and ambitious curriculum full of rich experiences and opportunities for all enabling quality progress for all. As a school, we know our children incredibly well and we understand the challenges they face so when making decisions about using Pupil Premium funding, we know to create equity for all our pupils where everyone has the opportunity to succeed, and we ensure we have a broad understanding of all of our children's individual needs.

Research conducted by the EEF concluded that the most effective strategies look into 4 areas: teaching and learning, targeted academic support, personal development and pastoral care. The biggest successes have been seen with personal development and language acquisition. Successful strategies will be reflected positively in the behaviour, attendance and academics of all children. The challenges within our school community are varied and there is no "one size fits all" approach.

We have a whole-school approach to ensure that all staff are stakeholders in supporting the needs of our children. Teaching staff are also involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school and can implement wider approaches to address this that are based in research and lived experience.

First-quality teaching is a key principle in our approach. Our teachers are passionate and intent on ensuring all children learn well using effective, research-based teaching principles. Our curriculum ensures children can retrieve knowledge and facts that will deepen their understanding, presents new content in a metacognitive approach and enables independent practice. This allows for confident, resilient and successful learners.

We understand that some of our pupils have complex needs which can be barriers to learning and we strive to ensure these primary needs are identified and targeted in order for them to access our curriculum.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

Challenge number	Detail of challenge
1	<p>SEMH and self-belief</p> <p>Our challenge at The Meadows is to grow and support the resilience/confidence of our children; providing personal development and social activities that allow our children to flourish and thrive in any setting. Research conducted by the EEF has shown that personal development is fundamental to thriving pupil premium children.</p>
2	<p>Parent and carer support</p> <p>Our school needs to provide impactful pastoral care in order to ensure collaboration between school and home and build positive relationships. This will foster a positive relationship with school that will underpin future successes.</p>
3	<p>Attendance</p> <p>Our challenge is to provide the pupil premium children within our school a sense of belonging, create collaborative relationships with parents and carers. This provision will increase attendance rates and mental well-being of children and families. Current attendance for disadvantaged families is 94%. Whole school is 96%.</p>
4	<p>KS2 Attainment</p> <p>We must raise the attainment opportunity within our school so that all PP children are able to thrive and make expected standard in KS2. Our most recent KS2 data shows that 33.3% met EXS+ in reading, writing and maths combined in 2023-24 compared to 52% overall.</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
Progress in writing	<p>Long-termly writing assessments with gaps identified and children's writing is targeted. Moderation hubs within our trust to moderate writing across all year groups.</p> <p>Achieve above national average progress scores in KS2 Writing EYFS achieve above national GLD</p>
Progress in maths	<p>Rigorous long-termly assessments and gap analysis carried out across all year groups</p> <p>Achieve above national average progress scores in KS2 Maths EYFS achieve above national GLD</p>
Attainment in Reading	<p>Rigorous long-termly assessments and gap analysis carried out across all year groups</p> <p>Achieve above national average progress scores in KS2 Reading EYFS achieve above national GLD</p>
Attendance	<p>Breakfast club is well-attended.</p> <p>Pastoral lead makes strong family connections.</p> <p>Headteacher follows up attendance drops.</p> <p>EWO visits with Headteacher and Pastoral lead to follow up attendance concerns/drops.</p> <p>Attendance of disadvantaged pupils as a group is above 95%</p>

To sustain and maintain good well-being for our children and families	<p>Children can talk about their emotions and self-regulate.</p> <p>Children are happy and able to learn.</p> <p>School to adopt the Thrive approach from January 2025 as a whole-school programme – two staff members to begin the practitioner training.</p> <p>Further whole-school training for a ‘thrive-approach’ school.</p>
---	---

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: £7681

Activity	Evidence that supports this approach	Challenge number(s) addressed
First Quality Teaching using the Principles of Effective Teaching across all year groups to raise attainment for disadvantaged.	<p>The Education Endowment Fund guide to Pupil Premium identifies good teaching as the most important leveller in outcomes for disadvantaged pupils. Training staff in the Principles of Effective teaching will increase opportunity for all pupils, especially our disadvantaged.</p> <p>KS2 23/24 attainment gap for children registered as PP in school in Reading was 84% compared to 65%. (+19%) Writing was 50% compared to 74% (-24%). Maths was 33% compared to 70% (-37%).</p>	1, 3 and 4
Staff professional development for metacognition	<p>The EEF states that the impact of metacognition and self-regulation approaches are high (+7 months additional progress). The impact of oracy on progress in learning is crucial. Staff training to ensure knowledge and understanding on explicitly teaching strategies to help plan, monitor and evaluate their learning is effective.</p>	1, 3 and 4
Implementation of Futura Curriculum across the school EYFS – Y6	<p>The Education Endowment Fund guide to Pupil Premium identifies that the curriculum is broad, engaging, balanced and meets the needs of all pupils. Teachers adapt learning to meet these needs so that children access resources and are challenged, building their retention of knowledge, development of skills and their confidence in all subjects. A focus on preparation of lessons Vs ‘planning’ to ensure the needs are met will be key in our staff development.</p>	1, 3 and 4
Staff professional development to teach social and emotional	<p>The EEF states that effective SEL can lead to gains of +4 months. Teaching SEL is already a large (and often unrecognised) part of school staff’s current job, there is not</p>	1, 2, 3 and 4

learning skills (Thrive approach CPD)	enough support to enable developing these skills in everyday practice. Research suggests that if teachers enable self-awareness, self-regulation, social awareness, relationship skills and responsible decision-making, children will make more progress in their learning and have a much better sense of belonging and well-being. Staff CPD will involve embedding awareness of child development and that behaviours are means of communications.	
High quality EYFS provision in early literacy (RWI) and numeracy (Maths Mastery programme in KS1)	The EEF toolkit for Early Years states that early numeracy approaches typically increase children's learning by about +7 months. Supporting this development can have an important, positive impact on early states of maths learning. Targeted early numeracy approaches may help children from disadvantaged backgrounds to 'keep up' with their peers. Detailed and carefully monitored RWI programme ensures children are in the correct programme and make good or better progress.	1 and 4

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

Budgeted cost: £5,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerated Star Reader Programme	The Education Endowment Fund identifies reading as key to a child's development. In 2023-24, 21% of our disadvantaged pupils were working below EXS in reading (main assessment). This programme is developed to ensure that children follow a structured reading programme after completing Read Write Inc. This programme will assess their reading age termly, highlighting reading skills which require support. Teachers use this information to target children's reading in whole-class, 1:1 and group work. The programme appropriately 'bands' the children to a suitable book, after which they carry out a low-stake quiz (assessment) which checks their understanding of the book. By continuously assessing children's reading, it ensures they are reading books at the right level of challenge.	1 and 4
Wellcom early language programme	Research shows that delayed language skills lead to under-performance later in life and this speech and language toolkit screens all children in Early Years to assess	1, 2 and 4.

	<p>their speech and language skills. These assessments will provide accurate benchmarking and lead to interventions where necessary which will be led by adults who are trained in this delivery. The support is provided for all children who need it. Some interventions may lead to referrals to speech and language therapy, whilst others will make the required progress through in-school delivery.</p>	
<p>Art specialist teacher (weekly) £5,130</p>	<p>Research from the Education Endowment Fund states that arts participation can have a positive impact on academic outcomes in other areas of the curriculum. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>Specialist art teacher to deliver art provision through interventions and art therapy to aid their love for education, passion for learning and improve attendance. IT will also improve their self-confidence and self of achievement with work showcased on a termly rotation.</p>	<p>1, 2 and 3</p>
<p>Thrive practitioner training (The Thrive approach)</p>	<p>The DfE states that Thrive provides an effective, early intervention tool that evidences incremental progress made by children, helping them to overcome barriers to learning. It provides clear and direct evidence of the child's progress and of the impact of the spending in relation to Thrive training and the cost of the license. Thrive-based cases in the school will be mapped against key school data to enhance the evidence base. A structured training programme for staff will directly increase the effectiveness of an intervention. Two members of staff will begin Thrive practitioner training so that they will be able to work 1:1 with children who require the support. The Thrive approach fully works with parents and carers and their input is valued. All staff will have CPD and training to enable a thrive-approach attitude to teaching and learning.</p>	<p>1, 2, 3 and 4</p>

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

Budgeted cost: £6429

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Discounted breakfast club places offered to disadvantaged families.</p>	<p>In 23/24 20% of eligible children took up their discounted breakfast club place. This is a significant reduction in the 22/23</p>	<p>2 & 3</p>

	<p>strategy when eligible children were fully funded their breakfast club place. This discounted service will continue to be offered and promoted as we know it helps some of our most vulnerable children settle at the start of the day. Pastoral lead to engage families who are most vulnerable to work to encourage attendance to breakfast club.</p>	
<p>OPAL programme - continue and will become embedded.</p>	<p>OPAL was introduced in 23/24 and analysis showed that there were a reduced number of incidents during lunchtimes due to a wider variety of playtime resources available. Staff are trained up in stages to develop OPAL across the school and this is delivered by OPAL.</p> <p>Pupil voice and behaviour monitoring has shown that some children still find lunchtimes difficult and regulating their emotions can be difficult. OPAL provision is provided daily during lunchtimes with adults engaging in play with the children. The school field is also now open over the winter months with the school launching children using wellies for all-weather playtimes. The use of the larger space and more things to do has proven to reduce incidents.</p>	<p>1, 2 and 3</p>
<p>Children with SEMH needs develop strategies to regulate through ELSA support/thrive, led by our pastoral Teaching assistant.</p> <p>£9429</p>	<p>In 23/24 we saw an increased number of children with SEMH needs (20 out of 22 children on the SEN register – 2 of which were registered as PP)</p> <p>In 24/25, All 19 on the SEN register have SEMH needs, 2 of which are registered as PP. 3 children registered as PP have increased anxiety and they have provision in place – this ranges from support plans to PIPs)</p> <p>Through pupil voice, engagement with parents and teachers, some children have been identified as needing support in elements of their emotional Literacy. Examples such as struggling to regulate emotions, communicate feelings and manage in social groups. ELSA and Thrive are proven techniques to help children regulate so they are ready to learn and evidence suggests it increases well-being, confidence and overall attainment in the long-term. Targeted support for these children are undertaken by our Pastoral support Teaching Assistant, who is ELSA trained. These will be in groups, 1:1 and regular assessments for progress carried out.</p>	<p>1, 2, 3 and 4.</p>

Total budgeted cost: £ 19,240

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 2023 to 2024 academic year.

PP vs Non-PP				
PP vs Non-PP	ARE Range	Mathematics	Reading	Writing
1	1EXS vs 1EXS	Non-PP +91.3%	Non-PP +82.61%	Non-PP +82.61%
2	2EXS vs 2EXS	PP +35.29%	PP +23.53%	PP +47.06%
3	3EXS vs 3EXS	PP +7.14%	PP +14.29%	Non-PP +4.76%
4	4EXS vs 4EXS	PP +22.22%	PP +33.33%	PP +11.11%
5	5EXS vs 5EXS	Non-PP +32.35%	Non-PP +38.24%	Non-PP +26.47%
6	6EXS vs 6EXS	Non-PP +52.9%	PP +5.07%	Non-PP +23.91%

Intended outcome	Success criteria																																	
First Quality Teaching using the Principles of Effective Teaching across all year groups to narrow the gap between disadvantaged and non-disadvantaged.	The gap is reduced from previous levels.																																	
<p>Review</p> <p>2022-23</p> <table border="1"> <thead> <tr> <th>PP</th> <th>Cohort</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>131</td> <td>86 %</td> <td>75 %</td> <td>85 %</td> </tr> <tr> <td>Yes</td> <td>16</td> <td>69 %</td> <td>56 %</td> <td>81 %</td> </tr> </tbody> </table> <p>2023-24</p> <table border="1"> <thead> <tr> <th>PP</th> <th>Cohort</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>RWM Comb.</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>112</td> <td>63 %</td> <td>51 %</td> <td>64 %</td> <td>50 %</td> </tr> <tr> <td>Yes</td> <td>14</td> <td>43 %</td> <td>36 %</td> <td>43 %</td> <td>36 %</td> </tr> </tbody> </table>		PP	Cohort	Reading	Writing	Maths	No	131	86 %	75 %	85 %	Yes	16	69 %	56 %	81 %	PP	Cohort	Reading	Writing	Maths	RWM Comb.	No	112	63 %	51 %	64 %	50 %	Yes	14	43 %	36 %	43 %	36 %
PP	Cohort	Reading	Writing	Maths																														
No	131	86 %	75 %	85 %																														
Yes	16	69 %	56 %	81 %																														
PP	Cohort	Reading	Writing	Maths	RWM Comb.																													
No	112	63 %	51 %	64 %	50 %																													
Yes	14	43 %	36 %	43 %	36 %																													
<p>The attainment gap of children achieving Expected Standard or above for the school at the end of the academic year is:</p> <p>Reading: 20% gap (decrease – was 17% in 22-23)</p> <p>Writing: 15% gap (decrease – was 19% in 22-23)</p> <p>Maths: 21% gap (increase – was 4% in 22-23)</p> <p>This shows that there still remains a difference in outcomes between disadvantaged children and</p>																																		

their peers. Both groups have seen a decline in the number of children achieving the expected standard.

Next Steps

- Identify barriers to core subjects in disadvantaged children.
- Identify success in writing that can be translated across to other subjects.
- Develop staff CPD to support identified areas.
- Ensure targeted interventions are regularly reviewed and gap analysis in subjects is rigorously broken down.

To implement Futura Curriculum across the school Y1 – Y6

To deliver a curriculum is broad, balanced and meets the needs of all pupils. Teachers adapt learning to meet these needs so that children access resources and are challenged, building their retention of knowledge, development of skills and their confidence.

Review

The Futura curriculum has been implemented across the school. Data shows improved levels of outcomes and a decreasing attainment gap between PP children and their peers in reading. There is a widening gap for maths and writing. Book looks and subject monitoring shows children are achieving well and can talk positively about their learning. Trust raising attainment visits have indicated that they are yet to be able to confidently differentiate between what they are doing and what skill they are learning. Teachers are adapting learning to meet the needs of all. Pupil voice showed that children would like to have more excitement in their curriculum.

Next steps

- Work with teachers to continue to develop the curriculum so it is more engaging.
- Work with teachers who are moving year groups or new to the school to ensure that expectations and outcomes remain high.
- Ensure whole-school personal development plan is reviewed and enrichment days/trips/experiences are factored into whole-school provision.
- Continue to adapt the Futura curriculum to meet the needs of all pupils.

To deliver a structured reading programme once children finish the RWINc scheme through the Accelerated Reading Programme.

Children will have books matched to their reading ability and will show progress through continual mini-assessments.

Review

All staff were trained in using the AR programme. All children that finish the RWINc phonics programme became part of AR programme. 87% of PP children achieved EXS+ in their attainment for 23-24.

Next Steps

- To ensure the reading timetable gives children adequate time to quiz.
- To adopt the Futura Reading scheme of work for whole class reading in Y2 – Y6.
- To continue our RWI programme with regular coaching and monitoring (daily) by the reading lead.

<ul style="list-style-type: none"> To identify other barriers faced by children not making expected progress. 	
To provide discounted breakfast club places for children eligible for pupil premium to provide them with a settled start to the day.	Children will start lessons calm, fed and ready to learn. Families will feel supported.
<p><u>Review</u></p> <p>19% of eligible children took up their breakfast club place. Parent voice reported that it helped get their children in on time but that the cost was stopping them from bringing them to breakfast club. Pupil voice said it helped them focus on their learning.</p> <p><u>Next Steps</u></p> <ul style="list-style-type: none"> To review our breakfast club offer to be discounted for full place or free for stop and drop. To assess families on an individual basis for free/ discounted breakfast club provision. Raising awareness with families about the importance of a good breakfast prior to school and the impact it has on learning. Research has suggested that just because something is offered for free/discounted price does not guarantee uptake. Mindset behind the purpose needs to be addressed. 	
To provide a calm space for children who need it during unstructured lunchtimes.	Incidences of lunchtime behaviour incidents will decrease and children will feel calmer, safer and ready to return to their afternoon lessons.
<p><u>Review</u></p> <p>There have been 91 reported behaviour incidents this year so far. Pupil voice showed children enjoy having somewhere calm and quiet to go at lunchtimes. Leaders are able to swiftly intervene when undesired behaviour is demonstrated so that incidents are monitored and the behaviour policy is followed.</p> <p><u>Next Steps</u></p> <ul style="list-style-type: none"> Continue with OPAL play programme which is providing more structure for those that need it to ensure they have increased levels of physical activity. Monitor children with SEMH and ensure the best provision is in place for them to feel success and self-worth. 	
Children with SEMH needs develop strategies to regulate through ELSA/Thive	Children are better able to regulate themselves so that they are ready to learn.
<p><u>Review</u></p> <p>When identified, children have undertaken an ELSA programme to support their need. Children have then been provided with check-ins when necessary to ensure the positive impact is maintained. All children who were identified as needing ELSA support met their targets.</p> <p><u>Next Steps</u></p> <ul style="list-style-type: none"> Continue to identify children in need of ELSA. Staff members to attend the Thrive approach training. Two members of staff to attend thrive practitioner training. All staff not able to attend the Thrive training have access to recorded video and training 	

is cascaded down from the leadership team with key findings/knowledge.

- Continue to provide ELSA member of staff with training and adequate time to support need.

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
Accelerated Reader	Renaissance
Emotional Literacy Support Assistant	South Gloucestershire - Elsa programme
Read Write Inc – 1:1 Tutoring	Ruth Miskin Literacy
The Thrive Approach	Thrive – Rose Webb (lead practitioner)

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