

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*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
Number of pupils in school	165
Proportion (%) of pupil premium eligible pupils	13.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2019 - 2022
Date this statement was published	1.11.21
Date on which it will be reviewed	1.11.22
Statement authorised by	Mrs J Mounter
Pupil premium lead	Mrs R Holmes
Governor / Trustee lead	Mr S Flenley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24210
Recovery premium funding allocation this academic year	£2030
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	£26240

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

### 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	More able pupils eligible for pupil premium do not always achieve GDS.

2	Children in EYFS and KS1 eligible for pupil premium funding can have poor oral language skills and low levels of literacy.
3	Children across the school eligible for Pupil Premium funding can lack confidence or the knowledge of how to independently support their learning.
4	Some pupils eligible for the Pupil Premium are experiencing difficulties in their home lives and find emotional regulation difficult and this can result in a negative attitude towards their learning.
5	Some pupils eligible for the Pupil Premium have low attendance rates

## 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 Reading and Writing	Achieve above national average progress scores in KS2 Reading (0)
Progress in Maths	Achieve above national average progress scores in KS2 Reading (0)
Attendance	Attendance of disadvantaged pupils as a group is above 95%

## 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: £ 4000 CPD time

Activity	Evidence that supports this approach	Challenge number(s) addressed
Futura Fundamental strategies are used to develop children's independence.	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 Futura Fundamentals will narrow the gap between disadvantaged pupils and their peers. The current attainment gap across the school for pupils at ARE is Reading - 65% compared to 86%. Writing- 55% compared to 80%. Maths- 40% compared to 85%.	1, 2 and 3
Oracy is developed across the school to enhance confidence in public speaking and learn the skill of debating.	Pupil voice from disadvantaged showed that many pupils lacked confidence in themselves. <u>Voice 21</u> defines oracy as 'the ability to articulate ideas, develop understanding and engage with others through spoken language. In school, oracy is a powerful tool for learning; by teaching students to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them.' By undertaking oracy projects across the school, we expect to see pupil confidence increase.	1, 2 and 3.
Vocabulary teaching across the curriculum is further enhanced.	By explicitly teaching vocabulary, we aim to close the attainment gap in reading and writing. (Figures stated above)	1 and 2
Trust moderation ensures accurate judgements for Teacher Assessment	There is currently a -14% difference of children achieving Greater Depth Standard in writing of disadvantaged pupils compared to their peers.	1

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

Budgeted cost: £ 7613

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Better Reading Partners Training</i> supports LAP reading £3297	17% of children are not at the ARE for reading. Our SAT TA for last year showed just 4% of children not at ARE for reading. BRP allows children to get back on track.	2
<i>Nufield Early Language Intervention in EYFS</i> £2020	24 % of children in current EYFS cohort are not on track to meet GLD in listening, attention and understanding. This is compared to only 19% last year. The current cohort have had two disrupted years of nursery due to COVID-19. NELI trials showed that children receiving the programme made +3 months of additional progress with their oral language skills than those not on the programme.	2
<i>National Tutoring programme – Maths tutoring</i> £2295	Maths data shows a gap of 45% between ARE for disadvantaged compared to their peers.	3

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

Budgeted cost: £ 14566

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral lead to intervene early if attendance begins to fall. £1649 + £1500 EWO	Pupil Premium attendance was 91% last year. This is below our whole school target of 97%. By closely monitoring attendance last year of a disadvantaged pupil we were able to intervene before it became a case for the EWO. Our pastoral lead will monitor attendance fortnightly.	5
Children with SEMH needs develop strategies to regulate	We now have an increased number of children with SEMH needs (5 children) and others with increased anxiety. ELSA and Thrive are proven techniques	4

through ELSA support/thrive £4397	to help children regulate so they are ready to learn.	
Pastoral lead lunchtime hub supports children during unstructured time. £3435	Last year saw increased incidences of lunchtime behaviour incidences. From observing and speaking to children we know the amount of unstructured time can lead to difficulties regulating. Therefore, our pastoral lead will lead a lunchtime club for those that need it.	4
Breakfast Club places will continue to be offered to pupil premium children. £3000	38% of eligible children took up their breakfast club place. This service will continue to be offered as we know it helps some of our most vulnerable children settle at the start of the day.	4 and 5

**Total budgeted cost: £ 26178**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

[Reviewed Strategy on our school website](#)

### 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
Boosting Reading @ Primary	Debbie Miles - Bristol City Council
Emotional Literacy Support Assistant	<a href="#"><u>South Gloucestershire – ELSA Network</u></a>
Thrive	www.thriveapproach.com

## 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.*