

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 – 2024 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	Meadlands Primary School
Number of pupils in school	171 pupils (Y1-6 based on Sept 2023 roll)
Proportion (%) of pupil premium eligible pupils	18.7% 32 pupils (Y1-6)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	December 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Sarah Taunton
Pupil premium lead	Laura Tadman-Barson
Governor / Trustee lead	John Cannon and Penny Frost

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58895
Recovery premium funding allocation this academic year	
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	

# Part A: Pupil premium strategy plan

## Statement of intent

At Meadlands, we believe all children should be encouraged to be ambitious and achieve their best. We believe in opportunity for all, and we are committed to ensuring that each and every child reaches their full potential academically, socially and emotionally, and is therefore ready to transition to secondary school and beyond. We recognise that PPG provision is central to our whole school approach. The three core strands of our curriculum intent - vocabulary, memory and mental wellbeing – are woven throughout our Pupil Premium strategy, as we know these areas are core to supporting our children.

We recognise that each child entitled to PPG is unique in their situation and has different needs - needs which are varied and complex across the school. Each child also brings their own cultural capital which needs to be valued and enhanced, and the PPG can be used to support this. With this in mind, we have built the capacity and expertise to enable us to provide a personalised programme of support for children and their families, so that each child can reach his/her full potential. Our overall aim in using the grant is to extend opportunity and to narrow the attainment gap between those entitled to this funding and their non-disadvantaged peers nationally.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Poverty in the home-setting</b> , impacting on the family's: nutrition and health; emotional wellbeing and self-esteem; quality of sleep; availability of space to learn, play, relax and exercise; and access to books and resources for learning.
2	<b>Limited breadth of cultural experiences and learning opportunities</b> outside of school
3	<b>Communication challenges for parents for whom English isn't a first language</b> – impacting on potential for learning support at home, access to written information, and engagement with school events and wider support

4	<b>Limited speech, language and communication skills</b> , including breadth of vocabulary – as evidenced in writing and verbal communication
5	<b>Attachment disorder or related needs</b> , impacting on ability to regulate emotions and to establish and maintain secure relationships with others (particularly for those children who are on our LAC/Post-LAC register)
6	<b>Reduced opportunities to socialise and interact with a range of peers</b> outside of school – supporting social and emotional wellbeing

## 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
<b>Teaching</b>	
English: Children experience quality first teaching strategies in English lessons. As a result, there is improved attainment for disadvantaged pupils in English.	<ul style="list-style-type: none"> <li>• All children are able to access learning with their peers (<i>see learning walks and lesson observation feedback, and pupil voice</i>)</li> <li>• All staff understand and are aware of additional needs of PPG children in their class may have.</li> <li>• Staff feel more confident to apply appropriate strategies in the classroom to better support learners (<i>see staff survey</i>)</li> <li>• The progress gap between disadvantaged and non-disadvantaged pupils closes year on year.</li> <li>• Use of pupil conferencing supports children in identifying how to edit and improve their written work.</li> <li>• Staff are prioritising PPG and SEND pupils' English books to mark before others, to ensure they understand the barriers to learning</li> </ul>

<p>All pupils eligible for PPG will make at least the expected levels of progress and attainment in line with their peers, including strong progress in developing a love of reading.</p>	<ul style="list-style-type: none"> <li>• Data from standardised tests will show evidence of progress from each assessment point</li> <li>• Pupils will exceed the national average for progress and attainment</li> <li>• Pupils will achieve expected levels at key assessment points EYFS, Phonic Screening, KS 1 &amp; 2 SATs</li> <li>• Staff will consistently deploy attachment aware strategies, across all areas of school life, in order to achieve a safe, supportive environment that promotes readiness for learning. This will be monitored through learning walks and observations</li> <li>• Pre- teaching boosters and consolidation of higher level and topic specific vocabulary will be evidenced in books and questioning and reflected in learning walks and attainment</li> </ul>
<p>Children with dual PPG and SALT will make good progress with their speech, which will, as a result, increase socialising and friendship opportunities</p>	<ul style="list-style-type: none"> <li>• Oracy threaded through the curriculum, as part of our curriculum intent – this evident in all books</li> <li>• Work alongside Ham clinic at consultation stage to ensure all children with speech and language needs are being supported either through clinic or through school interventions</li> <li>• Vocabulary is highlighted and subject specific vocab is pre-taught for pupils with SEND/PPG/SALT.</li> <li>• Tier 3 vocab is identified and the spellings of these are taught in line with our school spelling scheme.</li> </ul>
<p><i>Spelling:</i> Implementation of the new spelling scheme demonstrates an increase in the number of PPG pupils passing the termly spelling assessments in KS2.</p>	<ul style="list-style-type: none"> <li>• Spelling is not a barrier which prevents most children making progress – as evidenced in half termly spelling checks and children’s published work. (<i>see spelling check overview sheets &amp; work in books</i>)</li> </ul>

	<ul style="list-style-type: none"> <li>• SPAG paper in Year 6 SATS to see all PPG pupils achieving or exceeding their targets</li> <li>• Use of etymology and morphology structure to embed new vocabulary and spellings into KS2 pupils' memory</li> <li>• Link spelling with cross curricular lessons, e.g. history and science, to see the words being taught in relation to real life contexts</li> </ul>
<b>Targeted Academic Support</b>	
<p><i>Reading and writing:</i> Improvement in KS2 PPG pupil who have a spelling and reading difficulty through the use of Nessy Read and Spell package. As a result they make good progress against their personalised target.</p>	<ul style="list-style-type: none"> <li>• Children make good progress in the Nessy scheme (<i>see Nessy assessments/ data over time</i>)</li> <li>• Children in KS2 who are eligible for Pupil Premium funding make progress that is equal to or better than their non-disadvantaged peers, in reading and writing.</li> <li>• Spelling is not a barrier which prevents most children making progress – as evidenced in half termly spelling checks and children's published work. (<i>see spelling check overview sheets &amp; work in books</i>)</li> </ul>
<p>Retention and recruitment of staff, with a particular focus on staff wellbeing to ensure we have staff who are highly trained and feel able to support our most vulnerable pupils</p>	<ul style="list-style-type: none"> <li>• All ECTs have a clear understanding of how to mark pupils books, pupil conference and give relevant and supportive feedback..</li> <li>• All teachers, particularly ECTs, feel supported through both SLT and external professionals to work with the more vulnerable pupils of the class</li> <li>• Recruitment of staff through robust process, including maths and English task, to ensure they have a clear understanding of the curriculum they are teaching</li> <li>• Bespoke timetables created for dual need SEND and PPG pupils</li> <li>• SEND support plans are useful, working documents that are both supportive to pupils are achievable for staff</li> <li>• Staff have places to create solution circles and other wellbeing support, through working discussion groups.</li> <li>• All staff to have option to book on to CPD of their choice, either based on the needs of the pupil they work with or specific needs of cohort.</li> </ul>
Wider strategies	

<p>PPG pupils' emotional needs are supported through early intervention and personalised wellbeing support.</p>	<ul style="list-style-type: none"> <li>• Clear assessment systems in place and used prior to pastoral support being put in place</li> <li>• Disadvantaged children receive personalised pastoral support, relevant to their individual needs. This is monitored over time (<i>see pastoral records</i>)</li> <li>• Children's mental health and wellbeing is well supported, enabling children to engage with learning in the classroom (<i>see pupil survey &amp; parent survey</i>)</li> <li>• Robust referral systems put in place through our new Wellbeing Mentor and triangulation of information between wellbeing mentor, PPG lead, SENDCO, SG team to decide on who would be referred for external therapeutic support.</li> </ul>
<p>All members of school staff will have high expectations of PPG pupils across all areas of school life so that academic, extra- curricular and holistic access, together with potential, is both valued and realised</p>	<ul style="list-style-type: none"> <li>• All staff will be able to demonstrate excellent knowledge of the needs and barriers for PPG pupils</li> <li>• All PPG children will take part in at least one extra-curricular club each term</li> <li>• PPG children will have priority access to ELSA slots, where need is equivalent to non- PPG pupils</li> <li>• All PPG disadvantaged pupils will have funding for trips and residential</li> <li>• Attainment and knowledge gaps will be ascertained by teachers and additional teaching provided to avoid inequality of access through lack of cultural capital</li> </ul>
<p>Increase involvement in extra-curricular involvement of PPG pupils</p>	<ul style="list-style-type: none"> <li>• All disadvantaged children have priority/subsidised accessed to clubs leading to increased uptake – more than their non-PPG peers (<i>see club take-up figures &amp; pupil survey</i>)</li> <li>• All children in all classes access a range of trips and activities in the local area and beyond (<i>see trips summary &amp; pupil survey</i>)</li> <li>• Disadvantaged children are not excluded from any school opportunities – including trips, residential and on-site activities based on their income</li> </ul>

	<ul style="list-style-type: none"> <li>Disadvantaged children experience visits to and from local secondary provisions and community groups – broadening life experiences and raising aspirations</li> </ul>
Support from external agencies to ensure all pupils are supported in the most effective way	<ul style="list-style-type: none"> <li>Working alongside EISS to complete Wave 1 and 2 consultations, empowering teaching and support staff to work with the most vulnerable pupils in the school</li> <li>Increase of EP hours this year to 39 a term, to ensure those pupils who need an EHCP have capacity to receive one</li> <li>Increase in external therapeutic support, working alongside the MHST and local GP to ensure all pupils are supported and there is enough bespoke therapeutic support for those who need it.</li> <li>Work alongside alternative provisions to ensure pupils who benefit from a split timetable at an alternative provision are able to receive this, including providing transport for these pupils.</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: £23,531.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Staff CPD - QFT</b>	EEF: high quality teaching - <a href="#">click here for evidence</a>	4, 2
Ensure staff receive effective professional development to enable quality first teaching		
Monitor effectiveness of teaching and learning across the school, and the impact on/progress of disadvantaged pupils	EEF (2020): Special Educational Needs in Mainstream Schools 'Strong evidence that improving high quality teaching for all pupils will improve	

	outcomes for pupils with SEND’.	
All staff to have option to book on to CPD of their choice, either based on the needs of the pupil they work with or specific needs of cohort.		2,3,4
ECT mentoring sessions weekly and extra support given, e.g. sessions on how to effectively mark vulnerable pupils’ books.		4
School based advisors used to support and create bespoke timetables for our dual need SEND and PPG pupils who are working out of key stage.		1
<p><b>Spelling:</b> New spelling structure and curriculum, to place emphasis on morphology and etymology of words.</p> <p><b>SPELLING AND VOCABULARY STRATEGY</b></p>	Jo Wreford – Masters dissertation, St Mary’s University	2,3,4
<p><b>Staff CPD – writing:</b> Update Writing/ Spelling policy &amp; ensure staff CPD &amp; monitoring in place</p>	N/A	4
Purchase necessary resources to support implementation of above		
<p><b>Staff recruitment/ deployment:</b> Effective recruitment &amp; deployment of teaching &amp; support staff</p>	EEF: Targeted, effective deployment of Teaching Assistants is about an additional four months’ progress over the course of a year.	4, 5

Recruitment of staff through robust process, including maths and English task, to ensure they have a clear understanding of the curriculum they are teaching		2,3,4
Ensure effective, high-quality professional development in place for all staff (including academic & relating to attachment needs and wellbeing)		
EP hours increased to create wellbeing discussion groups, so that teachers can have a space to talk through situations about most vulnerable pupils and gain expert support with these.		

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

Budgeted cost: £15,233.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Writing and reading interventions:</b></p> <p>Purchase licences for Nessy Reading and Spelling, and Nessy Fingers. Ensure intervention schedule and parental engagement supports regular use of above Nessy Programmes.</p>	<p><a href="#">click here for evidence</a></p> <p>Educational Psychologist advice – based on research and prior school experience</p> <p>EEF teaching &amp; learning toolkit: ‘small group tuition’/teaching assistant interventions’ -</p>	4, 3, 2
<p>Ensure quick &amp; appropriate intervention in place for all children who are working below year group expectations or their personalised targets</p>	<p><a href="#">click here for evidence</a></p>	
<p><b>Homework support:</b></p> <p>Homework or home learning support for disadvantaged pupils</p>		
<p>Targeted parent curriculum support programme for disadvantaged families</p>		

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

Budgeted cost: £9,765.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Pastoral &amp; wellbeing:</b></p> <p>Ensure a clear and consistent pathway of assessment and intervention (assess – plan – do – review) is clear for children receiving pastoral support</p>	<p><a href="#">click here for evidence</a></p> <p>Attachment Theory (Bowlby, 1969)</p>	1, 5, 6
<p>Ensure excellent timetable of pastoral intervention in place to meet the needs of all children – including 1:1, small group, and family sessions</p>		
<p>Identify and develop ‘safe spaces’ within classrooms and throughout school building</p>		
<p>Re-write behaviour policy to improve consistency &amp; success of implementations and promote pupil wellbeing</p>		
<p>Increase in external therapeutic support, working alongside the MHST and local GP to ensure all pupils are supported and there is enough bespoke therapeutic support for those who need it.</p>		5, 6
<p><b>Wider curriculum provision:</b></p> <p>Re-engage all children in extra-curricular enrichment activities, encouraging maximum participation</p>	<p><a href="#">click here for evidence</a></p>	1, 2, 6
<p>Establish links with external agencies &amp; welcome visitors into school (both families and professionals from the community)</p>		

<p><b>Diversity and inclusion:</b></p> <p>Work had begun with the primary futures database to ensure children are seeing themselves represented in career options of different fields.</p>	<p>Celebrating Diversity Through Pupil Voice (Stonewall, 2021)</p> <p><a href="#">click here for evidence</a></p>	<p>1,2</p>
<p>Time out with SENCO to learn how to write SEND support plans, ensuring these are working documents that are beneficial to all pupils and achievable for staff.</p>	<p>SEND code of practice</p>	<p>4,5</p>
<p>Time given with Educational Psychologist as 1:1 supervision for teachers with high needs classes to ensure their wellbeing is being supported</p>	<p>SEND code of practice</p>	<p>4,5</p>
<p><b>Family support:</b></p> <p>Increase 'early help' provision – including health workshops, stay-and-play sessions, and referrals to outside support agencies – for disadvantaged families</p>	<p>N/A</p>	<p>1, 3</p>
<p>Supervision for pastoral and safeguarding team, and for wider staff supporting children in challenging circumstances</p>		
<p><b>Transition:</b></p> <p>Transition support for vulnerable pupils approaching</p> <ul style="list-style-type: none"> <li>- Transition to Meadlands</li> <li>- Transition to another school</li> <li>- Transition between year groups</li> </ul>	<p>AFC transition guidance based on good practice in local authority</p>	<p>3, 4</p>

**Total budgeted cost:** £48,530.75

## 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 2022 – 2023 academic year.

#### Teaching

**English: Children experience quality first teaching strategies in English lessons. As a result, there is improved attainment for disadvantaged pupils in English.**

Due to a staff movement and 2 ECTs joining Meadlands this will continue to be a focus for the final year of this strategy plan.

Writing mid-term plans are reviewing by the English lead at the start of each unit and teachers supported with their daily planning to ensure progression.

Attainment for 2022 – 2023 for our disadvantaged pupils:

**GLD:** 1 pupil in Reception did not achieve a good level of development. This is below national average for this group.

**Year 1 phonics outcomes:** 33% of 3 PPG children passed the Phonics Screening Check. This is below national average for this group.

**KS1 outcomes:** 67% of 3 PPG children achieved at least the expected standard in reading, writing and maths. This is above national average for this group and inline with the school average.

**KS2 outcomes:** 71% of 7 PPG children achieved at the expected standard in reading, writing and maths.

**KS2 progress information:** 7 PPG children achieved the following progress measures:

- -1.8 in reading
- +0.1 in writing
- +4.2 in maths mathematics (one of the highest performing groups at Meadlands).

*Spelling:*

**Implementation of the new spelling scheme demonstrates an increase in the number of PPG pupils passing the termly spelling assessments in KS2.**

The impact of the Spelling scheme continues to be visible in children's writing with more tier-3 and adventurous language evident in pupil's writing across the school and curriculum. Weekly spelling homework is also issued.

Teacher's detailed tracking of half-termly spelling scores demonstrates the majority of disadvantaged pupils becoming more confident and fluent with their spellings.

#### Targeted Academic Support

### **Writing and Reading Interventions:**

**Improvement in KS2 PPG pupil who have a spelling and reading difficulty through the use of Nessy Read and Spell package. As a result, they make good progress against their personalised target.**

This was launched in Summer 2022 and therefore it is too early to make a comment regarding impact.

In Autumn 2023 additional children were added to this package and the children complete 15 minutes of dedicated time on Nessy per day.

**Implementation of the Nessy Fingers program to support pupils in Years 4-6 for whom transcription skills are a barrier to writing progress.**

Although we have not implemented Nessy Fingers, our disadvantaged pupils who find transcription a barrier have their own personal Chrome Books and are able to use them during lessons to support with the writing process. They are not however, allowed to use in all lessons as we want them to have a balance between writing and typing.

**Reading, writing and mathematics: Establish 1:1 precision teaching/small group bespoke intervention for disadvantaged pupils who are falling behind age-related expectations in phonics/word reading (YR-3) or times-table knowledge (Y4-6) specifically**

We have continued to utilise our volunteers to mainly support with reading and times table rapid recall.

Our assessment and interventions of phonics was identified as a strength during our 2021 OFSTED, especially in phonics. 'Regular assessment ensures staff identify those who are falling behind. Pupils receive carefully planned interventions to ensure they catch up quickly. Staff are well trained'

Termly progress meetings and half-termly Closing the Gap meetings successful in identifying children at risk of or already falling behind year group expectations. In collaboration with the Assessment Lead, teachers were supported to create intervention and booster timetables that offered interventions before school and made use of assembly time.

### **Wider Strategies**

**PPG pupils' emotional needs are supported through early intervention and personalised wellbeing support.**

New Wellbeing Mentor recruited December 2022, as a result we have increased our wellbeing and pastoral capacity and support for our most vulnerable children. Alongside our 1-1 ELSA sessions we also offer Wellbeing groups, a Young Carers Group and Social Thinking group. The school has created a much more effective triage and referral system that includes the SLT and class teachers when deciding on priority cases.

82% of 135 children across Key 1 and 2 agreed or strongly agreed that the school encourages them to look after their mental health. A further 16% neither agreed nor disagreed.

### **Increase involvement in extra-curricular involvement of PPG pupils**

As per our PPG policy all disadvantaged children have priority booking and subsidised access to clubs.

All disadvantaged children are included in all trips and residentials and the staff work with the families to put in reasonable adjustments to ensure that these children can attend overnight residentials.

Where appropriate we work closely with the secondary schools to ensure a smooth transition and last year worked with EISS to ensure that our most disadvantaged pupils were able to access the curriculum and provision at Meadlands.

## **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*

<b>Programme</b>	<b>Provider</b>
Nessy Hairy Reading	Nessy
Nessy Reading and Spelling	Nessy

## **Service pupil premium funding (optional)**

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
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

## Further information (optional)

Here are some example of how we continue to support our PPG children and families

- Brit boxes offered to families
- Christmas hampers to vulnerable families
- Offered subsidise school trips to all PPG families, this includes KS2 residential
- Referrals for family support to Early Help as appropriate
- PPG children offered initial places at clubs – as appropriate
- KS2 SATS revision guides provided at a subsidise cost
- Invitations to before school boosters to support children in closing the gap