

## 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 and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Meadow Vale Primary School
Number of pupils in school	627
Proportion (%) of pupil premium eligible pupils	18.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Catherine Forrester
Pupil premium lead	Ian Freeman
Governor / Trustee lead	Hilary Birkin

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£124,195
Recovery premium funding allocation this academic year	£13,653
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£35,000
<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	£172,848

## Part A: Pupil premium strategy plan

### Statement of intent

At Meadow Vale Primary School, our intention is that all pupils, irrespective of the socio-economic background or the individual challenges they may face are supported to make good progress and achieve high attainment across all aspects of the curriculum. The key focus of this pupil premium strategy is to offer support to disadvantaged pupils in order to help them achieve that goal.

We respect and understand that all pupils are different and that families face individual challenges. In order to support the needs of all disadvantaged pupils, we have adopted a tiered approach, as recommended and outlined by the Education Endowment Fund (EEF). The approach is as follows: provide high quality teaching, offer targeted academic support and, where appropriate, support pupils through wider strategies.

Quality first teaching is at the very heart of our approach and ensuring that all pupils have access to the highest quality input from skilled practitioners. This approach is proven to have the most significant impact on disadvantaged pupils and investment in CPD for staff will benefit all pupils.

Our pupil premium strategy fundamentally supports the school's wider plans for supporting pupils who may have been most severely affected as a result of the partial closures of schools during 2020 and 2021.

We will also consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not and support those identified pupils through wider strategies.

Our approach will be adaptable and responsive to the individual and cohort challenges. The approach will be rooted in summative and formative diagnostic assessment and will not make assumptions about gaps in knowledge or skills. In order to achieve this effectively, we will ensure that teacher's planning enables disadvantaged pupils of all abilities to be challenged and that we identify needs early in order to act swiftly and robustly.

Finally, this is a whole school approach and all staff share a collective responsibility, willingness and desire to improve outcomes for disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Some children entering Nursery and Reception, through our observations (and those of other agencies) assessments and discussions, are identified as having under developed oral language skills and gaps in their vocabulary.
2	Through observations, assessments and discussions with staff, some disadvantaged pupils are identified as having greater difficulties with phonics than their peers. This has a negative impact on their development as readers.
3	Our assessment of children has identified that some disadvantaged pupils have been impacted by partial school closures. This is supported by national studies. This has resulted in knowledge gaps for many disadvantaged pupils, and is particularly evident in writing and phonics.
4	Attendance data for the years 2020-21 and the autumn term 2021 for disadvantaged pupils is lower non-disadvantaged pupils. It is between 3-4% lower. Absence for disadvantaged pupils is negatively impacting their progress and attainment. We also recognise that disadvantaged pupils are at greater risk of persistent absenteeism.
5	Through our observations, discussions and feedback pupils, parents and staff, some disadvantaged pupils have identified social and emotional issues that can negatively impact on their schooling, particularly attainment.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils	Throughout each academic year, there will be sustained and measurable progress for pupils identified as having lower oral language and vocabulary levels.
High level of phonics attainment for disadvantaged pupils	Outcomes for targeted pupils will be in line with their peers by the academic year 2023-24.
Improved reading and writing attainment for disadvantaged pupils	Outcomes for disadvantaged pupils at the end of KS2 will show that the aspirational targets set for them have been achieved.

<p>Achieve and sustain good attendance for disadvantaged pupils</p>	<p>Sustained high levels of attendance each academic year:</p> <ul style="list-style-type: none"> <li>- The attendance rate for all pupils will be above national</li> <li>- The gap between disadvantaged and non-disadvantaged pupils will be reduced</li> <li>- The percentage of persistently absent children will be below or at least in line with national average</li> </ul>
<p>Achieve and sustain improved well-being for disadvantaged pupils</p>	<p>There will be sustained high levels of well-being from 2023-24 by:</p> <ul style="list-style-type: none"> <li>- Analysing the data from well-being surveys and teacher observations</li> <li>- An increase in participation in enrichment activities, particularly among disadvantaged 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: £ 87,000 (inclusive of £15,000 carry forward)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training and development for school leaders in Maximising the Impact of TAs (MITA)</p> <p>Training for TAs and staff.</p> <p>Implement PiXL Primary</p>	<p>Focused and well-structured interventions by Teaching Assistants can have a significant impact on outcomes for pupils. MITA is training delivered to school leaders to ensure that Teaching Assistants are trained and utilised in the most effective ways.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	1, 2, 3
<p>Embedding a culture of reading, print and dialogic activities across the school through targeted staff training.</p> <p>Embed NELI, purchase resources, ensure support staff release time</p>	<p>The evidence base that suggests oral language interventions are effective is strong. This can include dialogic activities in the classroom and targeted interventions. Class room based activities are inexpensive to implement and have high impacts on reading outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1, 3
<p>Provide ongoing phonics training and support for teaching staff.</p> <p>Purchase resources and support identified training needs of staff.</p>	<p>Approaches to the systematic synthetic teaching of phonics have a strong evidence base that indicates a positive impact of the accuracy of word reading. This may not always translate to improved comprehension.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	2
<p>Continue to enhance and develop our</p>	<p>A strong, coherently planned curriculum best supports children's academic progress and development. Ensuring that there is a structured, consistent approach,</p>	3

reading and writing curriculum by investing in staff development.	that builds on children's prior knowledge and skills, will lay the foundation for children to flourish in the next stage of learning.	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions, delivered by trained staff with a systematic and consistent approach.	<p>Focused and well-structured interventions by Teaching Assistants can have a significant impact on outcomes for pupils. MITA is training delivered to school leaders to ensure that Teaching Assistants are trained and utilised in the most effective ways.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	1, 2, 3

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

Budgeted cost: £ 70,000 (inclusive of £35,000 carry forward to redevelop Nurture space and implement OPAL programme)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitor and challenge, as appropriate, the attendance of disadvantaged pupils that is causing concern.	Research into school absenteeism has consistently shown that a much higher and disproportionate number of pupils who are eligible for pupil premium are more likely to miss school than their peers.	4
Provide all pupils with a nurturing, supportive curriculum and environment that provides safe spaces and opportunities for children to be nurtured and encouraged.	'Social and emotional skills' are essential for children's development—they support effective learning and are linked to positive outcomes in later life. With the right support, for example through using Play Therapists, sports coaches, the OPAL programme and ELSA, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's	5

	perspective, and communicate in appropriate ways.	
Provide all pupils with a range cultural and curriculum enhancements	Participation in a range of cultural and extra-curricular activities such as dance, drama, music, educational trips and residential experiences can occur either as part of the curriculum or as extra-curricular activity. These approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task.	3, 4
To ensure high-quality provision during unstructured times for pupils	Through pupil, parent and staff surveys, we recognise that there is a need to develop the provision during unstructured times. The EEF report that pupil behaviour can have a lasting impact on outcomes for pupils. By creating and developing an engaging experience during unstructured times, we aim to reduce negative behaviours which may impact on teaching and learning time.	3, 4, 5

**Total budgeted cost: £ 137,500 + £35,000 carry forward = £172,500**

## 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.

School's internal assessments during the 2021/22 academic year evidence that the performance of disadvantaged pupils in the EYFS is higher than their peers; however, we recognise that across other year groups, attainment in the core curriculum areas is lower than that of their peers. In some year groups, disadvantaged pupils have met their targets. We recognise that there are wider gaps in attainment for pupils writing in year 5 and reading, phonics and writing in year 1 and have subsequently invested in targeted interventions from PiXL to address this.

We recognise that Covid-19 has had a significant impact on disadvantaged pupils and we seek to further mitigate this impact using the strategies outlined in this plan. We resolve to maintain a curriculum that is high-quality, consistently reviewed and supplemented by targeted interventions for identified pupils. Further development of staff remains a priority, with a focus on ensuring that teaching assistants are able to deliver the highest level of support to enable independent learners.

Attendance for disadvantaged pupils remains a priority and the data shows that disadvantaged pupils missed 9.4% of possible sessions in the last academic year, compared to 5.7% for their peers. Persistent absenteeism is more prevalent for disadvantaged children than their peers and the school will continue to utilise the services of WPA to improve whole school attendance.

We recognise that many pupils, included those identified as disadvantaged, have been significantly impacted by the effects of Covid-19 in terms of their mental health and well-being. We continue to use pupil premium funding to support all identified pupils with aspects of their well-being and mental health through the strategies identified in this report. We recognise that improving children's experiences across the school day, including during unstructured times, will have a positive impact on their wellbeing and we have invested in the OPAL programme to support this. We have also increased the number of ELSA trained staff, the allocated hours of a Play Therapist and have invested in CPD for two school leaders to attend the Nurture Schools Programme.

## 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

## Further information (optional)

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