

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	599
Proportion (%) of pupil premium eligible pupils	18% (100)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	December 2023 – December 2026
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Catherine Forrester
Pupil premium lead	Ian Freeman
Governor / Trustee lead	Ruari Maxwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£151,275
Recovery premium funding allocation this academic year	£25,944
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	£177,219

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, feel included and experience success 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.

We aim to provide children with access to a broad, rich and well-resourced curriculum that responds to the needs of the individual child and cohorts. We ensure that all staff working with children are trained to deliver to high-quality teaching and we do this through continuous investment in teachers' and support staff's professional development.

We also consider the challenges faced by vulnerable pupils, such as those who have a social worker and identified as 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.

Our approach will be rooted in strong relationships, adaptable and responsive teaching and an understanding of the needs of the individual child and cohorts of children. The approach will not make assumptions about gaps in knowledge or skills and will use a structured approach to summative and formative diagnostic assessment. In order to achieve this effectively, we will ensure that teachers' planning enables disadvantaged pupils of all abilities to be challenged and that 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, understanding 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	<p>On entry to Reception in 2023, 16% of identified pupils were assessed to be on track in communication and language compared with the cohort figure of 47%. Internal and external (where available) assessments and discussions indicate under developed oral language skills and gaps in the vocabulary of some disadvantaged children from EYFS through to KS2.</p>
2	<p>Through observations, assessments and discussions with staff, some disadvantaged pupils are identified as having greater difficulties with reading than their peers. In 2023, across KS1, 29% of disadvantaged pupils achieved the expected standard in reading compared to 73% of their peers. In 2023, outcomes for the end of KS2 for disadvantaged pupils in reading were 42% compared with 79% for their peers.</p> <p>Teaching staff indicate that a lack of reading fluency and comprehension negatively impacts on their ability to access other areas of the curriculum, including writing and maths.</p>
3	<p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Outcomes for disadvantaged children at the end of KS1 was 50% compared with 81% for their peers. At the end of KS2, the gap between disadvantaged children and their peers was 40%.</p>
4	<p>Overall attendance for disadvantaged pupils is lower than that of their peers, and they are at increased risk of being persistently absent. In 2023, overall absence for disadvantaged pupils was 7.6%, compared with 5.2% for their peers. 28% of disadvantaged pupils were identified as being persistently absent, compared with 11.7% of their peers. Our assessments and observations of pupils indicate that absenteeism is having a negative impact on their academic attainment and social skills.</p>
5	<p>Our ongoing discussions with pupils and their families have identified that a significant number of families require additional pastoral interventions and access to social and emotional support. Leaders have noted an increase in the number of referrals to internal and external support services with a significant majority of pupils accessing ELSA supporting being identified as disadvantaged.</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
<p>Improved oral language skills and vocabulary among disadvantaged pupils</p>	<p>Throughout each academic year, there will be sustained and measurable progress for those pupils identified as having lower oral language and vocabulary levels.</p> <p>Staff will be trained to quickly identify pupils through our internal assessment processes to ensure targeted support is put in place.</p> <p>Staff will be well trained to support children with early language acquisition.</p>
<p>Reading and phonics attainment for disadvantaged pupils will be inline with that of their peers</p>	<p>Phonics outcomes for all pupils will be at or above the national average in each year throughout the course of this plan.</p> <p>Children will show demonstrable progress from their individual starting points in reading across all key stages.</p> <p>Pupils will be quickly identified through our internal assessment processes to ensure targeted support is put in place.</p> <p>Staff will be highly trained in the teaching of reading.</p>
<p>Maths attainment for disadvantaged pupils will be inline with that of their peers.</p>	<p>The gap between disadvantaged pupils and their peers will diminish.</p> <p>Pupils will show demonstrable progress from their individual starting points in maths across all key stages.</p> <p>Pupils will be quickly identified through our internal assessment processes to ensure targeted support is put in place.</p>
<p>Achieve and sustain good attendance for disadvantaged pupils</p>	<p>There will be sustained high levels of attendance each academic year.</p> <p>The attendance rate for all pupils will be above national.</p> <p>The gap will be reduced.</p>

	<p>The percentage of persistently absent children will be below or at least in line with national average.</p>
<p>A range of pastoral, wider curricular and nurture support strategies will be in place to support identified pupils</p>	<p>School will have achieved accreditation in OPAL and Nurture Schools.</p> <p>There will be a range of pastoral support available for all pupils to access.</p> <p>To support staffs understanding of Social and Emotional Learning through the implantation of EEF's guidance.</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: £98,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all staff are trained to deliver reading groups to children across EYFS and KS1 and this is delivered three times a week</p> <p>Embed a love of reading across the school through access to high-quality</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Reading comprehension strategies, alongside high-quality phonics teaching will effectively enable children to become confident and fluent readers.</p>	<p>1, 2</p>
<p>Provide all pupils with access to a high-quality, coherently sequenced, rich and well-resourced curriculum by further developing teachers</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>An effective curriculum that is carefully sequenced, well designed and ambitious curriculum will diminish disadvantage. This will be done by identifying academic barriers and ensuring that quality first teaching is at the precedence of what we do.</p> <p>Providing pupils with effective feedback is one of the most impactful strategies to enable children to make good academic progress from their individual starting points.</p>	<p>1, 2, 3</p>
<p>Further embed a DfE validated Systematic Synthetic Phonics programme to ensure consistently high outcomes for all pupils.</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1, 2</p>

<p>To engage with the maths hub and implement their recommendations, including Mastery training.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>3</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Invest in PiXL to provide a suite of diagnostic assessments.</p>	<p>Diagnostic assessments allow teachers to identify specific needs or gaps in children's knowledge. When used alongside targeted and well resourced interventions, this can have a positive impact on the progress and attainment of disadvantaged pupils.</p>	<p>2, 3</p>
<p>Target the lowest 20% in reading and maths, both through quality first teaching and through targeted interventions by ensuring teacher release time to deliver interventions such as PiXL, Little Wandle,</p>	<p>Targeted interventions have, on average, +4 months of progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>The intervention is more likely to have impact when it is targeted at pupils' specific needs and those needs are identified through the use of diagnostic assessment. Staff, in particular support staff, are more likely to deliver impactful interventions if they receive high-quality training and have access to high-quality resources.</p>	<p>1, 2, 3</p>

year 6 SATs boosters and Third Space Learning		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £70,000

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. Nurture schools programme	<p>Social and emotional skills are essential for all pupils development— they support effective learning and are linked to positive outcomes in later life.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>With the right support, for example through using Play Therapists, the OPAL programme, Nurture Schools and ELSA, pupils learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways.</p>	5
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.	4, 5
To ensure high-quality provision during unstructured	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	1, 4, 5

times for pupils through the OPAL programme	creating and developing an engaging experience during unstructured times, we aim to reduce negative behaviours which may impact on teaching and learning time.	
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Total budgeted cost: £178,500

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 2022 to 2023 academic year.

Through school's internal assessment processes and externally validated data, we have analysed the performance of disadvantaged pupils during the academic year 2022 – 2023. This analysis includes data pertaining to academic attainment and progress alongside data that reflects the attendance, behaviour and attitudes and pastoral care received by pupils entitled to the Pupil Premium.

Our pupil survey reflects that all groups of children are engaged with their learning and are responding positively to the enriched curriculum that is designed for them. 96% of pupils report that they enjoy the curriculum and feel that they are challenged. 94% report that behaviour is good and that they enjoy lunchtimes.

The data demonstrates that there is gap of 26% between pupils eligible for pupil premium and their peers achieving a Good Level of Development when they leave Reception. These children are identified and will receive access to the targeted support, based on their individual needs, and this has been outlined in the 2023-2024 strategy.

Outcomes for eligible pupils at the end of KS1 and KS2 are below that of their peers. Children identified as not achieving the ARE leaving KS1 will receive targeted support, as outlined in the 2023-2024 strategy to address any identified gaps. Our internal data systems reflect that children entitled to pupil premium are performing closer to the national average for pupils entitled to the pupil premium at the end of KS2.

Based on the information above, the performance of our disadvantaged pupils at the end of KS1 and KS2 did not meet the high aspirations we have for pupils in reading and writing and we have responded by successfully applying to be in the White Knights English Hub and we are seeing the impact of this on children in KS1. We recognise the results in mathematics were below expectations and have responded by successfully applying to and being accepted to be part of the Mobius Maths Hub.

The performance of pupil premium eligible children in phonics met the high aspirations we hold. We recognise that the investment in a systematic, synthetic phonics programme has had an impact on our pupil premium children, with eligible children attaining in line with their peers across year 1 and year 2 and we will further develop practice in this area, including implementing a programme of phonics and reading catch-up devised by Little Wandle.

We have reviewed our strategy plan in light of these outcomes and made changes to how we intend to use our pupil premium funding this year.