

Pupil premium strategy statement 21-22



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. We follow guidance from EEF:

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

£1345 per pupil (ever6) £2,345 per pupil LAC / PLAC £310 per pupil service £300 per pupil EYPP

(NB guidance states Schools do not have to spend pupil premium so it solely benefits eligible pupils. They can use it wherever they identify the greatest need. P:5/6 <https://www.gov.uk/government/publications/pupil-premium/pupil-premium>)

School overview

Detail	Data
School name	Meadows First School
Number of pupils in school	334 inc N (N33)
Proportion (%) of pupil premium eligible pupils	49 = 15% (decreased numbers claiming) 46 (no N) = 15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	01 December 2021
Date on which it will be reviewed	01 December 2022
Statement authorised by	Sue Hewitt (head teacher)
Pupil premium lead	Wendy Dwyer
Governor / Trustee lead	Eliza Parker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67, 215
Recovery premium funding allocation this academic year	£7,041
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£74,256

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and are known to us through family support. We also aim to support those that may not be eligible for funding and not classed as 'disadvantaged', although we have identified them in school as vulnerable. We have found that although we have decreasing numbers of families eligible to receive free school meals, we in fact have an increase in children requiring this support. We are also aware that the challenges and barriers to learning for disadvantaged children can be varied and complex and therefore there is no 'one size fits all'.

We will adopt the tiered approach recommended by the EEF's [Pupil premium guide](#) which focuses on:

- High quality teaching
- Targeted academic support
- Wider strategies

High-quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support (such as speech and language). This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, such as targeted support through both the National Tutoring Programme and in school 'catch-up' for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- narrow the attainment gap between disadvantaged and non-disadvantaged
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- address non academic barriers to attainment such as parental engagement and attendance
- nurture and support our children following both TISUK and THRIVE - by offering HIVE provision, breakfast clubs and ensure staff are well trained in supporting emotional and wellbeing needs

Challenges

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

Challenge number	Detail of challenge
1	Poor language and communication skills on entry – evidenced by baseline data/ NELI and Wellkom assessments
2	Low levels on entry - basic reading and writing skills – and all areas of learning (baseline data shows that PP on entry are well below typical and show a large gap between non pp and pp)
3	Lack of focus and confidence due to poor mental health and wellbeing - as a result of school lockdown – these findings are also reflected in national studies
4	Lack of parental engagement in some families Lack of engagement, low emotional resilience as a result of lockdown & COVID-19. Possible further financial barriers.
5	Attendance (partially due to COVID-19 lockdown and isolations) Whole school attendance for last year 96.53% (20-21) Pupil premium attendance percentage years 1-4 for last year 89.84% (20-21)
6	Numbers of identified children who are PP with SEN 48% of disadvantaged children have SEND/ learning difficulties with 23% requiring high levels of care, 5 of those with an EHCP in place or pending
7	Significant knowledge gaps particularly in reading and phonics; leading to pupils falling further behind age-related expectations, (partially due to lockdown) Our assessments and observations indicate that the education of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. (<i>See data analysis</i>)

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
Reading attainment (including phonics)	Above national for EYFS/ KS1
Writing attainment	Above national for EYFS/ KS1
Maths attainment	Above national for EYFS/ KS1
Narrowing gaps – show improved attainment from previous years	Tracking across school will show gaps narrowing between disadvantaged and non disadvantaged
Improved attendance	Ensure attendance is above 95%
Improved emotional resilience & reduced anxiety to ensure pupils re-engage with their learning	Pupil voice and thrive/ trauma informed questionnaires An increase in participation in enrichment activities

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: £ [39,617]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of NELI to include training of staff in Reception Delivery of language interventions £1767	EEF endorsed and partially funded programme to improve language of all pupils (identified 10 (17%) children below and well below 30 percentile for immediate referral into S&L services Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1,2,7
Language support throughout school using SLA with speech and language therapist across the school; including direct 1 to 1 support and additional WELLkom screening £5250	Assessment shows that 17/ 60 (28%) children in reception are well below for both spoken and receptive language. 2 children have been targeted by outreach for language support and 4 children have EHCP with identified language needs	1,2
Increased SEN support (full time SENDco – now a shared role – with employment of second SENDco) (2 extra full days) £10,600	48% of disadvantaged children have SEND/ learning difficulties with 23% requiring high levels of care, 5 of those with EHCP in place or pending	6
Purchase of DFE validated SSP (systematic synthetic phonics programme) to secure stronger phonics teaching (and thus attainment) for all pupils – including books and class resources. Including time to set up and realign all of our books to new scheme and train staff £15,000	DFE endorsed programme (Little Wandle) ensures that high quality phonics provision is implemented to raise attainment across the school. Restructuring of phonics system in school, purchase and reorganisation of books. High quality CPD for staff to implement new scheme and organisation of resources Phonics Toolkit Strand Education Endowment Foundation EEF	2,3,4
Training for all staff in SSP	As above	2,3,4
Purchase of Accelerated Reader to raise reading attainment in KS2, including CPD, reorganisation and labelling and storage of books £4000	The EEF funded an evaluation. The study found that pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress.	2,7

	We wanted to reengage children with reading and to foster a different approach that would then feed into our middle school.	
EEF research programme on maths mastery to raise attainment in maths across EY and KS1 – including training of staff and additional purchase of REKENREKS We will also release maths lead to work alongside staff to structure planning across the school £2000	https://www.ncetm.org.uk/media/fzmpti4g/ncetm_mathshubs_mastering_number_flyer.pdf A large-scale nationwide programme for teachers of pupils in Reception, Year 1 and Year 2, designed to help children embed good number sense. Mastering Number is a new programme offered in 2021/22 by the National Centre for Excellence in the Teaching of Mathematics (NCETM) and the Maths Hubs Network. It aims to develop solid number sense, including fluency and flexibility with number facts, which will have a lasting impact on future learning for all children. It also involves high quality professional development for teachers.	7
Purchase of a new handwriting scheme to raise attainment in writing and support stamina for writing across the school (letter join) £500	One of the impacts of COVID-19 has been the deterioration of handwriting of children across the school. The writing lead has researched and trialed a programme to further support teaching of handwriting in school. EEF states that 'slow or effortful handwriting (as well as spelling) takes most of children's focus and limits the amount of thought that can be given to the content of their writing. Approaches that aim to support the accuracy and fluency of children's handwriting have been shown to improve the presentation, quantity and quality of children's writing. Additionally, studies show that poor handwriting can bias readers' judgements of ideas in a text, which may lead to lower marks for writing composition'	6,7
Purchase of standardised tests (PIRA/PUMA) £500	Continued use of PUMA and PIRA to support teacher assessments and identify those at risk of falling behind and support targeted intervention Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	

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

Budgeted cost: £27421.48

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics interventions – targeted in YR, Y1, Y2 (groups and as 1 to 1 Support- see also NTP below) £8271.48	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds Y1 extra support: 2 Tas £5892.90 (in afternoons) YR phonics catchup £1178.58 (extra TA to support afternoons) Y2 reading and phonics support (1 to 1 support) £1200 Phonics Toolkit Strand Education Endowment Foundation EEF	2,7
Reading groups – as a result of the new SSP there is now increased reading across the school. With an additional focus on disadvantaged pupils. £10,000	We are trialling how we staff this extra reading support in YR and Y1/ 2 – each group has to be heard x 3 weekly – which has huge implications for staffing, time, resources – this is being carefully monitored for impact https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy	2,7
Prioritising reading across the school by creating a welcoming and positive reading environment in each class, the library and around the school £5000	To promote a love of reading across the school, following the publication by DFE https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy Research from the literacy trust on developing a whole school approach to develop the love of reading https://literacytrust.org.uk/resources/developing-whole-school-reading-environment-primary/ library development, including reading shed purchase	2,7
Targeting specific interventions across the school – partially using the National Tutoring programme (or school led tutoring) – including training for staff to deliver high quality sessions for group and individual support £4150	(before school – breakfast booster sessions for Y1 and y2) – having trialled after school sessions last year which were less effective due to the age of the children (& feeling tired!) we have scheduled these as morning starters with a drink and snack 15 hour package of tuition £270 per pupil (£18 per hour subsidised by 75% -therefore £13.50 per hour paid by DFE, or £202 per pupil. schools pay £4.50 per hour – we have been allocated £5578.12 which equates to only 28 pupils One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF 25 pupils x 4.50 (hour) x 12 weeks = £1350 x 3 terms = £4050 Purchase of breakfast snacks = £100 Non school tutor lead groups: (see costings above)	2,7

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

Budgeted cost: £ 21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social and Emotional support – new THRIVE practitioner – including resourcing and staffing (HIVE clubs/ breakfast/ thrive sessions/ lunchtime support £8000	Some pupils have been working remotely for a considerable time over the past year, some being affected by class bubbles isolating and all bar the key workers being at home during lockdown Pupils basic emotional and social needs have been affected and learning behaviours need developing -thus they are not in a position to make accelerated progress. EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) TA to support thrive/ lunchtime cover/ resources for HIVE/ training for staff	3
DFE accredited training for MHWB lead (release time needed)	To further support children’s social emotional and wellbeing needs: DFE grant utilised DfE grant to train a senior mental health lead https://www.gov.uk/guidance/senior-mental-health-lead-training £1000 (grant financed through DFE)	3,6
Training for teacher and TA to support wellbeing for parents and families by delivering sessions (via zoom/ in school?) (including teacher cover) £1000	We are aware that some of our families are struggling with behaviour/ managing routines and general wellbeing – primarily as COVID-19 impact and as social services are no longer picking up targeted support we feel that we need to offer this in addition in school to support our families The impact has seen an increase in families needing support from school, as social services are not picking up early referrals. (N teacher delivering Triple P sessions/ training costs for family support/ supply cover)	4
Attendance support – including the attendance officer following up absences and developing a relationship with families attendance officer £12000	Embedding principles of good practice set out in the DfE’s guidance https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	5

Total budgeted cost: 88,038.48

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.

Our internal assessments during 2020/21 show the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. (see our data performance table)

Our analysis of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Although overall attendance in 2020/21 was lower than in the preceding years at 96.53%, it was higher than the national average. Attendance for disadvantaged pupils was 89.84% - which includes 'lockdown figures'. These gaps are larger than in previous years, which is why attendance is one focus of our current plan.

Externally provided programmes

Programme	Provider
N/A	
N/A	

Service pupil premium funding (optional)

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

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include:

- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. (for example – music for learning allows all pupils in year 3 to play an instrument)
- we have restructured our leadership to include the appointment of both a writing and a reading lead to ensure that the focus is on improving outcomes for pupils in both reading/ phonics and writing
- purchase of 'jigsaw' to support whole school PSED/ Relationships education

COVID-19 **is still presenting** a challenge to us in the new academic year 21-22 – we are still seeing fluctuating attendance due to families and staff isolating and also there have been marked increasing positive cases of COVID-19. The challenges mean that we are constantly reviewing our risk assessments and restricting visitors into school as well as reintroducing bubbles where necessary. This impacts on the movement of staff around school and the planned delivery of interventions. Although remote learning can be offered, it impacts on children's learning if they are unwell. It relies on parents supporting children at home with their learning – parents are often working themselves and find this difficult to manage.

Our priority above all is to keep everyone safe and this has had an impact already on the planned activities and spending within this strategy. The strategy is therefore being constantly reviewed. We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.