

# Pupil premium strategy statement 23-24

## Meadows First School



This statement details our school's use of pupil premium funding (and recovery premium for the 2023 to 2024 academic year) 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>

£1385 per pupil (ever6)    £2,410 per pupil LAC / PLAC    £320 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> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1066915/Using\\_pupil\\_premium\\_guidance\\_for\\_school\\_leaders.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1066915/Using_pupil_premium_guidance_for_school_leaders.pdf)

\*Recovery premium allocations will be calculated on a per pupil basis, based on the following indicative rates:

- £145 per eligible pupil in primary schools  
<https://www.gov.uk/government/publications/recovery-premium-funding/recovery-premium-funding#pupil-eligibility-and-indicative-funding-rates-for-academic-year-2022-to-2023>

### School overview

Detail	Data
School name	<b>Meadows First School</b>
Number of pupils in school	329 inc N (N26)
Proportion (%) of pupil premium eligible pupils	43 = 14% (decreasing numbers of families claiming PP decreasing – but we are aware of more vulnerability in families)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	Sept 2024
Statement authorised by	Sue Hewitt (head teacher)
Pupil premium lead	Wendy Dwyer
Governor / Trustee lead	Eliza Parker

## Funding overview

### \*Using recovery premium funding

Schools should spend this premium on evidence-based approaches to support pupils. In line with the [Education Endowment Foundation's pupil premium guide](#), (promoting the **4 step approach** and the **menu of approaches** see below) activities should include those that:

- support the **quality of teaching**
- provide **targeted academic support**
- deal with **non-academic barriers to success** in school, such as attendance, behaviour and social and emotional support

Like the pupil premium, schools can:

- spend the **recovery premium** on a wider cohort of pupils than those who are eligible for the funding
- direct recovery premium spending where they think the need is greatest

Funding for looked-after children should be managed by the local authority virtual school head. They should work with schools, including the designated teacher, to decide how to use the funding effectively to support looked-after children

The EEF 4 step approach:

- 1 Diagnose pupils' needs
- Use strong evidence to support strategy
- Implement strategy
- Monitor and evaluate strategy

Detail	Amount
<b>Pupil premium</b> funding allocation this academic year	£56,741 (dec 2023)
* <b>Recovery premium</b> funding allocation this academic year 23-24 <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-recovery-premium-funding-allocations-and-conditions-of-grant-2023-to-2024/coronavirus-covid-19-recovery-premium-2023-to-2024-conditions-of-grant-for-local-authorities#section-5">https://www.gov.uk/government/publications/coronavirus-covid-19-recovery-premium-funding-allocations-and-conditions-of-grant-2023-to-2024/coronavirus-covid-19-recovery-premium-2023-to-2024-conditions-of-grant-for-local-authorities#section-5</a>	(Estimated £6,612) £145 per eligible pupil paid in 4 instalments Sept/ Dec/ March/ June
Money received from <b>NTP National Tutoring programme</b> (Y1-Y4) <a href="https://www.gov.uk/government/publications/national-tutoring-programme-ntp-allocations-for-2023-to-2024-academic-year">https://www.gov.uk/government/publications/national-tutoring-programme-ntp-allocations-for-2023-to-2024-academic-year</a>	£2471.25 estimated 60% of funded costs
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	£65,824.25

# Part A: Pupil premium strategy plan

## Statement of intent

At Meadows First School our intention is to ensure that all of our pupils receive high quality education in order to make good progress and achieve high. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal and to narrow the attainment gap between children from economically disadvantaged backgrounds and their fellow students.

We also aim to support those that may not be eligible for funding and not classed as 'disadvantaged', although we have identified some of these children as vulnerable. We have found that although we have decreasing numbers of families eligible to receive free school meals, there is an increase in children requiring this support.

We adopt the tiered approach recommended by the EEF's Pupil premium guide which focuses on:

- High quality teaching
- Targeted academic support
- Wider strategies

The tiered approach is tailored in our school to mean;

- **High-quality first teaching** – every teacher is supported through professional development training to ensure that teaching is of the highest standard. Training has focused on areas in which disadvantaged pupils require the most support (such as speech and language and phonics). This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefits non-disadvantaged pupils in our school.
- **Targeted academic support** – through ongoing AFL, termly pupil progress meetings and diagnostic assessment we ensure that we deliver a programme of interventions and support matched to the needs of the children. The head and deputy meet half termly to discuss needs and additional support across the school. We also use the NTP to identify and help provide 'catch-up' for those falling behind and act early to intervene at the point in which need is identified
- **Wider strategies** – we look at attendance and behaviour, wellbeing, mental health and safeguarding, as well as access to technology and rich life experiences in order to understand further challenges to disadvantaged pupils. We aim to develop parental engagement post-covid and we nurture and support our children following both TISUK and THRIVE - by offering HIVE provision, breakfast clubs, wellbeing for families etc.

We are 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', but by adopting a whole school approach; all staff take responsibility for disadvantaged pupils' outcomes and aim to raise expectations of what they can achieve.

Through our Meadows curriculum and principles of 'unique child, key learning and knowledge, global citizens, love of learning, positive relationships' and our Meadows Mouse learning code of being determined enthusiastic focused and organised, we aim to promote high aspirations to all.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. This is part of our 3-year strategy and we have slightly amended some of the challenges to reflect this year's cohort.

Challenge number	Detail of challenge
1	<b>Poor language and communication skills on entry</b> – evidenced by baseline data/ WellCom assessments
2	<b>Low levels on entry-</b> 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	<b>Lack of focus and confidence due to poor mental health and wellbeing-</b> still finding this is an area of impact post covid-19 – these findings are also reflected in national studies. THRIVE support and well being support to families
4	<b>Lack of parental engagement in some families</b> Lack of engagement, low emotional resilience and wellbeing still impacting from COVID-19. Possible further financial barriers. SLT member supporting families through additional groups/ parenting courses
5	<b>Attendance (updated for 23/24)</b> Whole school attendance for last year 95.91% (22-23) (96.32% for Y1-Y4) Pupil premium attendance percentage whole school 93.42% (22-23) includes non compulsory ages YN &YR 95.58% for PP Y1-Y4 only (This has improved since last year's attendance data for PP (21-22) which was 89.84%)
6	<b>Numbers of identified children who are PP with SEN (23/24 data)</b> As a school with over 24% identified SEN and 24 children with 7% EHCP, the level of support we need to provide is a huge challenge for us. 21-22 = 20/42 48% of disadvantaged children have identified SEND with 5 (12%) EHCP in place (1 pending) 22-23 = 19/43 44% of disadvantaged children have identified SEND with 7 (16%) EHCP in place (1 pending)
7	<b>Significant knowledge gaps</b> particularly in reading and phonics; leading to pupils falling further behind age-related expectations, (there is still some impact from COVID-19) <i>Our data analysis shows that these children are still falling behind their peers.</i> We will still target these children with support and interventions

## 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
1. Communication skills improve for identified children	Intervention/ S&L referral is provided for identified children to support communication/ language development (CL in EYFS - attention, listening and speaking) – this will in turn reflect in phonics and attainment data.
2. Gap narrows from starting points in reception and attainment is in line with ARE	Children make accelerated progress from starting points and are well supported to narrow gaps in all subjects including phonics
3. Improved emotional resilience & reduced anxiety to ensure pupils re-engage with their learning	Thrive and TISUK provision in place with (qualitative data from Pupil voice through thrive/ trauma informed questionnaires/ wellbeing) An increase in participation in enrichment activities see sports strategy Children settle well and are ready to learn (improved attainment data)
4. Parents feel that they can support their children's learning and that they feel their own family needs (health and wellbeing) are met	Parents feel well supported through our early help offer and through our pastoral support and wellbeing liaison teacher. Referrals made into multi agencies
5. Attendance improves	Attendance officer supports and liaises with families where attendance has been identified as falling – attendance improves for all

	Persistent absence reduces
6. Improved attainment and support for children with additional needs	Early identification of needs and support put in place so that progress is accelerated from children's starting points.(progress tracking data)
7. Narrowing gaps – show improved attainment from previous years	Reading, writing and maths attainment (including phonics) is above national for EYFS/ Y1 and that attainment for all is at least in line with other children Tracking across school will show gaps narrowing between disadvantaged and non-disadvantaged

## 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: £ 15,410**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>High Quality teaching</b>		
Language support throughout school using an enhanced SLA with speech and language therapist across the school; including direct 1 to 1 support and additional WellCom screening for all reception & Nursery <b>£9650</b> This is an increasing trend of children being identified with C&L issues in reception (see WELLCOMM report for 23/24)	Assessment shows that in <b>21-22 17/ 60 (28%)</b> children in reception were well below for both spoken and receptive language. In <b>22-23 26 (43%)</b> children have been targeted by outreach for language support – of these children 1 has EHCP, 1 is waiting assessment for EHCP <b>23-24 31chdn (52%) in</b> Reception screened to need further support <u>Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</u>	1,2
Nursery to take part in the Nat Cen Social Research to assess the impact of 'Learning, Language and Loving It™ - The Hanen Program® for Early Childhood Educators' (Hanen LLLI). October 2022 to July 2023. <b>(research participation increased now to include 23-24)</b> No cost to be involved in the project apart from TA teacher cover 2 days <b>£215 x 2 = £430</b>	<a href="http://www.communicate-slt.org.uk">www.communicate-slt.org.uk</a> ; <a href="http://www.communicateslt.org.uk/services/eef-llli">www.communicateslt.org.uk/services/eef-llli</a> ▪ Nat Cen at <a href="http://www.natcen.ac.uk">www.natcen.ac.uk</a> ; <a href="http://www.natcen.ac.uk/taking-part/studies-infield/evaluation-of-hanen-learning-language-and-loving-it/">http://www.natcen.ac.uk/taking-part/studies-infield/evaluation-of-hanen-learning-language-and-loving-it/</a> ▪ EEF at <a href="http://www.educationendowmentfoundation.org.uk">http://www.educationendowmentfoundation.org.uk</a>  The research programme will be asking key questions: ▪ What is the impact of Hanen LLLI on the language attainment of 3-4 year-old children? ▪ Does the impact of Hanen LLLI differ by Early Years Pupil Premium status? ▪ How is Hanen LLLI delivered, and what are the facilitators and barriers to delivery in maintained nurseries and PVI's? ▪ What are the perceived benefits of Hanen LLLI for EY practitioners, nurseries and children? ▪ Is there evidence that Hanen LLLI leads to changes in practitioner practice? How can we better support practitioners towards an effective cascading of knowledge?	1
Increased SEN support (2 part time SENDcos – (we now have the equivalent of a full time SENDco	As a school with over 24% identified SEN and 7% EHCP, the level of support provided is a huge challenge for us.	6

plus a shared day) - cost of shared day (staffing costs)	22-23 20/42 48% of disadvantaged children have identified SEND with 14% with high levels of need, 5 (12%) of those with an EHCP in place and 1 pending 23-24 22-23 = 19/43 44% of disadvantaged children have identified SEND with 7 (16%) EHCP in place (1 pending)	
Further implementation and resources purchased for DFE validated SSP (systematic synthetic phonics programme) to secure stronger phonics teaching (and thus attainment) for all pupils – £5,100 22-23 budget Increased books purchased 23-24 <b>£1000</b>	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. This has enabled us to achieve 21/22 88% phonics screening in year 1 and 93% Y2 22/23 90% Y1 screening (100% FSM) and 97% Y2 (100% FSM) <u>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</u>	2,3,4
<b>Quality CPD</b>		
CPD continued for all staff for SSP as well as for new staff. Release time for reading lead to monitor and support staff and deliver TA training across school £215 x 10 days cover = £2150	In order to deliver the SSP effectively, new staff have needed to be trained as well as the reading lead delivering in house phonic training for Tas and SAs. <u>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</u>	6,7
CPD that directly impacts upon disadvantaged (such as inclusion quality mark/ dyslexia pathway/ EEF & SEN training SEN training x 4 days £210 cost per day training = <b>£840</b> 4 days IQM including assessment and evidence gathering SEN training x 4 days £210 cost per day training = <b>£840</b>	The Eef states that “Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap” Specific CPD listed here (other CPD is also undertaken) SENDco training dyslexia pathway/ IQM/ Safeguarding training Singalong (all staff) (2022) Team Teach (2023) Dyslexia Pathway (23-24) autism awareness (23-24) S&L training for support staff in EYFS (23-24) Hannen Language (Nursery) <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Teacher-professional-development.pdf?v=1669228821">https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Teacher-professional-development.pdf?v=1669228821</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	6,7
<b>Resources</b>		
<b>Library</b> – further investment into a whole school library including a total refurbishment and resourcing with books £15,196 (- funding not included in this year’s PP statement – as was completed 22-23) Further books <b>£500</b> and staff lunchtimes	<a href="https://cdn.literacytrust.org.uk/media/documents/Final_Primary_School_Library_Review_call_for_evidence.pdf">https://cdn.literacytrust.org.uk/media/documents/Final_Primary_School_Library_Review_call_for_evidence.pdf</a> The Literacy trust evidences the importance of having a library for children “Primary school libraries could be a key element in the academic recovery. The National Literacy Trust found that 73% of the children and young people who use the school library have higher literacy engagement scores than the average child who doesn’t use the space. They also found that pupils eligible for free school meals are more likely to use the school library area daily. With primary school libraries likely to have an important role to play in the academic recovery from COVID-19, it is now more important than ever to look at the provision and make recommendations to support children and young people’s academic achievements as well as their wider social and cultural needs.” <a href="https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</a>	5,6,7
Numbots and Number stacks training / interventions	Teachers and Tas have received training on Number stacks to support interventions with number gaps across the school.	7
Purchase of standardised tests (PIRA/PUMA & NTS standardised maths (18.75 x 10 x 4 year groups) = 112 x 4 = <b>£500</b>	We try to strike an effective balance between using standardised assessment tools and teacher administered diagnostic assessments rooted in the classroom. Continued use of PUMA/ NTS/ PIRA to support teacher assessments and identify those at risk of falling behind and support targeted intervention <u>Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</u>	7

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

Budgeted cost: **£41,291.01**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language interventions (SLA has been costed in previous section)	EEF shows that supporting language interventions improves attainment: <a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,2
Phonics interventions – targeted in YR, Y1, Y2, Y3 (groups and as 1 to 1 including paying for a teacher recovery support in YR and teacher led phonics interventions across school  <b>£30,730.96</b>	We have split our phonic catchup into sections – we know phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds <a href="https://educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF Y1</a>  YR 2 teachers to deliver both keep up and catchup phonics and maths support in YR (£15,508) + (£3534) Y1 extra support: 2 Tas £5892.90 (paid to stay daily as extra in afternoons in order to deliver keep up and catchup in phonics and number stacks)) Y2 reading and phonics support (Tas paid extra for 2 afternoons to deliver catchup £14.44 x 3 hours x 39 weeks £1689.48 x 2) Y3/4 phonics catchup TA staying 1 afternoon per week and teacher (reading lead) 1 afternoon per week (£1689.48 + (£62 x 39 = 2418)	1,2,7
<b>Reading Groups</b> – as a result of the new SSP there is now increased reading across the school. <b>2260.05</b>	Group reading YR and Y1/ 2 – extra adults to enable staff to deliver programme– each group has to be heard x 3 weekly – which has huge implications for staffing, time, resources – this is being carefully monitored for impact <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy">https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</a> 11.59 x 5 hours a week x 39 weeks =2260.05	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 <b>£8100 + 200 (23-24)</b>	(before school – breakfast booster sessions for 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 – Y2 to focus on both children not WA phonics and needing further support (23-24 we receive only £67.50 per PPG eligible pupil per pupil (£18 per hour subsidised by only 50% (23-24) -therefore £9 per hour paid by DFE Instead of 13.50) schools pay £9 per hour – we have been allocated only a total of £2471 this year which is a deficit of almost £4000 from last year. (paid in 3 instalments sept 2023/ dec 2023 April 2024) <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a> Approximately 25 pupils x £9 (hour) x 12 weeks = £2700 x 3 terms = £8100 + Purchase of additional breakfast snacks = £200 (NB Following our half termly pupil progress meeting we analyse data and talk to staff about the needs of the children. This leads to planning for specific targeted interventions across the school, such as; Writing interventions by Writing Lead group – 1 afternoon weekly £62 x 39 weeks =£2418 Reading – reading lead (detailed above) – 1 afternoon weekly £62 x 39 weeks =£2418 Maths – number stacks / numbots (detailed above) SEND intervention support (eg Dyslexia pathway) Research shows that one of the most effective interventions for closing the attainment and accelerating progress is having good teachers teaching the lowest ability learners – this includes both Reading lead and deputy head taking some interventions.	2,7

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

Budgeted cost: £ 15735

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social and Emotional support –THRIVE practitioners (2 Tas + SENDco) – including resourcing and staffing (HIVE clubs/ breakfast/ thrive sessions/ lunchtime support <b>£2535</b>	Pupils basic emotional and social needs continue to be affected and learning behaviours need developing -thus they are not in a position to make accelerated progress. <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a> TA to support thrive/ lunchtime cover/ resources for HIVE £13 per hour x 5 days each week x 39 weeks = 2535	3
Training for teacher and TA to support wellbeing for parents and families by delivering sessions (via zoom/ in school?) (including teacher cover) <b>£1000</b>	Nursery teacher to have half a day release time to offer wellbeing support to families - We are aware that some of our families are struggling with behaviour/ managing routines and general wellbeing –we see social services struggling to pick up targeted support. We feel that we need to offer this in addition in school to support our families (N teacher delivering Triple P sessions, wellbeing sessions to families/ supply cover) This time also allows her to have 1 to 1 time with parents and arrange referrals / attend meetings to support more vulnerable	4
Attendance support – including the attendance officer following up absences and developing a relationship with families attendance officer <b>£12000</b>	Continuing to try and drive up attendance and offer same day support to families with persistent absences and lower attendance rates – we have a part time attendance officer. Embedding principles of good practice set out in the DfE’s guidance <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	5

**Total budgeted cost: £72436.01**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

Our analysis of the performance of all of our pupils including disadvantaged pupils during **22-23**, shows that although there are still gaps, these gaps are closing and the attainment difference is slightly reducing. We strive for the best for all of our pupils and we know that this is an area to target.

We use our internal data as well as national tests (– showing EYFSP data, Year 1 and year 2 phonics screening, Year 2 SATs and Year 4 multiplication tests)

The attainment gap between our disadvantaged and non-disadvantaged pupils in our school had grown during the pandemic and we endeavoured to put in significant support to target this. However, we are also aware of attendance figures which are still affected. Hence, we have made changes to our 3-year pupil premium plan to target both wellbeing and attendance as well as attainment gaps

We are aware that the wellbeing of children often stems from the wellbeing of families. This is one of our priorities in the pupil premium strategy above. We used the DfE grant to train one of our SENDcos to be senior mental health lead and our Nursery manager is trained to help with family support and wellbeing. She has now also attended MH training as one SENDco was away on maternity leave (Feb 23-Feb 24)

**Cohort context** Year 2 – (60 children) 11pp (6/11 sen with 3 ehcp, 1 pending ehcp)

Year 1 – (60 children) 7pp (1 LAC ) 3/7 sen

Published Data 22-23 (school in black)	% at ARE Reading	% at ARE Writing	% at ARE Maths	% PHONICS
Y2 Disadvantaged (11pp) <b>(Nat in red)</b>	54% <b>54% (non pp 73%)</b>	54% <b>44% (non pp 65%)</b>	54% <b>56% (non pp 75%)</b>	100% <b>81%</b>
Y1 Disadvantaged (7pp) <b>Nat in red</b>	71%	57%	71%	100% <b>62%</b>
Y4 disadvantaged MTC (8pp, 4 SEN))	50% at 25 with 22.38 average attainment <b>21% at 25 with 18.3 average pp attainment</b>			

All gaps are closing between disadvantaged and non disadvantaged across school



Internal Data 22-23	% at ARE Reading	% at ARE Writing	% at ARE Maths	% GLD
EYFS Disadvantaged (7pp, 1 LAC 1 ehcp) (Nat in red)	86% 54% (non pp 73%)	86% 44% (non pp 65%)	71% 56% (non pp 75%)	57% 52%
Y3 Disadvantaged (9 pp, 4 SEN – 2 ehcp)	67%	67%	67%	/
Y4 Disadvantaged (8 pp, 1 SEN – 1 ehcp)	63%	63%	63%	/

### 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:

- Further support offered to families and parents through wellbeing lead – this will continue to provide agency support / referrals / wellbeing groups and 1 to 1 support for identified families.
- Rights respecting GOLD reaccreditation May 2023 -through the continued achievement of developing our school as RRS GOLD, we will further enrich the curriculum with opportunities that give a wide range of experiences to all children and will supplement disadvantaged to include 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)
- The restructure of our leadership which included 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. In EYFS we are developing an early reading lead. The AH is also maths lead and he will continue to monitor and support maths to further close gaps
- The PP lead is also working closely with the attendance officer to support attendance across the school
- IQM mark (flagship status achieved in 2023) - renewal to be reassessed in February 2024 – this further supports our aim to be all inclusive and to ensure that we deliver an ambitious curriculum for all.
- We are also participating in the Worcestershire RADY programme (to Raise the Attainment of Disadvantaged Youngsters)

This strategy is constantly reviewed (updated December 2023)

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.



# PUPIL PREMIUM

The tiered model and menu of approaches

## 1 HIGH QUALITY TEACHING

Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils

Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning

Mentoring and coaching

Recruitment and retention of teaching staff

Technology and other resources focussed on supporting high quality teaching and learning

## 2 TARGETED ACADEMIC SUPPORT

Interventions to support language development, literacy, and numeracy

Activity and resources to meet the specific needs of disadvantaged pupils with SEND

Teaching assistant deployment and interventions

One to one and small group tuition

Peer tutoring

## 3 WIDER STRATEGIES

Supporting pupils' social, emotional and behavioural needs

Supporting attendance

Extracurricular activities, including sports, outdoor activities, arts, culture and trips

Extended school time, including summer schools

Breakfast clubs and meal provision

Communicating with and supporting parents



### Further information on the Pupil Premium

This QR code will take you to our Pupil Premium page, which includes an evidence brief with supporting resources for each approach listed.

<https://eef.li/pupil-premium/>

