

Pupil premium strategy statement 24-25

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>

Increased slightly

£1480 per pupil (ever6) £2,570 per pupil LAC / PLAC £340 per pupil service £342 per pupil EYPP & EYPP+ / LAC/PLAC

(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. https://assets.publishing.service.gov.uk/media/65cf69384239310011b7b91f/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- £145 per eligible pupil in primary schools (withdrawn 24-25) (In 23-24 we received 6,612)

School overview

Detail	Data
School name	Meadows First School
Number of pupils in school	349 inc N (N44)
Proportion (%) of pupil premium eligible pupils	50 = 14% (slight increase on 43 last year) 15% Y1-Y4
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	Dec 2025
Statement authorised by	Leigh Satchwell (Head Teacher)
Pupil premium lead	Wendy Dwyer
Governor / Trustee lead	Elisa Parker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,510.00. (Dec 2024) <i>allocated to date</i>
*Recovery premium – withdrawn from DFE for 24-25	N/A
NTP National Tutoring programme (Y1-Y4) – withdrawn Sept 24	N/A
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£59,510.00. (Dec 2024)

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.

We are a RADY (RAISING the ATTAINMENT of DISADVANTAGED YOUNGSTERS) trained school where we aim to prioritise and provide equitable support to all disadvantaged pupils to achieve high and to narrow the attainment gap between children from economically disadvantaged backgrounds and their peers.

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 an equitable approach to teaching:

- 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
- **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 continue to develop parental engagement and we nurture and support our children following both TISUK and THRIVE - by offering HIVE provision (break out space), breakfast clubs, wellbeing for families etc. We are a flagship IQM school and a gold rights respecting school.

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 equitable 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. Our Meadows Mouse wellbeing wheel offers children a comprehensive wellbeing curriculum as well as opportunities for pupil voice the focus of pupil voice and oracy are in this year's SDP, of which RADY forms a golden thread.

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 S&L	Poor language and communication skills on entry – evidenced by baseline data/ WellCom assessments in both Nursery and Reception (58% red and amber needs identified)
2 attainment on entry	Low levels on entry - basic literacy, numeracy and PRIME AREA skills – particularly C&L (baseline data shows that PP on entry are well below typical and show a large gap between non-pp and pp)
3 pastoral families and children	Children and families struggling with social, emotional and mental health and wellbeing - still finding this is an area of impact post covid-19 – these findings are also reflected in national studies. THRIVE support and wellbeing support to families is needed to ensure readiness for learning SLT member trained in supporting families through additional groups/ parenting courses. Hive support to children, including breakfast club and lunchtime access.
4 enrichment	Limited experiences and enrichment opportunities -through discussions and our information on extracurricular opportunities the majority of disadvantaged pupils have limited wider experiences, which can impact on learning and wellbeing.
5 attendance	Attendance (updated for 23/24) Whole school attendance for last year 95.47% (2023-24) (95.45% for Y1-Y4) Pupil premium attendance percentage whole school 93.69% (23-24) includes non-compulsory ages YN &YR 95.23% for PP Y1-Y4 only
6 SEND	Numbers of identified children who are PP with SEND 23/24: As a school with over 24% identified SEN and 27 children with EHCP (7%), the level of support we need to provide is a huge challenge for us. Disadvantaged children with identified SEND: 22-23 = 19/43 44% of disadvantaged children have identified SEND with 7 (16%) EHCP in place (1 pending) 23-24 = 20/46 43% of disadvantaged children have identified SEND with 10/43 (23%) EHCP in place 24-25 = 25/49 51% of disadvantaged children have identified SEND with 9/49 (18%) EHCP in place
7 outcomes	Significant knowledge gaps we have identified specific disadvantaged children within each year group who are falling further behind age-related expectations. These are targeted for further support and interventions within the class or as extra support

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, particularly in EYFS increasing vocabulary and fluency in speech.	Oracy priority from SDP will impact children's confidence in spoken language, vocabulary and fluency. Where specific Intervention/ S&L referral is provided there will be an increase in children at typical (WellComm) and in CL in EYFS – (attention, listening and speaking) – this will in turn reflect in phonics and attainment data across the school. Support through SLA with SALT will give extra support to children in order for them to be discharged from SALT
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. families feel supported well supported and children are able to engage with their learning	Thrive and TISUK provision in place with (qualitative data from Pupil voice through thrive/ trauma informed questionnaires/ wellbeing) Parents feel well supported through our early help offer and through our pastoral support and wellbeing liaison teacher. Referrals made into multi agencies Children settle well and are ready to learn (- impact evident in improved attainment data)
4. Pupils will be provided with experiences outside of their normal range which will promote understanding of the wider world, build aspirations, promote confidence and self-esteem.	There will be an increase in participation in enrichment activities (see sports strategy) and parents Proportional representation on all children's voice groups Proportional representation in extra curricular activities All disadvantaged families will feel supported to enable children to benefit from enrichment
5. Attendance improves in line with non-disadvantaged learners Persistent absence reduces, particularly for disadvantaged	Attendance officer supports and liaises with families where attendance has been identified as falling – attendance improves for all Support strategy in place for attendance Regular SLT meetings to support families at risk of falling behind in attendance Clear policy for families
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) SMART targets on provision mapping enables all staff to support children Liaison with outside agencies Support from SENDCOs in school
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 Regular pupil progress meetings enable staff to show progress and evidence impact
8. CPD of staff using Walkthrus instructional coaching to improve teaching and learning – specifically modelling – checking for understanding and retrieval practice	Staff will embed effective modelling and explanations within daily teaching – internal data will show a positive impact on pupil outcomes including most vulnerable. -Questioning for understanding will have a positive impact on pupil progress. -Pupils will have regular opportunities to recall their key learning so that they 'know and remember more.'

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: £ 12,794

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>High Quality teaching, resources, CPD</p>		
<p>SLA with SALT provides high quality CPD and support for staff SALT work 1 to 1 £6250 WellCom screening for all reception & Nursery TA training by SALT team over 6 weeks Purchase and training in use of WIDGETs and PECs £664 3 yr Research project from EEF on 'story choices' Nursery (allocated teacher time 3 x days £600)</p>	<p>23-24 31chdn (52%) in Reception screened to need further support Oral language interventions Toolkit Strand Education Endowment Foundation EEF – the evidence that shows the impact of this support is detailed below Using the SLA staff have been trained using PECs to provide support for children with little or no verbal communication – and use of widgets to support total communication. Resources purchased to support visual timetables, routines etc Nursery will embark upon a new research project funded by EEF (Coventry University led) to look at child and adult initiated stories in Nursery</p>	<p>1,2,6</p>
<p>Nursery teacher to disseminate training to EYFS on 'Learning, Language and Loving It™ - The Hanen Program® for Early Childhood Educators' (Hanen LLLI). Research programme 22-24 teacher cover 1 days £100</p>	<p>EEF delivered programme and research participation with Nursery staff – cascaded to all EYFS Tas: www.communicateslt.org.uk/services/eef-llli ▪ Nat Cen at www.natcen.ac.uk; http://www.natcen.ac.uk/taking-part/studies-infield/evaluation-of-hanen-learning-language-and-loving-it/ ▪ EEF at http://www.educationendowmentfoundation.org.uk</p>	<p>1</p>
<p>High quality CPD for staff for Little Wandle updated training Increased books purchased to support Little Wandle 23-24 £1000</p>	<p>DFE endorsed programme (Little Wandle) ensures that high quality phonics provision is implemented to raise attainment across the school... Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2,3,4</p>
<p>CPD that directly impacts upon disadvantaged (such as inclusion quality mark/ dyslexia pathway/ autism qualification/ SEN training – language awareness/ SEN training x 4 days £210 cost per day training = £840 4 days IQM including assessment and evidence gathering SEN training x 4 days £210 cost per day training = £840 IQM assessor in school £1000 WalkThrus purchased to support staff pedagogy and classroom quality teaching – AFL £500</p>	<p>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 Dyslexia Pathway (23-24) autism awareness (23-24) S&L training for support staff in EYFS (23-24) Hannen Language (Nursery) (22-24) Walkthrus www.walkthrus.co.uk https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Teacher-professional-development.pdf?v=1669228821 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>6,7</p>
<p>Purchase of standardised tests (PIRA/PUMA & NTS standardised maths (18.75 x 10 x 4 year groups) = 112 x 4 = £500</p>	<p>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 Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>7</p>
<p>RADY – Deputy head to undertake training 6 x yearly plus tutorials on implementing a programme to support disadvantaged youngsters Cost 5 x days out in training £1000</p>	<p>RADY stands for Raising the Attainment of Disadvantaged Young People. RADY is a well-established, proven approach to improving academic outcomes. 'RADY's power lies in its ability to shift teacher perspectives on disadvantage and to refocus school staff and leaders on what is important in teaching and learning which involves disadvantaged pupils. This refocusing process did not require seismic change...; rather it was a case of very small measures - how a teacher marks their pupils' books, how they plan for trips, how they select their sports team - creating a bigger impact.' (CBC - RADY Project Evaluation, Connolly et al, 2021)..</p>	<p>12345678</p>

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

Budgeted cost: **£23,666.44**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language interventions (with speech and language therapist -SLA has been costed £6250 Tas delivering interventions weekly to support targeted children – costed above as part of SLA	EEF shows that supporting language interventions improves attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1,2,6
Number stacks interventions Cost (Tas in Y1 and Y2 as extra afternoons – costed below)	https://www.numberstacks.co.uk/wp-content/uploads/2022/03/Number-Stacks-EEF-2020-Maths-Guidance-Report.pdf As a primary maths intervention resource, Number Stacks aligns closely with many of the recommendations of the EEF Maths Guidance reports	1,2,6
Phonics interventions – targeted in YR, Y1, Y2, Y3 (groups and as 1 to 1) Y1 extra support: 2 Tas £5892.90 Y2 Tas 2 afternoons £14.44 x 3 hours x 39 weeks £1689.48 x 2) Y3/4 phonics lead (no cost as part of teaching) £9270.90	we know phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds Phonics Toolkit Strand Education Endowment Foundation EEF 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 lead by phonics leader to deliver catchup weekly to small groups (salary) NB costings include language support/ numberstacks/ extra reading and phonics support)	1,2,7
Breakfast phonics booster sessions for y2) –have scheduled these as morning starters with a drink and snack – Y2 to focus on both children not WA phonics and needing further support £14.44 x 39 weeks £563.16	we know phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds Phonics Toolkit Strand Education Endowment Foundation EEF Reading lead to deliver phonics targeted support sessions once a week (cover costs) £20 x 39 = £780)	2,7
Interventions led by Deputy/ SENDcos (eg dyslexia screening)	Targeted support groups to catchup with phonics, extra reading, maths, Referrals – see EEF research above on interventions Pre teaching by teachers and class focus groups by teachers in lessons for immediate catchup	6,7

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

Budgeted cost: **£ 23,631.60**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast THRIVE and emotional support of HIVE led by Tas and SENDCOs to cover lunchtimes and breaktimes Plus additional Thrive sessions 14.44 x 5 x 39 weeks £2815.80 x 2 = 5631.60 EYFS TA 6 days training (£45 x 6)	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. EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) TA to support thrive/ lunchtime cover/ resources for HIVE Train an EYFS practitioner in ELSA to support emotional literacy in EYFS	3
Nursery teacher trained in supporting families (starting well – the Solihull approach) Nursery teacher time for referrals into other agencies (1/2 day fortnightly) £100 x 20 weeks) £2000	Nursery teacher offers ‘drop in’ sessions to parents before and after school as well as supporting with starting well group sessions (January) 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 Research demonstrates the value of early intervention to support families experiencing difficulties.	4
Attendance support – attendance officer following up absences (see flow chart and policy) and developing a relationship with families attendance officer £12000	Close liaison with families and support to break down barriers to good attendance result in child being in school on time and more often. Embedding principles of good practice set out in the DfE’s guidance https://www.gov.uk/government/publications/working-together-to-improve-school-attendance published Aug 2024. SLT support for attendance officer and safeguarding referrals where needed Attendance action plan updated.	5
Support for children to access after school clubs, school trips and potential music lessons, Funding support put aside £3000	Developing children’s social, emotional and wider experiences improve peer relationships, attitudes, behaviour and academic outcomes RADY research shows the importance https://challengingeducation.co.uk/rady/ EEFSocial_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)	4
RADY – to continue to embed and support for disadvantaged children using RADY training and support – including accessing a grant for a reading shed on playground and further provision of resources for pupil leadership £1000	As part of our RADY uplift and training, we have managed to access a grant (£1800) to support our enrichment and provision for disadvantaged youngsters to build a reading shed on another playground. RADY also permeates our SDP this year and is an ongoing focus for staff, teaching and learning https://achieve-equity.org/ https://challengingeducation.co.uk/rady/	all
Explore oracy within school to support pupils to articulate ideas and consolidate understanding and extend vocabulary Writing lead to research oracy in other schools and write up progression	As part of SDP priority on Oracy – for writing lead to research and embed oracy practice across school – focusing on vocabulary The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.	

for oracy using Voice 21 framework (4 days cover £800)		
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Total budgeted cost: £60,092.04

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 **23-24**, 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. This is why we have started to train as a RADY school to focus upon equitable support to disadvantaged youngsters.

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

The attainment gap between our disadvantaged and non-disadvantaged pupils continues to be an area where we focus interventions and support. After the pandemic we employed a teacher to deliver catchup phonics sessions, and we have continued to employ teaching assistants in the afternoons for Key Stage 1 to ensure targeted support can continue. Using RADY we focus pupil progress meetings on disadvantaged – whilst also recognising the increased level of need we have in school. We are recognised as a highly inclusive school (flagship IQM) and have many appeals from parents outside our catchment area for both BASE places and mainstream. We receive weekly consultations. We are oversubscribed each year and there is an increasing demand for SEN support in school (24% 2024 with 8% EHCP (national is 4%). Many of your disadvantaged children have additional needs. We have employed 2 part time SENDCOs to work closely with the pupil premium lead to target interventions and support and we are a TISUK endorsed school for supporting wellbeing in families.

We used the DFE grant to train one of our SENDCOs to be senior mental health lead as well as our Nursery manager who is trained to help with family support and wellbeing.

Cohort context 23-24

Although our context for disadvantaged is lower than national we are much higher than national for SEN and for higher level needs (EHCPs) (24% 2024 with 8% EHCP (national is 4%). We are also aware of families that struggle but are not eligible to claim for PP funding, or who do not wish to as they already receive universal FSM.

Year R: 60 PP 7 EAL 4 SEN 15 with 5 ehcp Year 1: 60 PP7 (1 LAC) 15 SEN with 2 ehcp Year 2: 63 gained 3 new ehcp PP 7 (1 LAC) 17 SEN 9 EHCP

Year 3: 60, 13PP 14 SEN 7 EHCP year 4: : 61 8PP 13 SEN 6 EHCP

Published Data and internal data 23-24 (there was no published data for **Year 2 SATs** – however, we still use national benchmarking for comparison in Y2 from)

(school in black) (Nat in red)	% at ARE Reading	% at ARE Writing	% at ARE Maths	% at GLD	% PHONICS	MTC
EYFS (includes 5 EHCPs) PP 7 (includes 2 ehcp)	77% (76%) 43%	77% (71%) 43%	82% (78%) 57%	77% (68%) 43% (51.5%)	/	/
Year 1 (includes 2 EHCPs) PP 7 (includes 1 EHCP)	83% 86%	75% 71%	77% 57%	/	92% (80%) 91% (68%)	/
Y2 (includes 9 EHCP) PP 7 (includes 2 ehcp)	79% (71%) 63%	73% (62%) 63%	79% (71%) 63%	/	92% (86%) 100%	/
Y3 (includes 7EHCP) PP 13 (includes 3 ehcp)	83% 62%	80% 69%	87% 69%	/	/	/
Y4 (includes 6 EHCP) PP 8 (includes 2 EHCP)	87% 63%	80% 63%	87% 63%	/	/	87% (34%) 63%

All gaps are closing between disadvantaged and non-disadvantaged across school

WellComm assessment from baseline to summer (after language support) (Reception):

Baseline: 67% (amber and red) Summer 20% (amber red)

Baseline speech delay: 70% Summer speech delay (10%)

Attendance:

Policy updated and simplified for parents with a flow chart of actions

Strategies embedded to support families and PA

Attendance Officer continues to support families 9same day calling0 and follow up actions on a weekly tracking proforma

95.23% for PP Y1-Y4 only in 23-24

Enrichment:

During the school day, PP children have full access to the enrichment opportunities. However, the number of PP children attending after school enrichment activities is below All. This is despite the offer being extended to PP children – this will now be targeted with support and RADY equity support. All Pupil leadership groups to have proportional representation
Inter school sports to target PP children for participation

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 2024 -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) - 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 2024)

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/>

