# Pupil premium strategy statement – Meadow Primary School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school | 205 |
| Proportion (%) of pupil premium eligible pupils | 13.17%  27 |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)** | 2024-2027 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | Nichola Pickford |
| Pupil premium lead | Lizzie Becroft-Sullivan |
| Governor / Trustee lead | Alison Weir/Dillon Mistry |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ £51,800 |
| 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* | £ £51,800 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Meadow joined Anglian Learning on the 1st April 2020. We were last inspected in January 2023 and were judged Good. As a school, our catchment area includes Balsham, West Wratting, Weston Colville and Streetly End. We also frequently take children from Haverhill and Linton.  Our vision is:  The Meadow is a school where pupils, staff, families and the wider community are all welcomed and feel a sense of belonging.  Our aim is for pupils to experience memorable learning through enriching provision, which includes and challenges all. By equipping pupils with skills and knowledge within an accessible, engaging and inspiring curriculum, our aspiration is for children to be independent and confident lifelong learners.  Our 3 Golden Rules that sit alongside our values are  · We Respect  · We Care  · We Learn  Key priorities at the start of the 2024/25 academic year are as follows.  **Understand and implement new attendance rules**  **Further enhance the Personal Social, Emotional Development (PSED) offer for all pupils**  **Implement a programme of coaching and mentoring to support pupil outcomes**  **Develop approaches to support improvements in key areas such as spelling and times tables**  **Plan for self-initiated learning to support knowing more and remembering more**  **Interpret and analyse data to close gaps, ensure progress and support independence for Disadvantaged children and children with SEND.**  **Develop the use of responsive interventions and pre/post teaching to meet need including Emotional Literacy Support Assistant (ELSA)**  **Implement the updated mental health strategy** |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Some pupils have not met age-related expectations in key skills (reading, writing and maths) or are working slightly below ARE in key skills curriculum areas |
| 2 | In some cases, spoken language skills and vocabulary need developing. |
| 3 | In some cases, pupils’ social, emotional and mental health needs can impact on readiness to engage with learning. |
| 4 | In some cases a lack of regular routines including home reading, homework, spellings and having correct equipment in school can impact on pupils’ presentation in school |
| 5 | In some cases, pupils have less access to sporting opportunities and cultural experiences. |
| 6 | In some cases, pupils have adverse childhood experiences or experiences of trauma; some pupils experience anxiety/low self esteem |
| 7 | There is a significant correspondence between pupils who receive PPG funding and are also on the SEND register (40% of pupils in receipt of PPG funding); this can lead to additional layers of challenge towards closing the attainment gap between pupils in receipt of PP funding and those not in receipt of funding. |

## 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.

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| Intended outcome | Success criteria |
| Quality of teaching across the school will be consistently good, benefiting disadvantaged pupils. Teachers use adaptive teaching approaches and ordinarily available provision in order to respond to needs in class. Teachers consistently utilise TAs to maximise learning and progress of all learners in class, particularly those from disadvantaged backgrounds. | * Age appropriate curriculum will be taught consistently, providing full coverage in each year group. * Pupils will make at least expected (and where necessary) accelerated progress in reading, writing and maths. * SLT and subject leader monitoring will show teaching is effective. * Appropriate CPD will be planned/delivered to support teacher/TA understanding of effective use of TAs and in-class support; school improvement adviser delivers CPD to support high quality teaching in class * Provision for pupils from disadvantaged groups will be prioritised in pupil progress meetings * SLT and school improvement adviser monitoring shows that use of TAs is consistently effective in class * SLT provide developmental coaching to support high quality teaching and learning * SENCO provides surgery drop-ins to advise and support teachers to develop provision for those from disadvantaged groups * Attainment gap between disadvantaged pupils at Meadow and national non-disadvantaged pupils will decrease. * Where pupils with Pupil Premium funding have additional high levels of SEND needs, longer Communication Passport meetings are provided termly to parents |
| To respond rapidly with targeted teaching / evidence based interventions for pupils at risk of underachievement. | * Attainment gap between disadvantaged pupils at Meadow and national non-disadvantaged pupils will decrease. * Book scrutinies will show pupils are being appropriately challenged (and engaged) and making expected (or accelerated) progress. * DHT and SENCO/PP leader collaboratively run termly pupil progress meetings to identify trends and support needs, with a focus on pupils from disadvantaged groups * Provision map will reflect needs identified through standardised assessments and resulting from pupil progress meetings * Provision map will include evidence based interventions * Staffing in each year group will be deployed effectively to meet need identified by data or development priorities. * Monitoring will demonstrate pupil progress through intervention cycles |
| To ensure physical, behavioural, emotional and social needs are met (or mitigated) to enable pupils to learn. | * Pupils will be able to engage with learning more frequently, due to the removal of emotional barriers and the increase of their own personal resilience. * Resilience interventions (e.g. ELSA) will be made available to those in need; ELSA trained TA receives termly supervision to maintain ELSA accreditation * Targeted pupils will engage more independently in class activities and will need less explicit support as resilience increases. * Staff work effectively with families * Where necessary, external referrals are made to agencies to support with emotional wellbeing, behaviour and parenting/routines. (e.g. YOUnited, EHWS, Early Help, Naomi Shepherd - EIFA) * Positive working relationships are developed between home and school, parents/carers feel able to communicate with staff in instances when children are experiencing SEMH/behavioural challenges |
| To ensure the curriculum is enriched with experiences, visits and visitors.  To broaden access to cultural and sporting opportunities at school.  To establish and develop further links with the community. | * Experiences at school (including use of the school grounds) will be planned into the curriculum. * The school will continue to engage with local sporting competitions and ensure disadvantaged pupils access this. * Visitors will attend the school to enrich the curriculum. * Local walking visits (including to the local library and local places of worship) will take place to engage pupils with locality. * Cultural visits further afield (at least 1 per year group per year) will complement the curriculum. * Clubs at school will be increased to include more sporting/cultural opportunities and disadvantaged learners will be well-represented at these. * Disadvantaged pupils will be supported to access school residential trips and clubs. |

## 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: £4728.50

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| CPD program relating to effective use of TAs (delivered to teachers and TAs by School Improvement Advisor and members of SLT)  6hrs of training in Autumn term; fortnighty CPD for TAs relating to in-class support and responsive to needs of cohorts  *CPD cost time TA release 0.5\* 9 \* ave TA wage £13.25 \* 20 sessions = £1192.50* | <https://www.maximisingtas.co.uk/research> | 1,2,3 |
| Developmental work and coaching for teachers and TAs (relating to high quality teaching and ordinarily available provision)  Approx 1hr per week DHT/ SENCO  Average teacher pay £44.20/hr (with on-costs) \*38  £1679.60 | <https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833> | 1,2,3 |
| Termly pupil progress meetings held by DHT and SENCO/PP Lead to identify trends and support needs, with a focus on pupils from disadvantaged groups  Average teacher pay £44.20/hr (with on-costs) \* 14 (teachers in mtg) \* 3 (termly)  £1856.40 | <https://dera.ioe.ac.uk/id/eprint/9254/8/using%20data%2C%20improving%20schools_Redacted.pdf> | 1,2,3 |

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

Budgeted cost: £49260

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Work with staff and pupils to improve pupils’ ability to articulate about their present and prior learning and its impact upon outcomes and progress  *CPD cost time TA release 0.5\* 9 \* ave TA wage £13.25 = £600*  *T release ave T pay £44.20/hr (with on-costs) \* 7 = £309.40* | [**https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833**](https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833) | 1, 2 |
| To ensure that disadvantaged pupils receive small group input and guided groups from teacher/TA as appropriate  This cost has been estimated to be equivalent to around 11hrs/week across the school \* Average teacher pay £44.20/hr (with on-costs) \*38 weeks in school  £18,475 | https://educationendowmentfoundation.org.uk/news/eef-blog-ecf-exploring-the-evidence-part-1 | 1,2,3,7 |
| To identify pupils in pupil progress meetings who may need additional intervention and to plan provision/intervention to meet that need. This has been estimated to be as follows:  TA time - around 56hrs p/wk \* average TA hourly wage pay £13.25 \* 38 weeks in school  £28,196 budgeted | <https://digitaleducation.lincoln.ac.uk/online-teaching-learning/using-data-to-inform-teaching/> | 1,2,3,7 |
| SENCO drop ins for pupils from disadvantaged groups, where there is additional barriers to learning (co-occurrence between PPG funding and SEND register)  Experienced practitioner time - around 1hrs per week \* average teacher hourly wage £44.20 \* 38 weeks in school  £1679.60 | <https://educationendowmentfoundation.org.uk/news/eef-blog-reflections-of-a-senco-the-importance-of-a-whole-school-approach-to-supporting-pupils-with-send> | 1,2,3,7 |

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

Budgeted cost: £ 8128.20

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Develop support for disadvantaged pupils with additional SEMH or pastoral needs by engaging with mental health CPD; provide high-quality resilience interventions; liaise with external agencies (e.g. EHWS, YOUnited, Family Worker/Early Help);  TA time - around 2hrs p/wk \* average TA hourly wage pay £13.25 \* 38 weeks in school = £1007  SENCo/referral time - around 2hrs per week \* average teacher hourly wage £44.20 \* 38 weeks in school = £3359.20 | <https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833> | 3, 6 |
| ELSA accreditation and supervision for ELSA TA; ELSA interventions delivered for targeted pupils and ad-hoc emotional support interventions  £260 annual supervision  12\* average TA hourly wage pay £13.25 = £159  £419 | <https://www.elsanetwork.org/elsa-network/other-research/> | 3,7 |
| Nurture based intervention for pupils in KS1 to support readiness to learn  TA time - around 2hrs p/wk \* average TA hourly wage pay £13.25 \* 38 weeks in school = £1007 | <https://www.nurtureuk.org/research-evidence/> | 3,4,7 |
| Where pupils with Pupil Premium funding have additional high levels of SEND needs, longer Communication Passport meetings are provided termly to parents – this allows for clearer understanding of pupil support needs  *= pprox.. £1326* | <https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833> | 4 |
| Ensure that pupils are able to access activities to enhance cultural capital and wider experiences  = Approx £750 | <https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833> | 5 |

**Total budgeted cost: £** *62116.70*

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| Due to the incredibly small numbers of pupils in receipt of PPG in specific cohorts, data is not publicly reported to avoid identifying individual children. Data is available for Ofsted, school leaders and Governors.  *Outcomes to be identified against new strategy in following years*  *Review of 2021-2024*  Quality of teaching across the school will be consistently good, benefiting disadvantaged pupils. – **Curriculum is now established and entering consolidation and enhancement phase. Staff are confident in delivery of curriculum and are able to adapt existing planning from previous long term curriculum cycles to support current teaching and learning. Coaching programme for subject leadership to be developed across all middle and senior leaders to support development and improvement of teaching and learning across the school.**  To respond rapidly with targeted teaching / evidence based interventions for pupils at risk of underachievement. – **DHT and SENCo have initiated model of team Pupil Progress meetings, with these meetings informing future support within provision map. This model is new and needs to be embedded and developed. Monitoring of interventions and progress is a priority for development.**  To ensure the curriculum is enriched with experiences, visits and visitors. To broaden access to cultural and sporting opportunities at school.**– This continues to be a priority for development as this is supportive for pupils who lack cultural capital/enriching opportunities owing to their socio-economic status/other reasons for disadvantage. Last year, some pupils attended the beach for the first time as a result of the whole-school trip to Hunstanton Beach. This emphasises the importance of this strategy becoming an ongoing outcome/target.**  To establish and develop further links with the community. – **PTA taken on by Faye Facer, some additional parent/carer drop ins/evening events planned however owing to capacity, not fully established – to become a priority within new strategy** |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

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| Programme | Provider |
| Therapeutic thinking/STEPS | (Cambridgeshire SENDSS) |
| The Write Stuff | Jane Considine |
| ELSA training | Nicky Odgers Psychology |
| Maximising use of TA deployment | Juliet Adloune (School Improvement Advisor) |

## Service pupil premium funding (optional)

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| *For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year** |
| n/a |
| **The impact of that spending on service pupil premium eligible pupils** |
| n/a |

# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |