

Meadowdale Primary School Pupil premium strategy statement 2022/23

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Meadowdale Primary School
Number of pupils in school	357
Proportion (%) of pupil premium eligible pupils	4.45%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Liz Martin
Pupil premium lead	Carly Richards
Governor / Trustee lead	Penelope Harris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,590
Recovery premium funding allocation this academic year	£0
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	£38,590

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives for disadvantaged children are that they leave primary school achieving at or above the expected standard in line with their peers in reading, writing and maths so that they move on to the next stage of their education with the knowledge, skills and attributes needed to be successful.

The current strategy of high quality, evidence based CPD for teachers and classroom based support staff will ensure that teaching and learning are of the highest standard. The development of interventions for maths, reading fluency and phonics leads to rapid acceleration of progress where attainment gaps are evident. Staff CPD leads to confidence when supporting children with their emotional development and well-being.

Key Principles –

- *Every pupil should leave Meadowdale a fluent and engaged reader.*
- *The attainment gap between disadvantaged pupils and their peers is closed.*
- *The well-being of every child is a priority.*
- *Disadvantaged children should have access to music lessons and/or sports clubs to enable them to achieve excellence and pursue their interests.*
- *All children should have access to an engaging and relevant curriculum including extra-curricular activities.*

Challenges

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

Challenge number	Detail of challenge
1	Attainment gap between disadvantaged children and their peers in reading writing and maths at the end of Key Stage 2
2	Impact of the pandemic on pupil well-being and self-regulation.
3	Financial challenges impact on access to opportunities to develop musical or sporting excellence.
4	Financial challenges impact on access to outdoor adventure activities.
5	Gaps in phonic knowledge caused by restricted attendance with COVID.

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
The attainments gap between disadvantaged pupils and their peers is closed.	Disadvantaged children attain at or above the expected standard on reading, writing & maths at the end of Key stage 2
Pupils have a strong sense of well-being	Pupil well-being survey shows improved levels of well-being. Pupil interviews show good levels of curriculum engagement and resilience.
Pupils are able to manage big emotions and self-regulate.	Observations of pupils shows an improvement in managing emotions and self-regulation skills
Pupils have opportunities to achieve excellence in music and/or sports	Music exam results show that pupils are achieving well in music grade system. Participation in school teams and sporting tournaments is high.

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: £22959

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Lesson study – developing reading fluency interventions.</i>	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. EEF 2021 Lesson study is an effective form of CPD – Lewis 2002, Stenhouse, Takahashi. Developing reading fluency supports comprehension. EEF Improving Literacy in Key Stage 2. Scarborough Reading Rope 2001, Severs 2018, De Ley 2017	1
<i>Lesson study – development of maths interventions</i>	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. EEF 2021 Lesson study is an effective form of CPD – Lewis 2002, Stenhouse, Takahashi. Knowles 2017 – Children from socio-economic disadvantage are more likely to underachieve in maths throughout their school careers. Schools closing the maths attainment gap are developing number and number sense in lessons and providing focussed teacher CPD. NCTEM	1
<i>CPD – teaching reading comprehension strategies</i>	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. EEF 2021 Reading comprehension strategies have a high impact with an additional 6 months of progress over a year. This work also links with meta-cognition and collaborative learning techniques. EEF Toolkit. Scarborough Reading Rope 2001, Severs 2018, De Ley 2017	1
<i>CPD – Emotion Coaching</i>	Targeted interventions and universal approaches have positive overall effects. The highest impacts are for approaches that focus on self-management or role play and rehearsal. EEF Tool kit. Emotion Coaching provided a structure for staff to operationalise or know "how to do" relationships with pupils in their everyday encounters with them. These ongoing relationships benefited pupil emotional development. The training supported both staff and pupil intra- and inter-personal emotional competencies and relationships: adult-pupil and pupil-pupil relationships and communication were enhanced". Supporting adults to develop emotion coaching in schools. Gus 2018	1,2
<i>CPD- Anxiety and ADHD Training</i>	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high	1,2

	<p>quality teaching can narrow the disadvantage gap. EEF 2021</p> <p>Lesson study is an effective form of CPD – Lewis 2002, Stenhouse, Takahashi.</p> <p>Knowles 2017 – Children from socio-economic disadvantage are more likely to underachieve in maths throughout their school careers. Schools closing the maths attainment gap are developing number and number sense in lessons and providing focussed teacher CPD. NCTEM</p>	
<i>Phonics training</i>	<p>Teachers and support staff are trained in the sounds write phonic intervention to allow targeted interventions and a universal approach which will have appositive overall effect.</p> <p>There is very extensive evidence to support ensuring good phonics instruction. It is a vital component in the development of early reading. EEF Improving literacy in Key Stage 1. Scarborough's Reading Rope (2001). The development of fluency supports teaching comprehension strategies. EEF Improving Literacy in Key Stage 2. Severs (2018) De Let (2017)</p>	1

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

Budgeted cost: £4270

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics and reading intervention	<p>There is very extensive evidence to support ensuring good phonics instruction. It is a vital component in the development of early reading. EEF Improving literacy in Key Stage 1. Scarborough's Reading Rope (2001). The development of fluency supports teaching comprehension strategies. EEF Improving Literacy in Key Stage 2. Severs (2018) De Let (2017)</p>	1
<i>Maths intervention</i>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. EEF 2021</p>	1

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

Budgeted cost: £11360

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Music lessons for disadvantaged pupils</i>	Arts participation can have a positive impact on academic outcomes in other areas of the curriculum. Wider benefits such as more positive attitudes to learning and increases well-being have also consistently been reported. EEF Toolkit research analysis.	2,3
<i>Access to sports clubs</i>	Opportunities for disadvantaged pupils to participate in activities they might not otherwise be able to access can improve resilience and self-confidence. EEF Toolkit research analysis.	2,3
<i>Hardship support – access to trips and uniform</i>	Opportunities for disadvantaged pupils to participate in activities they might not otherwise be able to access can improve resilience and self-confidence. EEF Toolkit research analysis.	2,4

Total budgeted cost: £ 38,590

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 2021 to 2022 academic year.

Lesson Study CPD has led to the development of reading fluency interventions in all year group. Pupil progress was accelerated as a result of interventions. We are now going to use lesson study CPD to focus on Maths Mastery to help bridge any gaps in learning. All class-based support assistants have had emotion coaching training and this is having a positive impact on children emotional wellbeing,