

## Pupil premium strategy statement – The Mead Community 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

Detail	Data
Number of pupils in school	529
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	31 <sup>st</sup> December 2021
Date on which it will be reviewed	9 <sup>th</sup> December 2022
Statement authorised by	Mark Stenton - Headteacher
Pupil premium lead	Kate Seviour
Governor / <u>Trustee</u> lead	Jayne Bullock

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,245
Recovery premium funding allocation this academic year	£6,851
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£83,096

## Part A: Pupil premium strategy plan

### Statement of intent

We aim for high attainment and good or better progress for all children, regardless of their starting points and challenges.

We teach each child as an individual, acknowledging the complexity and variation of their disadvantage and how we can best meet their needs through a collective approach and shared responsibility. Through this collaboration combined with parental input, assessments and knowledge of the children, we accurately identify the school-wide challenges that this strategy aims to overcome.

This strategy also considers the needs of other children who are not designated as Disadvantaged but face similar challenges (for example Young carers, those who have social care involvement, those who are financially disadvantaged). Our approach is centred around quality first teaching that is underpinned by a comprehensive knowledge of the individual children, their families and their needs. When choosing methods of delivery for the core curriculum, we make careful considerations through the lens of our disadvantaged children. This is in order to have the greatest impact on closing the gap in attainment between those who are advantaged and those who are not, whilst also benefitting the non-disadvantaged children in our school.

Our targeted support will also include those children whose education has been worst affected through the pandemic, regardless of disadvantage. Some of this support will be targeted through the use of the school led national tutoring programme, targeted specifically those children in the earlier year groups who have not secured basic reading and maths skills.

We do not make assumptions about the impact of disadvantage; instead we make use of robust analysis of assessment to determine the common challenges and specific needs. This analysis supports us in selecting appropriate approaches to ensure each child flourishes. This is achieved by:

- Having high expectations of where learning is pitched and scaffolding to enable achievement for all.
- Intervening responsibly and innovatively at the point of need considering, the whole child holistically.
- Working collaboratively as a whole staff team with diligence and consistency.

The Mead is a larger than average primary school that has two forms of entry from reception up to year 6 and a smaller site with another three classes. There is an on-site nursery that caters for children from the age of 3 until 4 at both school sites.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Assessment, observations and discussions with pupils indicate that disadvantaged pupils generally have greater difficulties in embedding phonic skills that their peers. This impacts negatively on their development as readers within Key Stage 1 and beyond.</p> <p>Internal assessment information shows that at the end of last academic year, 28% of children who are disadvantaged were at the expected standard for reading compared to 67% of their peers.</p>
2	<p>Assessment, observations and discussions with pupils indicate that many of our disadvantaged pupils have vocabulary gaps and underdeveloped language skills when compared to their peers. This is particularly evident when children are in our Nursery and Reception classes. This impacts negatively on outcomes in Writing within Reception and as the children progress through the school.</p> <p>Internal assessment information shows that at the end of last academic year, 32% of children across the school who are disadvantaged were at the expected standard for writing compared to 67% of their peers.</p>
3	<p>Internal assessment information shows that maths attainment, particularly with regard to levels of maths fluency, is lower for those who are disadvantaged than that of their peers.</p> <p>This year, 25% of children who are disadvantaged have entered Reception at the level expected for the start of the year, compared to 52% of those who are not. This gap has been consistent over previous years and is evident across the school. Internal assessment information for the end of last academic year showed that 28% of children who are disadvantaged were at the expected standard for their year group compared to 67% of their non-disadvantaged peers.</p>
4	<p>Our observations of children indicate that many of our disadvantaged pupils find it more difficult to self-regulate and apply social and emotional aspects of learning. This has been exacerbated by the two school closures over the last two years and is supported by national studies. This impacts negatively on their academic attainment.</p> <p>In Autumn term 2021-22 9/14 families receiving fortnightly Parent Support Advisor support were disadvantaged and 7/12 children receiving ELSA support were disadvantaged.</p>
5	<p>Our termly analysis of attendance information indicates that children who are disadvantaged are more likely to be persistently absent when compared to their non-disadvantaged peers. Increasing attendance (including punctuality) will impact positively on overall attainment.</p> <p>Overall attendance for last academic year for those who are disadvantaged was 91.1% while the figure for those who are not disadvantaged was 97.6%.</p>
6	<p>Our observations of and conversations with children indicate that children who are disadvantaged have fewer opportunities for experiences beyond the classroom and therefore have a reduced cultural capital. This impacts negatively on their ability to build effective, coherent schema which means they have to work harder to retain new knowledge.</p>

## 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
Improved reading attainment amongst pupils who are disadvantaged.	Reading outcomes by 2024/25 show that: <ul style="list-style-type: none"> <li>• Phonics: more than 80% of children who are disadvantaged pass the screen in Y1.</li> <li>• KS1: more than 70% of children who are disadvantaged meet the expected standard at the end of Y2.</li> <li>• KS2: more than 70% of children who are disadvantaged meet the expected standard at the end of Y6.</li> </ul>
Improved oral language skills and vocabulary amongst pupils who are disadvantaged that leads to improved writing attainment.	Observations of and discussions with children who are disadvantaged evidence widened vocabulary that is applied within conversations and written work. This is reflected in improved writing attainment. Writing outcomes by 2024/25 show that: <ul style="list-style-type: none"> <li>• KS1: more than 65% of children who are disadvantaged meet the expected standard at the end of Y2.</li> <li>• KS2: more than 70% of children who are disadvantaged meet the expected standard at the end of Y6.</li> </ul>
Improved maths attainment amongst pupils who are disadvantaged.	Maths outcomes by 2024/25 show that: <ul style="list-style-type: none"> <li>• KS1: more than 70% of children who are disadvantaged meet the expected standard at the end of Y2.</li> <li>• KS2: more than 80% of children who are disadvantaged meet the expected standard at the end of Y6.</li> </ul>
To achieve and sustain improved levels of self-regulation as well as social and emotional aspects of learning.	Sustained high levels of self-regulation as well as social and emotional aspects of learning by 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• Feedback from pupil, parent and staff questionnaires.</li> <li>• Teacher observations.</li> <li>• A significant reduction in high level behaviour incidents recorded.</li> </ul>

## 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: £ 5425.74

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments (NFER).</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/news/Diagnostic_Assessment_Tool.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/news/Diagnostic_Assessment_Tool.pdf</a></p>	<p>1, 3</p>
<p>Further improve the use of feedback for all staff by investing in this as a focus for INSET day in January, making use of findings within EEF report alongside Walkthrus.</p> <p>Develop staff use of questioning as a tool to enhance feedback further through the use of instructional coaching and Walkthrus.</p>	<p>Done well, feedback supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where teacher wants them to be. When used effectively, feedback can accelerate a child's progress by 6 months.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p>	<p>1, 2, 3, 4</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf</a></p> <p>&amp;</p>	<p>3</p>

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a>	
Participation in the Mastering Number programme (NCETM in conjunction with the Maths Hubs) to improve fluency of basic number skills – relevant for Reception, Year 1 and Year 2	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. <a href="https://www.ncetm.org.uk/news/mastering-number-a-new-programme-for-early-primary-pupils/">https://www.ncetm.org.uk/news/mastering-number-a-new-programme-for-early-primary-pupils/</a>	3
Develop consistency across the school with regard to daily maths meetings, focus on consistent sentence stems and structure.	The EEF guidance is based on a range of the best available evidence and includes references to the importance of pupils being able to: <ul style="list-style-type: none"> <li>• develop a rich network of mathematical knowledge</li> <li>• emphasise the many connections between mathematical facts, procedures, and concepts</li> <li>• ensure that pupils develop fluent recall of facts.</li> </ul> <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf</a> & <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a>	3

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

Budgeted cost: £ 52277

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of and training to deliver Fresh Start Phonics Programme in Y5, 6 to secure	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:	1

stronger phonics teaching for those who still require this intervention in upper KS2.	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a>	
Deliver systematic phonics programme teaching to children in lower KS2 (RWI)	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a>	1
Deliver daily 1:1 phonics intervention across Reception, Y1 and Y2 to ensure gaps close as soon as they develop. To be delivered by training tutors.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a>	1
Deliver NELI intervention for children in Reception with language gaps. Continue with programme into Y1 for those who began the programme in Reception last year.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</a>	2
Engage in school led tutoring for those children in Key Stage 1 particularly who have knowledge gaps due to lockdowns, particularly in phonics and maths.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> And in small groups: <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a>	1, 3
Deliver Maths intervention for children in year 6 who are working well below the standard expected for their year group.	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver:	3

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 29031

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Train new member of staff as an ELSA as well as to become a Thrive practitioner so as to support targeted pupils develop their emotional well-being and improve their ability to regulate themselves.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning</a>	4
Embedding principles of good practice set out in the DfE's 'Improving School Attendance' advice. This will involve training and release time for the Inclusion Lead and an office staff member to develop and implement procedures to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. <a href="#">Improving School Attendance</a>	5
Develop Nurtured Learning provision to support those children most impacted by lack of self-regulation and poor social and emotional mental health.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning</a>	4

**Total budgeted cost: £ 83,096**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The three-year plan, focussed on quality first teaching of a well-structured curriculum, supported by evidence informed interventions, remains appropriate.

The school performed well in all 2022 assessments and is in the top 20% of schools for performance and progress (all pupils). However, the percentage of disadvantaged learners achieving age related expectation or higher was not as good, but the evidence of progress towards the end of Key stage 2 was good, particularly with regards to reading where personalised support and tutoring was impactful.

This is also reflected in KS1. For example, four pupils finished Y2 not having met expected level in phonics. Three of these pupils are Pupil Premium eligible and all continue to have intensive reading support (with SEN also being a significant factor for two of these children). Similarly, four Pupil Premium eligible pupils in Y1 continue to need intensive reading support in Y2 (with SEN also being a significant factor for three of these pupils).

Reviewed by Mark Stenton, Headteacher, December 2022.

### 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.*

Programme	Provider
Read Write Inc	Ruth Miskin (OUP)
Maths No Problem	
Cornerstones Curriculum Maestro	
Number Sense	
Times Tables Rockstar	
Seesaw online learning platform	
SCARF	

### Service pupil premium funding (optional)

*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***

The employment of PSA with allocated time to provide direct support to families, carers and children in school.

Utilising such platforms such as little troopers as and when needed. This support will vary depending on the deployment of our families.

**The impact of that spending on service pupil premium eligible pupils**

We have been able to provide regular play and lunchtime support from PSA and teachers with forces family connections themselves. This has been recognised as beneficial by parents and pupils alike. The children in this group led, at their request, on our poppy sales for the British Legion during November 2022.