

Pupil premium strategy statement- mid year review April 24

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 2023 to 2024

Detail	Data
School name	Meadowfield Primary
Number of pupils in school	478
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	September 2023
Date on which it will be reviewed	April 24 & September 2024
Statement authorised by	Helen Stout
Pupil premium lead	Helen Stout
Governor / Trustee lead	Kathryn Brown

Funding overview 2022 - 2023

Detail	Amount
Pupil premium funding allocation this academic year	£275843
Recovery premium funding allocation this academic year	£27,000 +£2,500 school led
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year (2022 – 2023) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£305, 343

Part A: Pupil premium strategy plan

Statement of intent

All our work through the pupil premium will be aimed at accelerating progress, moving our Pupil Premium children to catch up and keep up. However, we feel it is as important for these children to have the skills they need to further their opportunities in the wider landscape, many of these children do not have developed speaking and listening skills and are lacking in confidence and self-assurance - we need to help prepare these children for life beyond Meadowfield Primary. These children also need cultural capital to connect and build their learning onto experiences to ensure they learn more and remember more.

The Pupil Premium Grant and Recovery funding will be utilised to provide:

- Quality First Teaching in the classroom environment for all children
- Raise aspiration through a variety of programmes and activities.
- A designated team to support the pastoral needs of children.
- Additional teaching and learning opportunities provided through curriculum enhancement;
- Review intervention programmes to ensure maximum impact;
- Development of programmes and workshops for children and parents, and bespoke interventions to enhance progress;
- Provide small group work and individual 1-1 tuition, with an experienced member of staff/tutor, focused on overcoming gaps in learning.
- Additional teaching and learning opportunities provided through a qualified teacher, teaching assistants or external agencies.
- Specific learning intervention programs e.g. Alpha to Omega, Lego therapy., Lexia
- Small group or 1-1 activities to aid in the development of speaking and listening and to develop confidence.
- Acquiring effective materials aimed at raising standards, particularly in reading and mathematics.
- Support in attending trips or extra-curricular activities.
- Seeking support from outside agencies.

To monitor progress on attainment, we have a robust cycle of data collection and tracking, which is used to inform pupil progress and enable early identification of need, support and appropriate intervention. At each review of this strategy, the school will review the impact of actions taken and will plan how the funding will be specifically allocated over the next phase. A new baseline assessment is in place to assess key skills gaps allowing for flexibility within the curriculum. Pupil Premium has an allocated Governor with responsibility for this area and the funding and impact is a regular item in LGB meetings. All our work through the pupil premium will be aimed at accelerating progress, moving our Pupil Premium children to catch up and keep up. However, we feel it is as important for these children to have the skills they need to further their

opportunities in the wider landscape, many of these children do not have developed speaking and listening skills and are lacking in confidence and self-assurance - we need to help prepare these children for life beyond Meadowfield Primary.

Challenges

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

Challenge number	Detail of challenge
1	Attendance had been broadly average pre pandemic but dropped steeply with high PA- this is improving but is not yet back to pre pandemic levels.
2	Often weak support from home/value of education and/or low literacy skills from parents/carers
3	Through assessments and observations gaps have been identified in children's learning – bespoke interventions designed to ensure gaps are filled - this is due to either starting points or due to engagement during the C19 pandemic (writing has been especially affected)
4	Through observations and knowledge of our children it has been identified that some children are struggling with behaviour for learning.
5	Poor literacy skills especially around oracy and communication, a low vocabulary on entry to school which we struggle to increase

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
Achievement in reading	Increase the % of children at ARE in reading and who show pleasure in reading especially lower down school (KS1)
Achievement in writing	Increase the % of children at ARE in writing and moving towards this- narrowing the gap
Achievement in Grammar, punctuation and spelling	Increase the % of children at ARE in GPS
Phonics	Increase the % of children passing the PSC in Y1 and in Y2, particularly for DP
Raise career aspirations and future opportunities	Children's awareness of future careers is increased and their aspirations raised

	Increased communication and oracy for all children, especially the younger ones
Improve attendance at school and reduce number of PA	Swift identification of PA pupils and pupils at risk of becoming PA; forensic analysis of registers and codes to pattern map; intervene and establish a firm/fair and supportive plan to improve attendance Use of fining where needed
Narrow the vocabulary gap for DP and non-DP	Increased focus on oracy, communication and language as well as focus on well planned acquisition of vocabulary shows increase in children's vocabulary known and used Impact seen in oracy Impact seen in skilled speaking Impact seen in reading for pleasure
Increase PSED and self-regulation outcomes for EY pupils and especially those who are DP	Oracy supports children in accessing systems for self-regulation including restorative practice Fewer children being referred for mental health support Increased motivation and attitudes for learning

Activity in this academic year 23-24 £256, 450 + £30,000 recovery = £306, 000

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: £179, 000 (58%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra Y6 member of staff <u>PPG</u>	Reducing class size https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	1, 3, 4, 5
TLR for phonics leader and for reading leader <u>PPG</u>	Phonics (+5) Phonics EEF (educationendowmentfoundation.org.uk)	2, 3, 5
CPD – writing projects <u>PPG including residency</u>	https://writing4pleasure.com/2021/12/15/the-education-endowment-foundations-improving-literacy-in-ks2-guidance-report-our-review-and-implications-for-teaching-writing/	2, 3, 4, 5
Speech and language development – outsourced to NHS traded one day per week and in house 4 days SaL specialist with focus on EY <u>PPG</u>	Oral language interventions (+6) Oral language interventions EEF (educationendowmentfoundation.org.uk)	2, 3, 5
TA in classes each day with extra hours for communication with teachers and for training <u>PPG</u>	Teaching Assistants (+4) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Small group tuition (+4) Small group tuition EEF (educationendowmentfoundation.org.uk) Extending school time (+3) Extending school time EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5

1:1 laptops in Yr 3 & 4 to raise standards and engagement	Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5
HLTA for Fresh Start provision in Years 5 and 6	Fresh Start EEF (educationendowmentfoundation.org.uk)	2, 3, 4, 5

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

Budgeted cost: £64, 146 (21%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tuition – one to one through school led Pupil Premium Grant	One to one tuition (+5) One to one tuition EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies (+6) Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 5
Fresh Start and RWI training for N to Y3 staff to include interventions as well as whole class phonics teaching <u>PPG</u>	Small group tuition (+4) Small group tuition EEF (educationendowmentfoundation.org.uk) Phonics (+5) Phonics EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies (+6) Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Reducing class size (+2) Reducing class size EEF (educationendowmentfoundation.org.uk) Feedback (+6) Feedback EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 5
Teaching assistant for catch up immediate response for KS1 phonics and for Y3 phonics intervention <u>PPG</u>	Phonics (+5) Phonics EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies (+6) Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5

	<p>Reducing class size (+2) Reducing class size EEF (educationendowmentfoundation.org.uk)</p> <p>Feedback (+6) Feedback EEF (educationendowmentfoundation.org.uk)</p>	
Alpha to Omega intervention	<p>Phonetic, linguistic approach to the teaching of writing and spelling (+5) Phonics EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,5

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

Budgeted cost: £63, 000 (21%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance – inclusion mentor/learning mentor <u>PPG</u>	<p>Parental involvement (+4) Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional learning (+4) Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Individualised instruction (+4) Individualised instruction EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 5
Wellbeing and increase physical activity <u>PPG</u>	<p>Physical activity +1 month https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	1, 2, 3, 4, 5
Restorative practice training school wide <u>PPG</u>	<p>Behaviour interventions (+4) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>Social and emotional learning (+4) Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4, 5
HENRY sessions	<p>Healthy Eating and Nutrition for the Really Young- healthy choices and exercise/routines and positive parenting</p>	1,2,3,4,5

	Healthy Minds – analysis of health outcomes published EEF (educationendowmentfoundation.org.uk)	
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Total budgeted cost: £306146

Part B: Review of outcomes in the previous academic year 2022 - 2023

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Quality of education – extra TA and CT, increased LA hours and extra LAs, curriculum design: School received a good with outstanding OFSTED inspection in April 2023 which supports the expenditure undertaken to ensure high quality provision and value for money. Data outcomes are below.

Attendance- PPG supports the attendance role within the pastoral team at school – this is a proactive role which analyses and prepares data, identifying pupils for intervention or support.

PAs These have reduced over this academic year as a result of the proactive role- this is for all pupil groups. Information below is to Easter 2023:

Category	Percentage Marks Present			DP			SEND			PA		
	22/23	21/22	20/21	22/23	21/22	20/21	22/23	21/22	20/21	22/23	21/22	20/21
Whole Year*	92.7%	90.5%	91.7%	91.5%	90.1%	90.3%	90.4%	89.2%	90.1%	27.7%	34.1%	30.8%
Autumn	92.5%	92.4%	93.5%	92.1%	91.7%	93.0%	90.6%	92.1%	93.1%	28.0%	30.6%	26.5%
Spring	92.9%	89.0%	87.2%	91.6%	88.4%	83.5%	91.2%	88.2%	82.7%	26.9%	45.0%	33.3%
Summer		92.4%	92.2%		91.7%	90.7%		91.9%	91.0%		28.5%	26.6%
all show improvements from 21-22 and 20-21												
* figure to date												
National to 24.3.23 is 93.9%; National PA same time period is 18.5%; we show demonstrable improvement from last year												

Early Years

GLD for Reception 2022-2023 is 51% this can be compared to last year where it was 65% showing a decrease of 12%. When comparing areas to last year it can be seen that there is an increase in UTW, EAD and PD with other areas being close in comparison. The biggest differences are in maths and writing

2023	2022
CLL - 58%	65%
PSED 65%	67%
PD 79%	73%
READ 65%	69%
WRIT 57%	65%
MATHS 54%	67%
UTW 60%	54%

EAD 75%

63%

Data without SEND (7 children) would be maths 62% rather than 54% and literacy combined 60% rather than 52%. GLD would also be 60%

Reading

Reading ELG: 65%

KS1 Reading 50% at ARE up from 26% in 2022

KS2 Reading 64% up from 62% in 2022

Writing

Writing ELG: 57%

KS1 Writing 43% up from 32% in 2022

KS2 Writing 48% up from 29% in 2022

Maths

Number ELG:

KS1 Maths 57% up from 38% in 2022

KS2 Maths 64% up from 50% in 2022

Phonics – outcomes for Y1 June 2023 were 70% - a rise of 5% from 2022

Speech and language/pastoral teamwork/nurture provision: our dedicated speech and language support worker has undertaken 2 NELI programmes this academic year working with 12 children- in all cases children showed significant improvement in communication and language development.

Fresh Start: The Fresh Start interventions were aimed at increasing fluency and accuracy of reading. 6 children in Year 5 and 6 children in Year 6 received regular intervention sessions with a high impact with children reading around 30% faster and a 70% reduction in the number of errors made.

This year, there are 10 new Year 6 children taking part. Of the Year 5 children who took it last year, 3 of them have made so much progress they no longer require any support.

Behaviour statistics:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Total	57	51	52	73	36

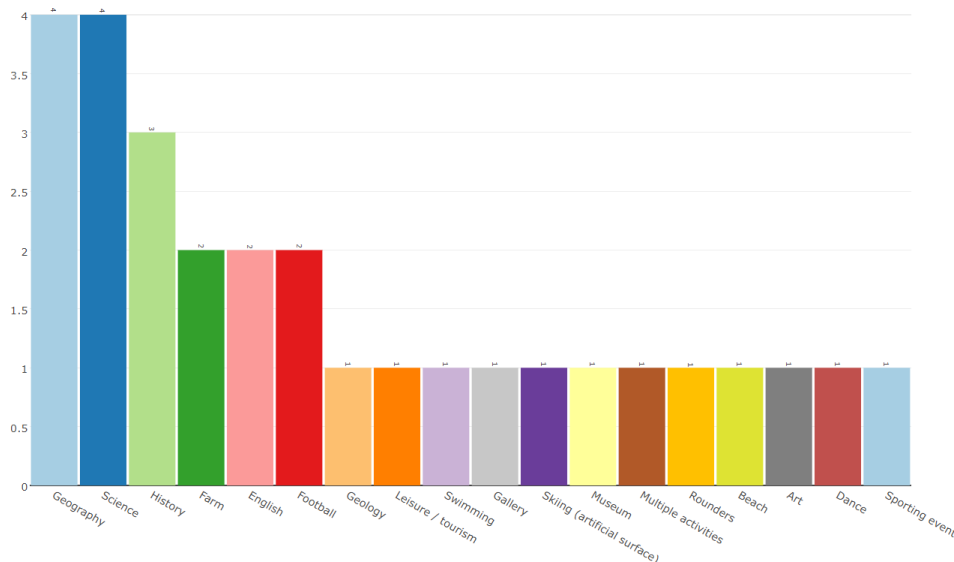
Breakfast club and breakfast for all; wider curriculum provision through trips and after school clubs:

Numbers attending breakfast club: 35

Numbers accessing breakfast for all daily: 473

Numbers attending clubs: summer data alone provided clubs for 212 children – 54% of the school population. Over the year this means 29 clubs ran catering for 54% of school on average with higher attendance from Disadvantaged pupils and slightly lower for SEND pupils.

Trips that have place this year: two residential for Y5 and 6; in Health and Well being week all children in school either went on a trip (Y1-6) or had a visitor (circus skills for EY). Other trips include Filey, a restaurant visit, Nell Bank, Xscape for skiing, Yorkshire Sculpture Park, Temple Newsam, swimming, Leeds Bear Hunt, Art competition, Youth Board.



In total for the academic year 22-23 44 visits took place using 4232 pupil days including 2 adventure visits

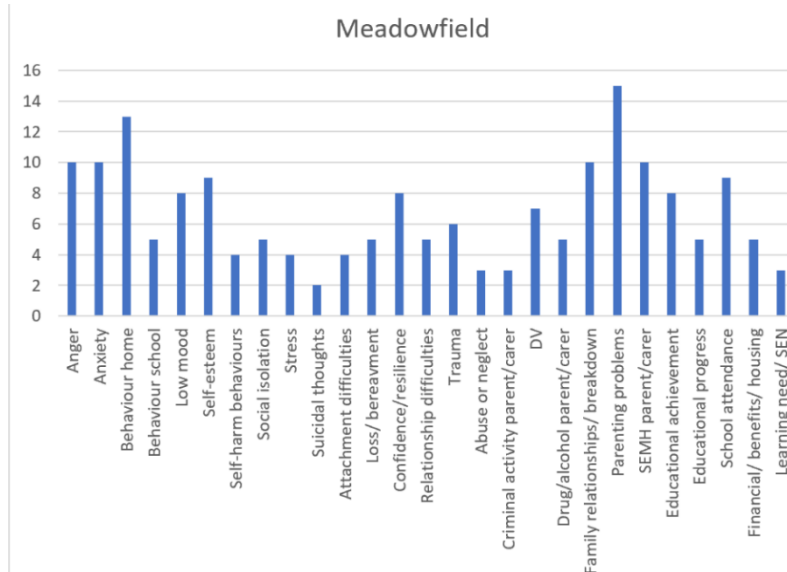
TNCP cluster/extended services costs for supporting hard pressed families/SEMH needs and referrals including parent support/bereavement support and back to work support:

School participation in child protection conference process

Number of child protection initial and review conferences held	Number attended	Number of reports submitted	Number of core group meetings held	Number attended
17	17	17	14	14

Additional information: [22 DV notifications this academic year](#)
[15 Children on CIN plans this academic year](#)
[7 Children on EH plans this academic year](#)
[16 CLA children on roll](#)

Temple Newsam Cluster Partnership support- referrals are seen in the chart below:



Tutoring: Tutoring in Year 6. The majority of children taking part in the tutoring programme were disadvantaged in receipt of Pupil Premium. A total of 18 children accessed reading tutoring over the year in Year 6 and 12 children accessed the maths tutoring programme. These were initially a mixture of online and face to face tutoring sessions, but were later changed to all face to face as these were found to be more effective. A further 9 children received face to face tutoring in GPS from school based staff.

The tutoring programme involved small groups of 3 children of similar ability with one tutor, for one hour a week for 15 weeks.

The results were encouraging with children making an average of 11 scaled score points progress over the year in maths, raising the average from 92.2 to 99.3. There was an average of 4 points progress in reading, raising the average from 94.4 to 98.2.

In Year 5, 6 children had reading tutoring and 6 had maths tutoring.

They made an average scaled score points in reading progress of 3.2 points from 96.7 to 99.8, increasing their average from 96.7 to 99.8 points.

In maths they made an increase of 3.0 points from 89.0 to 91.3.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NTP	DfE
Fresh Start	OUP
SALT	NHS
RWI inclu Development Days	OUP/RWI for development days
WRM	WRM
TT Rockstars	TT Rockstars
Tapestry	Tapestry
B Squared	B Squared
Boardmaker	Boardmaker
Writing for Pleasure	Ross Young (EEF endorsed)

Further information (optional)

Additionally, we support our PP+ children through use of Letterbox to provide quality texts for use outside of school

We also fund after school activities such as clubs and enrichments free of charge and these are open to all pupils (tracked for attendance) as we have so many in receipt of PPG.

We use some GAG towards residentials and visits to ensure inclusion and participation.

Review April 2024

Pupil Premium Grant expenditure mid-year review

Fresh Start: Due to the nature of this programme, it was felt that an alternative scheme was needed. Lexia has been purchased to replace it.

Lexia: Fifty licenses were purchased for this online reading intervention. There are currently 20 year 6 children and 30 year 3 children working through this reading intervention. They are doing five 20 minute sessions per week. Still too early to evaluate.

Intensive maths intervention: 12 Year 6 children have received these with a HLTA to address gaps in basic number skills. These children have worked on year 3-4 objectives and have continued to make good progress.

After-School Tutoring: Five teachers from across school with UKS2 experience have been running hour long tutoring sessions. Focus has been addressing gaps in EGPS and Arithmetic identified by Y6 teachers. Children have largely been chosen from the WTS2 bracket. Thirty-seven children have benefitted from a mixture of maths and EGPS tutoring sessions. Feedback from tutors, Y6 teachers and test results are positive and progress can be seen in both books and assessments.

Planned KS2 Interventions: These sessions have been planned by class teachers and delivered by both teachers and support staff. They have focussed on EGPS, Arithmetic and Reading; these were the areas identified as having the greatest impact on outcomes in writing and maths. Objectives for these sessions were set from baseline data and intended to fill gaps from previous years. Initial problems were addressed and now, all year groups are following the same rationale behind choosing children and objectives.

Year 3 – 21 children received EGPS interventions. 3 children moved from Amber to Green, several from Red to Amber and the rest made progress within the amber band (WTS1 -WST2). 30 children received arithmetic interventions and 25 reading. RAG grading shows children have either moved within their previous band or have moved up. At the start of the year, there was continued confusion about which children should have been in these interventions and this has affected the overall impact.

Year 4 – 24 children have received EGPS interventions. Of these, the majority moved within either the amber or green bands and 7 moved up one band. 23 children had arithmetic interventions. 6 children moved up one band; 10 moved within their current band and 1 moved back.

Year 5 – 28 children received EGPS interventions. 24 of these children moved within their baseline band and 4 moved up a band. 24 children received arithmetic interventions. 6 have moved up a band and the remaining children moved within their current band.

Year 6 – 37 children have received EGPS interventions. 13 children have been in reading interventions and 23 have had maths interventions. Following marking of the March assessment papers, 66% of children were at ARE with another 6% within 5 marks for reading; 52% were at ARE with 13% within 6 marks and in maths there were 52% at ARE and another 15% within 6 marks.