

Pupil premium strategy statement- September 2024

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 2024 to 2025

Detail	Data
School name	Meadowfield Primary
Number of pupils in school	503
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	April 25 & September 2025
Statement authorised by	Helen Stout
Pupil premium lead	Helen Stout
Governor / Trustee lead	Lloyd Nolan

Funding overview 2024 - 2025

Detail	Amount
Pupil premium funding allocation this academic year	£281570
EYPP	£11561
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year (2024 – 2025) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£293131

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 had 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 Multiplication Tables Check	Increase the % of children meeting the threshold in Y4 MTC
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 Employment of inclusion mentor for Sept 24
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 24-25 £293131

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: £ 175879 (60%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra Y1/2 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</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 4&5 to raise standards and engagement	Using Digital Technology to Improve Learning EEF educationendowmentfoundation.org.uk	1, 2, 3, 4, 5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £43969 (15%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tuition – one to one through school led Pupil Premium Grant	<p>One to one tuition (+5) One to one tuition EEF educationendowmentfoundation.org.uk</p> <p>Reading comprehension strategies (+6) Reading comprehension strategies EEF educationendowmentfoundation.org.uk</p> <p>Computer based reading programme (+1) Lexia Reading Core5® EEF educationendowmentfoundation.org.uk</p>	1, 2, 3, 5
Lexia and RWI training for KS2/N to Y3 staff to include interventions as well as whole class phonics teaching <u>PPG</u>	<p>Small group tuition (+4) Small group tuition EEF educationendowmentfoundation.org.uk</p> <p>Phonics (+5) Phonics EEF educationendowmentfoundation.org.uk</p> <p>Reading comprehension strategies (+6) Reading comprehension strategies EEF educationendowmentfoundation.org.uk</p> <p>Reducing class size (+2) Reducing class size EEF educationendowmentfoundation.org.uk</p> <p>Feedback (+6) Feedback EEF educationendowmentfoundation.org.uk</p>	1, 2, 3, 4, 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 Reducing class size (+2) Reducing class size EEF educationendowmentfoundation.org.uk Feedback (+6) Feedback EEF educationendowmentfoundation.org.uk	1, 2, 3, 4, 5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £73282 (25%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance – inclusion mentor/learning mentor <u>PPG</u>	Parental involvement (+4) Parental engagement EEF educationendowmentfoundation.org.uk Social and emotional learning (+4) Social and emotional learning EEF educationendowmentfoundation.org.uk Individualised instruction (+4) Individualised instruction EEF educationendowmentfoundation.org.uk	1, 2, 3, 5
Wellbeing and increase physical activity <u>PPG</u>	Physical activity +1 month https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	1, 2, 3, 4, 5
Restorative practice refresh training school wide <u>PPG</u>	Behaviour interventions (+4) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour Social and emotional learning (+4) Social and emotional learning EEF educationendowmentfoundation.org.uk	1, 2, 3, 4, 5

HENRY sessions	Healthy Eating and Nutrition for the Really Young- healthy choices and exercise/routines and positive parenting Healthy Minds – analysis of health outcomes published EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5
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Total budgeted cost: £293131

Part B: Review of outcomes in the previous academic year 2023-2024

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Quality of education – extra TA, maintained the 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. Attendance is not yet showing the same levels as pre pandemic in line with similar schools hence its high priority across school. However, some gains have been made when compared to national figures.

PAs These have reduced over this academic year as a result of the proactive role-this is seen clearly in the FSM statistics. Information below is to July 2024:

National 23-24 Primary - 94.5%: authorised 3.9% and 1.6% unauthorised				
		MEA 1.8% down on national		
EHCP attendance all schools 86.7%		MEA SEND +3.1%		
FSM attendance all schools 88.9%		MEA FSM +1.1%		
PA Primary only National 15.2%		MEA-11%		
MEA compared to 22-23				
Overall attendance is down 0.6% but PA overall is better by 1.5%				
FSM, DP and most PA groups are all less than 22-23				
EAL stats are higher				

Early Years

GLD for Reception 2023-24 is 51% - broadly in line with the year before- reflecting children missing social opportunities in formative years. When comparing areas to last year it can be seen that the broader curriculum has shown a rising trend, but the improvement is less in Literacy and Maths. This is from low starting points.

2023	2024
CLL - 58%	76%
PSED 65%	84%
PD 79%	86%
LIT 52%	51%
MATHS 54%	58%

UTW 60% 76%

EAD 75% 73%

Reading

Reading ELG: 51% down from 64% in 2023

KS1 Reading 66% at ARE up from 50% in 2023

KS2 Reading 72% up from 64% in 2023

Writing

Writing ELG: 51% down from 52% in 2023

KS1 Writing 38% down from 43% in 2023

KS2 Writing 62% up from 48% in 2023

Maths

ELG: 58% in 2024 up from 54% in 2023

KS1 Maths 52% down from 57% in 2023

KS2 Maths 68% up from 64% in 2023

Phonics – outcomes for Y1 June 2024 were 52% - a fall from the previous year (high SEND, absence, financial pressures).

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.

Lexia The school has utilised 50 licences for the Lexia reading programme. It has been used by years three and year six. Due to accurate, ongoing assessment element of the programme different groups of children can be targeted to achieve different outcomes.

Year six used the programme to secure the reading skills of children who were assessed as being just at or close to ARE. 19 children used the programme. These children had an average scaled score of 94.6 in autumn and in the summer that scaled score had risen by 7.9 points to 102.5. Fourteen children reached EXS and one achieved GDS in their reading SATs paper. Year three, in contrast to year six, have used the programme to help lower attaining children catch up. 30 children have used the programme and their average scaled score has risen by 2.7 points from 83.6 to 86.3. Five children moved from the lower end of the WTS bracket to EXS and one child achieved GDS in the summer round of assessments.

15 extra licences were purchased in July and 20 year five children have been assessed and will start the Lexia programme in September along with 20 each from years 4 and 6.

Behaviour statistics show an improving trend with regard to SEMH through early intervention:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Total for the year
50	67	48	64	71	29	329

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

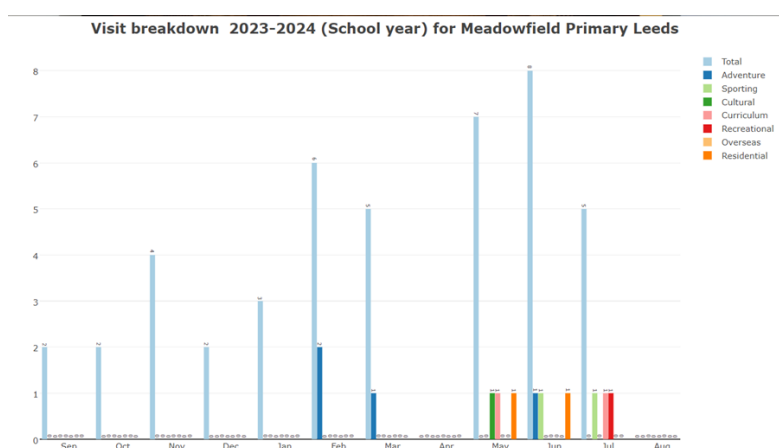
Numbers attending breakfast club: 35

Numbers accessing breakfast for all daily: 499

Numbers attending clubs:

Autumn					Spring					Summer				
Club	Total	Male	Female	Disadvantaged	Club	Total	Male	Female	Disadvantaged	Club	Total	Male	Female	Disadvantaged
Chess	16	10	6	7	Chess	12	8	4	5	Chess	8	5	3	4
Lego	26	19	7	14	Lego	18	13	5	12	Lego	18	13	5	12
Green Team	16	2	14	6	Green Team	16	2	14	6	Green Team	16	2	14	6
School Council	19	9	10	10	School Council	12	6	6	4	School Council	10	4	6	4
Choir	11	1	10	9	Choir	16	2	14	8	Choir	10	1	9	5
KS1 Multisport	25	15	10	15	KS2 Football	19	19	0	12	KS2 Football	17	17	0	11
KS2 Multisport	11	9	2	7	Sing and Sign	15	0	15	9	Sing and Sign	13	13	0	8
KS2 Football	28	27	1	16	Total	108	50	58	55	Total	92	55	37	49
Total	152	92	60	83										

Trips that have place this year: two residential for Y5 and 6. Other trips include Filey, a restaurant visit, Nell Bank, Whitby, Temple Newsam, swimming, litter picking, church, Great Yorkshire Show, Rodley Nature Reserve, Y6 catch up swimming, football competitions, Youth Board.



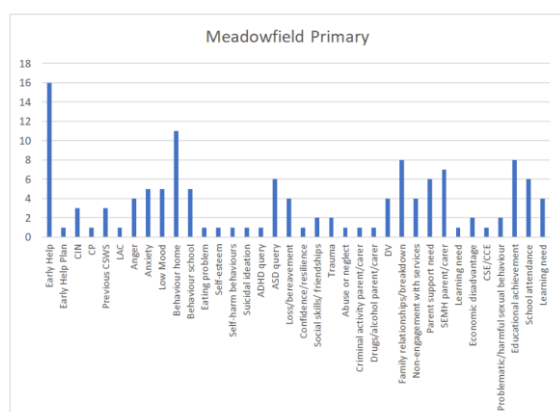
In total for the academic year 23-24 45 visits took place using 3767 pupil days including 2 adventure visits

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
7	7	7	13	13

Additional information: [29 DV notifications this academic year](#)
[6 Children on CIN plans this academic year](#)
[4 Children on EH plans this academic year](#)
[14 CLA children on roll was 16 until fairly recently.](#)
[4 children on Supervision Orders](#)

TNCP cluster/extended services costs for supporting hard pressed families/SEMH needs and referrals including parent support/bereavement support and back to work support: Temple Newsam Cluster Partnership support included 19 referrals from school for 23 children culminating in 32 pieces of work/interventions and an additional 13 request from social care or the police to work with families. Referrals are seen in the chart below:



Tutoring: There have been two tutoring programmes running in school this year in; house tutoring and the online Lexia reading programme.

Baseline data was used to identify which subjects should be targeted for teacher led after-school tutoring – these were EGPS and Maths. 25 children received one hour, after-school tutoring sessions in Maths. The children's average scaled score in autumn was 95.8. Their average Maths SATs scaled score was 104.9 showing progress of 9.1 scaled score points. Of these 25 children, two reached GDS and 22 reached EXS.

17 children received EGPS tutoring. Their average EGPS scaled score in autumn was 100.1. Their average SATs scaled score was 106.5 showing progress of 5.5 scaled score points. Of these 17 children eight achieved GDS and the remaining seven reached EXS. The tutoring had a positive impact on writing levels too, as 15 of the children receiving EGPS tutoring transferred these skills and achieved ARE in writing with one child achieving GDS.

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
Neli	DfE
I see reasoning	G Metcalfe
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)
Lexia	Lexia UK

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.

This document will be reviewed in April 2025