

Pupil premium strategy statement

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

Detail	Data
School name	Lower Meadow Primary Academy
Number of pupils in school	249 (excl Nursery)
Proportion (%) of pupil premium eligible pupils	69%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	1.11.22
Date on which it will be reviewed	1.9.23
Statement authorised by	J.Dawtry
Pupil premium lead	J.Dawtry
Governor / Trustee lead	S. Pyatt/T.Wilcox

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£240,990
Recovery premium funding allocation this academic year	£25,230
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	£257,730

Part A: Pupil premium strategy plan

Statement of intent

Overcoming barriers to learning is at the heart of how we use our Pupil Premium funding. The school has a high percentage of disadvantaged pupils with a wide range of needs, both academic and pastoral. We use research from organisations such as EEF to identify the most effective ways to improve outcomes for children and look to implement these to meet the needs of the children.

With such high numbers of disadvantaged pupils in school we believe in maximising the use of the pupil premium grant by having a long-term strategy that supports the School Improvement Plan. This enables us to implement a balance of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

The key principles of our strategy are:

- To ensure high quality teaching and learning in every class for all pupils.
- To ensure all children make rapid progress in communication and language during the early years of pupils lives in school to allow them access to their learning throughout school.
- To close the attainment gaps between disadvantaged pupils and their peers through rapid identification of needs and provision of effective interventions.
- To address non-academic barriers such as attendance and SEMH needs so that pupils can access the learning fully.
- To work with families to ensure they understand the importance of education and support them to be able to help their child through direct work and working with external agencies.
- To ensure the funding has the maximum impact for its investment

Challenges

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

Challenge number	Detail of challenge
1	Children in EYFS enter our school with very low levels of communication and language
2	Children in KS1 who have had disruption to their first few school years are lacking in the basic literacy and numeracy skills.

3	Disruption to school attendance during the pandemic has led to an increase in school refusers and children with poor attendance
4	Children have high levels of emotional need due to challenging home situations that make accessing learning difficult
5	Children across school have gaps in learning that is impacting on their academic outcomes.
6	Children have limited experiences outside of school to draw on in building their understanding of the world and the opportunities available.

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
Children make good progress in their communication and language levels so that when they leave FS2, they are well prepared for Y1.	By 2023/24, the percentage of children achieving age related expectations (GLD) at the end of F2 will be at least at National.
Children in Y1 are developing into confident readers, accessing age appropriate texts	By 2023/24 the percentage of children passing the Y1 phonics screen is better than National
All children will be attending school every day and parents are supporting the school by bringing them ready to learn	Percentage of whole school attendance at the end of each year is at least matching National. Case studies of pupils shows improvements in both attendance and engagement
Children are “school ready” and able to access their learning in every lesson.	Case studies of pupils show impact of nurture interventions on academic outcomes and engagement/learning behaviour
Disadvantaged children are making good progress across R/W/M and closing the gap between their non-disadvantaged peers	By 2023/24 there is no gap in academic outcomes between disadvantaged pupils and non-disadvantaged pupils

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: £70,012

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teaching assistant to provide targeted support to Y6 pupils</i>	Small group tuition shown to have positive impact on academic outcomes (EEF) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	5
<i>RWI training for new staff and weekly CPD sessions for all staff in KS1</i>	This is a programme which has been independently evaluated and shown to be effective in other schools and through EEF research. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
<i>Additional teaching hours to accelerate progress in EYFS</i>	Children within the Early years require a high level of adult interaction in order to develop communication and language skills. EEF suggests that adult verbal discussions and feedback have the greatest impact on progress. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	1
<i>Thrive Practitioner accessing CPD sessions and support networks to gain further strategies for supporting children</i>	Identifying children's individual and class needs using a diagnostic tool helps class teachers to provide the right learning environment as well as highlighting bespoke needs that need to be met. https://www.thriveapproach.com/about-thrive/the-thrive-approach/	5 & 6
<i>Training for all staff around Pedagogy and application to</i>	Importance of Quality First Teaching is evidenced throughout Government and EEF documents	5

<i>RWM and Coaching</i>	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	
<i>Coaching support and advice for supporting wide range of SEN needs within classes</i>	Importance of QFT and appropriate adaptations to support children to access the learning, alongside bespoke provision for particular SEN needs such as Autism and Dyslexia https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send	

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

Budgeted cost: £98,278

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>One to one support for identified high needs children to provide bespoke provision during day</i>	Bespoke provision designed using advice from external agencies e.g. Autism, Ed Psychology will improve outcomes for child and support class teacher in meeting the needs of the whole class. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	4 & 5
<i>RWI interventions – small group and 1:1 tutoring</i>	Children who achieve the age-related standard in phonics can readily access the wider curriculum and barriers to learning are reduced as shown in EEF phonics toolkit. This is a programme which has been independently evaluated and shown to be effective in other schools and through EEF research. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1 & 2
<i>NELI intervention in FS2 for communication and language support</i>	EEF research also shows that oral language interventions, emphasising the importance of spoken language and verbal interaction in the classroom, consistently show positive benefits on learning. https://educationendowmentfoundation.org.uk/news/eef-blog-educational-programmes-where-is-the-evidence	1

<i>Targeted interventions in FreshStart and Maths – small group and 1:1</i>	Small targeted group sessions based on gap analysis will ensure children make accelerated progress impacting on overall attainment and progress. FreshStart is part of highly effective RWI programme. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fresh-start	5
<i>Provision of online learning platforms to support out of school learning</i>	Maths and Literacy online learning platforms were successful in supporting children practising key skills of maths and reading to ensure they retained knowledge. <i>Impact seen in scores of arithmetic paper and reading paper for Y6 and Multiplication check in Y4</i>	2, 3 & 5
<i>In school support for communication and language through Communicate in Print 3 and Clicker</i>	Effective support for children with communication and language difficulties to enable them to access their learning. Recognised programme to support children with communication and literacy difficulties, building independence and confidence. <i>Evidence in work produced by SEN children supported through these programmes, in particular HI children.</i>	1, 2 & 5

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

Budgeted cost: £89, 440

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance lead to work with families and increase whole school attendance</i>	Good attendance is also listed in the top 10 approaches for disadvantaged pupils in EEF report. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	3
<i>Whole school teaching of Zones of Regulation to support children to self-regulate and access learning</i>	EEF has shown that reducing barriers to learning created by a lack of self-regulation has a good impact on academic outcomes.	6

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	
<i>Use of Thrive assessments and strategies to support individual needs</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5
<i>Counselling sessions and Educational Psychologist support for targeted individuals</i>	Many of our disadvantaged children have home lives that are very unstable and this presents in their attitude in school and poor learning behaviours as referenced by EEF. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3 & 5
<i>Provision of wider opportunities to enhance pupils experiences and provide stimulus for further learning</i>	Disadvantaged children will be able to benefit from experiencing exciting opportunities which are identified by the Government as key factors to improving their personal outcomes. Clubs supplements, residentials, sporting competitions/transport etc	6
<i>Safeguarding lead working with targeted families and the children to reduce barriers to learning and ensure children are able to access school</i>	Disadvantaged children with additional safeguarding needs are able to access additional support to remove barriers such as housing, parenting, mental health needs so they can improve their academic outcomes https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	3 & 5
<i>Family Support Worker to lead on parenting workshops and support for families in accessing services to reduce barriers to attendance</i>	Disadvantaged children with additional safeguarding needs are able to access additional support to remove barriers such as housing, parenting, mental health needs so they can improve their academic outcomes https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	

Total budgeted cost: £257,730

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.

Due to COVID-19, performance measures have not been published for 2021 to 2022, and 2021 to 2022 results will not be used to hold schools to account. External tests were held at each Key Stage and we have used the results internally as a school to enable us to evaluate performance.

Despite the continued disruption of the year due to COVID absences, our drive for academic outcomes for our PP children did not falter. Our internal data showed the following

- Y1 phonics screen in June showed 84% PP passed compared to 63% non PP*
- KS2 SATS showed that 14% more PP children achieved ARE in Reading and 2% less in Maths compared to non PP. 1 PP child who would have achieved ARE in Maths and Reading was on holiday during SATS week.*

Attendance continues to be an area that we need to work on. Our attendance at the end of last year was 91.6%, this was well below National at 96%. PP children attendance was 2.2% lower than non PP children. This was largely impacted on by one child who was school refusing due to anxieties, 2 children who had moved out of area (for safeguarding) but weren't on roll at another school for a significant period of time and 4 children who were on part time timetables to effectively meet their SEND needs. As restrictions lifted on travel, we also had a number of families who took holidays in term time as they felt this was a priority for their children due to traumas they had suffered during lockdown. Attendance for PP children was 2.2% less than non PP by the end of the year.

Nurture groups around managing feelings and emotions supported a reduction in the number of incidents during social times so maximum amount of learning was achieved.

Extra curricular activities were reintroduced following COVID enforced lockdowns and these were well attended across the school – 8 clubs run, changing each half term with 97 children attending in total, 69 of these being PP. Breakfast club was also reintroduced and again was very well attended with an average of 25 children attending each morning. This helped support some of our PP children in ensuring their attendance and good start to the morning.

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
Clicker writer	Cricksoft
Bug Club	Pearson
TT Rockstars	Maths Circle
Communicate in Print 3	Enabling Technology
Mathletics	3P Learning

Further information (optional)

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