

Meadgate Primary School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Meadgate Primary School
Number of pupils in school	215
Proportion (%) of pupil premium eligible pupils	21% (incl EYFS)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	26/11/2024
Date on which it will be reviewed	29/11/2027
Statement authorised by	Joseph Figg
Pupil premium lead	Kay Meager Claire James (TELAT)
Governor / Trustee lead	Jo Whiting

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64, 340
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	£64,340

Part A: Pupil premium strategy plan

Statement of intent

At Meadgate Primary School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens with exciting visions for their own futures, similar to those of their peers. We strive to remove the soft bigotry of low expectations and raise lifelong aspirations focusing on removing challenges to learning and achieving excellence. Disadvantaged pupils and their families are not a problem to be resolved. They are our school community, and held in high regard.

Our ultimate goal is that no child is left behind socially, or academically, because of disadvantage. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. We want to remove those barriers created by poverty, family circumstance and background and narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts within school.

As an inclusive school, our intention is to provide an inspirational and inclusive teaching and learning environment. High-quality teaching is at the heart of our approach, using our engaging curriculum and focused support to close the disadvantage attainment gap while at the same time benefit the non-disadvantaged pupils in our school. It is our intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Meadgate strives for a quality education and opportunities for all.

Challenges

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

Challenge number	Detail of challenge
1	Low starting points, particularly related to communication and interactions
2	Multiple barriers to learning. Including low self-worth. Some disadvantaged pupils also have a SEND, or P/LAC or CIN/CP need.
3	Limited life experiences (cultural capital) which we recognise is not only limited to those children on our PPG register.
4	Parental engagement/support

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
To ensure that the needs of pupils with lower starting points are being met through adapting work across the curriculum enabling them to make strong progress from starting points.	Children respond to purposeful yet achievable tasks and experience motivational success within their learning journeys. Staff provide appropriate foundational knowledge to allow children to confidently complete a range of tasks increasing in difficulty.
Children benefit from being more educationally and socially equal to their peers and have the essential knowledge and learned experiences needed to prepare them for future success.	Children have increased knowledge, skills, interest and education across a variety of subjects Children are exposed to a range of experiences that they may not otherwise have had.
Parents value the work in school and see home activities as an important addition to consolidate learning. Parents have a greater understanding of the learning taking place in the classroom for their child.	Learning tasks, both at home and in school are completed and valued by parents and children. Parents are active participants in their child's learning journey. Support and communication between school and home is strong and positive.
National and in-school data shows that, as a group, pupils eligible for the pupil premium face barriers to educational attainment. The school strives to identify the individual barriers and help support children in moving on from those points and achieving success related to their own starting points.	Children to have overcome, or be open and confident to taking steps to overcome, their personal barriers e.g. by improving numeracy and /or literacy skills, raising attendance levels, improvements to their emotional wellbeing and confidence or aspiration levels.

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: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

Phonic training for new staff and LSAs to support and embed the delivery of our accredited scheme.	Phonics is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1, 2,4
Regular phonic sessions in EYFS and KS1 classes.	Research shows that when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read. Phonics is a highly effective method of teaching word reading. (Education Hub Blog (Gov.uk))	
Phonic rich learning environment to consolidate learning in the classroom and support independent reading skills.	<p>Teacher led phonic teaching is more effective than digitally based phonics (Education Endowment Foundation)</p> <p>Engagement with Essential Letters and Sounds Scheme</p> <p>Consolidate work undertaken over the last two years in partnership with the New Vision Literacy Hub.</p> <p>Phonic Check Results Ongoing formative assessment Pupil Individual Progress Plans Parent Feedback Pupil Progress Meetings Parent Phonics Meetings Parent and Child reading sessions</p>	
Additional adult support in EYFS and Year 1 classrooms will allow for greater, higher quality verbal interactions with all young children, but especially those with speech, language and communication needs.	<p>The development of children's spoken language underpins all seven areas of learning and development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.</p> <p>(Statutory Framework for EYFS 2021 – DfE)</p> <p>Working closely with SENDCO and parents to support learning for children in EYFS with multiple barriers.</p> <p>Working with parents and family support worker to support children with SEMH needs and complex family situations.</p>	1,2,4
EYFS New Statutory Framework ongoing moderation at a school and Trust level. Support for EYFS teachers and LSAs is important to ensure all staff understand the starting points for the children they teach and	<p>EYFS promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.</p> <p>Staff Feedback EYFS baseline assessment Transition documentation</p>	1,2,4

how this supports the curriculum further up the school, ensuring good or better progress for children.	<p>Transition sessions both with and without parents prior to children starting</p> <p>Parent meetings with new starters prior to the children starting to discuss challenges or barriers to learning that parents are concerned about to ensure early intervention.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £30,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
LSA led focused intervention groups for children requiring further targeted support with phonic interventions in line with the accredited scheme Essential Letters and Sounds.	<p>Phonics is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Phonics is effective in supporting children in mastering the basics of reading.</p> <p>Teacher led phonic teaching is more effective than digitally based phonic schemes (Education Endowment Foundation)</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>(Education Endowment Foundation)</p> <p>Pupil Individual Progress Plans (Recovery Curriculum from 2020)</p> <p>Support from Literacy Lead in school. Parent Feedback Pupil Progress Meetings Subject Lead monitoring Trust moderation in all years</p>	1,2,3,4

<p>Undertake staff training on supporting lowest 20% of pupils and developing foundational skills.</p> <p>Year group moderations with staff across the Trust</p> <p>Providing lowest 20% with foundational knowledge required to complete more complex tasks</p> <p>Adapting work to set purposeful yet achievable tasks</p> <p>Understanding a child's strengths and talents so we can offer opportunities for them to shine at these through a broad and balanced curriculum.</p>	<p>Foundational skills are important because they help children be successful with future learning. It refers to basic literacy, numeracy, and transferable skills, that are the building blocks for a life of learning. Foundational skills are critical in the process of acquiring knowledge and experiences while progressing through various stages of the education system. These skills include understanding that print represents speech, building oral language and academic vocabulary, connecting sounds with letters, sounding out words and spelling them, knowing what those words mean, reading fluently, and making meaning from text.</p> <p>A holistic approach to education that considers cognitive, social-emotional, and physical aspects of development is extremely important. Well-rounded foundational skills contribute to a child's overall readiness for learning.</p> <p>Adapting work to set purposeful yet achievable tasks and allowing children to experience success from their own starting points.</p>	
<p>Precision teaching for children higher up the school to address identified need or a gap in learning.</p> <p>Precision teaching intervention refresher training for new and existing LSAs.</p>	<p>Effective and targeted instruction accelerates retention and recall of key learning facts. We also often see improved confidence and engagement across the curriculum which leads to success with learning and improved wellbeing for children.</p>	1&4

Set homework tasks that reinforce and/or inspire learning taking place in the classroom to enable children to remember more to learn more.	<p>The average impact of homework is positive across both primary and secondary school.</p> <p>Pupils eligible for free school meals typically receive additional benefits from homework.</p> <p>(Education Endowment Foundation)</p>	3
Homework that reflects current classroom activity enables parents to have current knowledge of the learning taking place at that time. Class pages detail learning through curriculum information, knowledge organisers and homework tasks keep parents informed.	<p>Repetition learning significantly increased the memory performance for detailed and associative information, and at the same time, increased the recollection contribution in associative memory.</p> <p>(Barber et al., 2008; Yang et al., 2016).</p> <p>Parent Feedback Meetings with parents so they have the tools themselves to support their children. Book Looks so learning is a shared experience. Ongoing formative and summative assessment. Pupil Voice Meet the Teacher Sessions Parent and Child Reading Group</p>	1,2,3,4

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

Budgeted cost: £1,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
To allow for a range of real-life experiences.	<p>Evidence suggests that the cultural capital passed on through families helps children do better in school. The education system values the knowledge and ways of thinking developed by acquiring cultural capital, both abstract and formal.</p> <p>(Cultural Learning Alliance)</p> <p>Cultural capital in education is realised through all aspects of the curriculum – exposing students to a large variety of subject areas and arts; promoting character-building qualities that lead to creating well-rounded, global citizens, and of course the more typical expectations of education, which is to provide young people with recognised and meaningful</p>	3 & 4

	<p>qualifications that will open up doors to paths in later life.</p> <p>(True Education Partnership)</p>	
To plan, within the new EYFS framework, to allow for a variety of engaging and stimulating activities.	<p>There is “no need to over-think cultural capital” – it is the exciting and stimulating activities that you do with children every day”.</p> <p>(Early Years Alliance)</p>	3 & 4
Online Parent Consultations Supports parents that find coming into school difficult. Hybrid options offer parents that prefer face to face time that option.	<p>Over the last three years we have used both face to face methods of consultations and virtual and have tracked the success and uptake of both. We have found that the hybrid of the two supports the needs of our families, offering both options so they can choose what best suits their situations. Engagement in this case is better.</p> <p>Benefits of Virtual Evenings Include:</p> <ul style="list-style-type: none"> No child care to organise Easier participation for parents at work, separate families, caring for dependants. No queueing or overruns Privacy Support for parents who find coming into school challenging due to their own needs <p>Face to Face Sessions</p> <ul style="list-style-type: none"> More personable The discussion can be illustrated with examples of children’s work Parents feel more connected with the school and staff. <p>Parent feedback</p> <p>Staff feedback</p>	1,2,3,4
<p>Pastoral support from Family Learning Mentor for vulnerable children and families- key support needed to ensure attendance is maintained and readiness to learn.</p> <p>Well planned transition arrangement into EYFS to ensure nursery and parental engagement identifies ‘at</p>	<p>Enhanced Student Wellbeing: Students with strong pastoral support experience improved emotional, social, and mental wellbeing, leading to reduced stress, anxiety, and behavioural issues.</p> <p>Improved Academic Performance: When students feel supported and cared for, they are more likely to engage in their studies, leading to improved academic outcomes.</p>	1,2,4

<p>risk' pupils as, or before, they start school.</p> <p>Family Learning Mentor: Offers parenting group sessions working on specific needs developed through a needs analysis.</p>	<p>Reduced Disengagement and Exclusion: Strong pastoral systems help identify and address issues that lead to disengagement and exclusion, ensuring all students have the opportunity to succeed.</p> <p>Community Engagement: Schools with effective pastoral care often play a central role in supporting the wellbeing of the wider community, promoting positive social change.</p> <p>(Tim Durden SAAS Community 2023)</p>	
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Total budgeted cost: £64, 340

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 2023 to 2024 academic year.

Over the last year our staff have been consolidating our curriculum and continuing to work with the New Vision Literacy Hub, to ensure fidelity to our phonic scheme.

We continue to have a high turnover of families, including those from disadvantaged backgrounds and staff have worked hard to ensure that the children and their families are welcomed into our school community and encouraged to participate in school life as fully as possible. Our extra-curriculum activities this year were well-supported with 68% of our PPG children attending at least one club, 17% involved in 2 or 3 clubs a week. We have tried to ensure that our offering includes wide range of clubs to ensure that there is always something for everyone. We have monitored club attendance and changed our offerings, in consultation with the school council to ensure that less popular clubs are replaced. We do strive to offer a balance between what the children request and opportunities for new experiences.

Our Family Support Worker is available to work with families and continues to see some regularly. Over the last year she has arranged informal drop-in sessions at the local coffee shop and met with parents, who might benefit from some support, in a neutral and relaxed atmosphere for advice or just a chat. She is usually joined by our SENDCO as we are aware that 49% of our PPG children are also part of our SEND register and have multiple barriers to learning.

Having additional staff in our EYFS and Y1 classes ensured we could continue to provide the support that many children needed to help develop their social skills as well as skills around communication and literacy. Several in the new cohort had not only missed most of their nursery education but having been at home, due to COVID, during their most formative years had missed key social interactions. Conversations and modelling of basic skills has continued to be very important.

Parents have responded well to hybrid consultation evenings and we have noticed a fairly even split between those that prefer a face to face appointment and those that like to dial in. It suits some of our families, especially those with many, or younger children. Single parents also find it easier to have the option to speak to the teacher virtually, which can reduce the need for childcare.

We have extended our weekly parents read sessions and now include both Year 1 and Year 2. These have been very well supported and we have grandparents and other family and friends, that might bring a child to school, dropping in to take part. Parents can benefit from advice and support around reading with their child, as the teacher is available at that time. They may even watch the teacher read with their child to model the sorts of things they could focus on at home. This advice can be individualised to each family to ensure that children's reading support is pitched at the perfect level.

Over the last year our children have had a number of enriching activities including the pantomime, Safer Internet Day, Children in Need, Book Week, Science Week, MFL lessons from secondary staff, performances in school, various school trips, conductive music workshops, Primary Robbins Opera. We continue to promote low cost activities where we can and this year started a Christmas jumper swap, where families could acquire a Christmas jumper at no cost to enable children to take part in the festivities and have the same experience as their peers.

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
Schools Library Service	Essex County Council
Espresso	Discovery Education
Coding	Discovery Education
TT Rockstars	Maths Circle
Tapestry	The Foundation Stage Forum
Power Maths	Pearson
MyConcern	The Safeguarding Company
Essential Letters and Sounds	Oxford Owl
Purple Mash	2Simple
White Rose Hub	White Rose Maths
iMoves Dance	iMoves
Mastering Number	NCETM

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

The school has taken part in the Growth Through Sport course for children in Year 4/5 designed to promote teamwork and self-esteem.