

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2025 academic years) 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	Meadowhead Community Infant School and Nursery
Number of pupils in school	154
Proportion (%) of pupil premium eligible pupils	65%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	
Pupil premium lead	Jen Strahan Naomi Aspinall
Governor / Trustee lead	Natalie Young

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 110,800
Recovery premium funding allocation this academic year	£ 11,165 approx
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 121,965

# Part A: Pupil premium strategy plan

## Statement of intent

*You may want to include information on:*

- *What are your ultimate objectives for your disadvantaged pupils?*
- *What are the key principles of your strategy plan?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*

### **School Demographic and Objectives**

Meadowhead Infant School is situated in an area of very high social and economic deprivation across three different housing estates. The school is two form entry with a nursery provision of 30 hours or 15 hours depending upon circumstance. A Nursery is housed in a separate building which provides high education for 52 children pro-rotta. The school has 83% children living in the bottom 25% of deprivation and 46% living in the bottom 5% of deprivation (a - Multiple Deprivation & School Census January 2021) The majority of children are eligible for FSM.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This, alongside research conducted by the EEF identifies our common barriers to learning for disadvantaged children in our school to be; less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

### **Key Principles**

- We ensure that teaching and learning opportunities meet the needs of all the pupils through high quality teaching
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not

all children receiving free school meals will be in receipt of pupil premium interventions at one time.

### Achieving These Objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Targeted academic support for those not achieving their potential.
- Improve opportunities for pupils living in deprivation and limiting the effect of poverty.

## Challenges

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

Challenge number	Detail of challenge																														
1	<p><b>Weak language skills and vocabulary gaps.</b></p> <p>Children come into school with well-below average oracy skills. Baseline Wellcomm assessment showed that children enter Nursery and Reception with underdeveloped oral language skills and vocabulary that is significantly below ARE.</p> <p>Data analysis – Wellcomm September 2022</p> <p>Nursery</p> <table border="1"> <thead> <tr> <th></th> <th>Age Expected 42-47 months</th> <th>1 step below 36-41 months</th> <th>2 steps below 30-35 months</th> <th>3 steps below 24-29 months</th> <th>4 steps below 18-23 months</th> <th>Did not score at all</th> </tr> </thead> <tbody> <tr> <td>Number of children</td> <td>6%</td> <td>6%</td> <td>39%</td> <td>22%</td> <td>12%</td> <td>18%</td> </tr> </tbody> </table> <p>Reception</p> <table border="1"> <thead> <tr> <th></th> <th>Age Expected 48-59 months</th> <th>1 step below 42-47 months</th> <th>2 steps below 36-41 months</th> <th>3 steps below 30-35 months</th> <th>4 steps below 24-29 months</th> <th>5 steps below 18-23 months</th> <th>6 steps below 12-17 months</th> </tr> </thead> <tbody> <tr> <td>Number of children</td> <td>13%</td> <td>15%</td> <td>8%</td> <td>23%</td> <td>26%</td> <td>10%</td> <td>5%</td> </tr> </tbody> </table>		Age Expected 42-47 months	1 step below 36-41 months	2 steps below 30-35 months	3 steps below 24-29 months	4 steps below 18-23 months	Did not score at all	Number of children	6%	6%	39%	22%	12%	18%		Age Expected 48-59 months	1 step below 42-47 months	2 steps below 36-41 months	3 steps below 30-35 months	4 steps below 24-29 months	5 steps below 18-23 months	6 steps below 12-17 months	Number of children	13%	15%	8%	23%	26%	10%	5%
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2	<p><b>Phonics and early reading</b></p> <p>Although over recent years the attainment gap in reading between Pupil Premium and Non-Pupil Premium children has reduced, this continues to be a high priority across school in order to ensure all children achieve ARE or better. We aim to maintain standards by using a consistent approach to teaching phonics and early reading.</p>																														
3	<p><b>Pupil wellbeing</b></p> <p>Many of children come into school with social and emotional difficulties which inhibits progress across the curriculum.</p>																														

4	<p><b>Attendance</b></p> <p>Our Attendance Data for 2021-2022 indicates a significant gap in overall attendance between pupil premium (92.66%) and non-pupil premium (95.07%). School also has high persistent absences at 17.82% of which 14.37% is from disadvantaged families.</p>
5	<p><b>Enrichment opportunities</b></p> <p>Children enter school with limited life experiences and their lack of opportunities socially impacts on their behaviour and attitudes in school.</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
To improve children's language skills and reduce the vocabulary gap between learners.	<ul style="list-style-type: none"> <li>All children to be age expected by July 2023</li> <li>Hanon principles embedded in Nursery</li> <li>LaunchPad for Literacy Toolkit is used in EYFS to address specific language skills</li> <li>Talk for Writing is embedded across the curriculum to support children's oral rehearsal of texts.</li> </ul>
To maintain high standards in the teaching of phonics and early reading to ensure children achieve ARE.	<ul style="list-style-type: none"> <li>87% of year 1 children pass PSC in June 2023</li> <li>96% of year 2 children will pass the re-sit PSC in December 2022.</li> <li>81% of year 1 children will achieve ARE/GDS in reading in July 2023</li> <li>76% of year 2 children will achieve ARE/GDS in reading in July 2023</li> <li>65% of Reception children will achieve GLD in July 2023.</li> </ul>
To continue improving the social and emotional wellbeing of children across school through support offered by Pupil Wellbeing Co-ordinator.	<ul style="list-style-type: none"> <li>Nurture Group intervention supports the SEMH needs of identified children.</li> <li>Strong links with families are established and timely Early Help is offered.</li> <li>The support for children and families at all levels of need is in place with a consistent contact in school.</li> <li>Meadowhead Way strategy is evident in children's, behaviour, attitude and emotional wellbeing</li> </ul>

<p>To improve the attendance of Pupil Premium Children to be in line with National Expectations.</p>	<ul style="list-style-type: none"> <li>• The attendance of Pupil Premium children meets national expectations of 96%</li> <li>• Persistence absence rates will have reduced in line with national expectations.</li> </ul>
<p>To provide children with a variety of enrichment opportunities allowing them to experience a broad and balanced curriculum.</p>	<ul style="list-style-type: none"> <li>• All children take part in school trips and wider school enrichment activities irrelevant of expense</li> <li>• Greater number of pupil premium children attend Breakfast and After School club</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: £34,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching.</p> <p>Upskill teachers on cognitive and metacognitive strategies.</p>	<p>All evidence suggests that quality first teaching is the most important factor in improving pupil progress and attainment. Ensuring every teacher is supported in delivering high quality teaching is essential overcome barriers to learning, especially for our most disadvantaged pupils.</p> <p>Evidence  <a href="#">EEF High Quality Teaching</a></p>	1, 2, 3, 4, 5
<p>Continue to work with the English Hub to embed the systematic synthetic phonics (SSP) programme Little Wandle Letters and Sounds revised.</p>	<p>All research indicates that a SSP taught with fidelity improves phonics and early reading.</p> <p>Evidence  <a href="#">EEF Phonics Toolkit</a></p>	1, 2, 3
<p>Purchase of standardised diagnostic assessments</p>	<p>Standardised test provide reliable insights into pupils attainment and will help them receive the correct intervention. School will use PIRA to assess reading and Rising Stars to assess Maths termly. This data will be used to inform which pupils will receive school-led tutoring in Spring and Summer terms.</p> <p>Evidence  <a href="#">EEF Assessment Feedback</a></p>	1,2
<p>Improving Oracy within school</p>	<p>There is strong evidence that suggest oral language interventions have a high impact on reading. This will link with implementing Wellcomm's Big Book of Ideas strategies throughout school as part of the Local Authority</p>	1, 2, 3, 4

	<p>initiative to improve language within the early years..</p> <p>Evidence  <a href="#">EEF Oral Language</a></p>	
<p>Enhancements of our maths curriculum with a strong emphasis on fluency. This will release the Maths Lead to embed fluency across the school.</p>	<p>DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence.</p> <p>Evidence  <a href="#">DfE Maths guidance KS1 and KS2</a></p>	1, 3

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

Budgeted cost: £34,465

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 reading support for the bottom 20%	<p>EEF research shows targeted deployment to small groups or individuals has a high impact on outcomes.</p> <p>Evidence  <a href="#">DfE Reading Framework</a>  <a href="#">EEF Phonics Toolkit</a></p>	1, 2, 3, 5
Due to low spoken language skills on entry we provide staff to deliver appropriate language group across EYFS.	<p>Appropriate oral language interventions have a positive impact on pupils language skills and subsequent progress in all areas of the curriculum.</p> <p>Evidence  <a href="#">EEF Oral Language</a></p>	1, 2
Additional phonics sessions targeted at pupils working below the expected standard. This will be delivered working alongside the English Hub and implementing SSP with fidelity.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, especially disadvantaged children.</p> <p>Evidence  <a href="#">EEF Phonics Toolkit</a></p>	1, 2, 3

Due to poor gross motor skills on entry children receive gross motor intervention provided by the SEND support service.	Physical development experiences and activities are crucial in the early years and are cited as one of the three prime areas of learning and development in the Early Years Framework.  Evidence <a href="#">Centre for Research in Early Childhood</a> <a href="#">DfE EYFS Framework</a>	3
School based tutor programme will be used to support disadvantaged children in closing the gap in attainment to achieve age related expectations.	High quality 1-1 and small group tuition can be a very effective method in supporting pupils falling behind.  Evidence <a href="#">EEF one to one tuition</a> <a href="#">EEF small group tuition</a>	1, 2.

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

Budgeted cost: £53,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding of a Pupil Well-Being Co-ordinator to support and manage all aspects of safeguarding and multi-agency working.	Development of excellent working relationships between school, disadvantaged families and partner agencies. A significant proportion of our children and families value this support which undoubtedly impacts upon the children's personal, social and academic outcomes. Our well-being team will continue to work with disadvantaged children to ensure the children get the very best support possible. This will impact upon their attendance, behaviour and academic outcomes.	3, 4
Funding of a Pupil Well-Being Co-ordinator to ensure attendance improves.	Children need to attend school in order to achieve highly.  Evidence	1, 2, 3, 4



	<a href="#">OFSTED - Evidence for Inspection Framework</a>	
To provide children with a short period of intensive nurture sessions to ensure children develop good social, emotional skills for lifelong learning.	Children who benefit from Nurture develop key skills enabling them to fulfil their academic potential.  Evidence <a href="#">Nurture UK</a>	3
To ensure good attendance from vulnerable groups by offering a heavily subsidised Breakfast Club	This enables all pupils the opportunity to start day with a full stomach. We know children often come into school with an empty stomach and this has a negative impact on learning.  Research shows hungry children do not perform as well.	3, 4, 5
Contingency fund for acute issues	Based on our experiences we have put aside a small amount of money to respond quickly to any needs that may arise and have not yet been identified.	3, 5

**Total budgeted cost: £ 121,965**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

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

#### Review: last year's aims and outcomes (See Impact Statement for 2022-2023)

Aim	Outcome
<p><b>Priority 1</b> Language and reducing the vocabulary gap</p>	<p><b>EYFS Profile</b></p> <ul style="list-style-type: none"> <li>58% of Pupil Premium pupils achieved CLLD. This is 1% higher than Non-Pupil premium children but 9.2% below national levels of attainment.</li> </ul> <p><b>WELLCOMM Language Assessment</b></p> <ul style="list-style-type: none"> <li>At the <u>start of the year</u> only 5% of Pupil Premium children had levels of language within the expected range. 11% were just below and 84% were significantly below.</li> <li>At the <u>end of the year</u> 16% of Pupil Premium children had levels of language within the expected range and 84% were below.</li> </ul>
<p><b>Priority 2</b> Phonics and Early Reading</p>	<p><b>EYFS Profile</b></p> <ul style="list-style-type: none"> <li>53% of Pupil Premium Pupils achieved their reading early learning goal. This was 14% lower than Non-Pupil Premium Pupils in school. The significant high number of children with SEND was the main factor in this percentage.</li> </ul> <p><b>Year 1 Phonics Screen Check</b></p> <ul style="list-style-type: none"> <li>70.3% of Pupil Premium Pupils passed. This is just 9% below national for all pupils.</li> </ul> <p><b>End of Key Stage 1 Assessment</b></p> <ul style="list-style-type: none"> <li>52% of Pupil Premium Pupils achieved Age Related Expectation in Reading. This is 10% higher than non-pupil premium pupils.</li> </ul> <p><b>Internal Data</b></p>

	<ul style="list-style-type: none"> <li>• At the end of EYFS, 43% pupil premium children were on track with their phonics which is equal to non-pupil premium children.</li> </ul>
<p><b>Priority 3</b> Pupil Wellbeing support</p>	<p><b>Pupil Well Being Support</b> Over the 2022-2023 year our Pupil Wellbeing Co-ordinator supported</p> <ul style="list-style-type: none"> <li>• 77 pupils with Early Help</li> <li>• 32 children on a CAF</li> <li>• 9 children were at CiN</li> <li>• 5 Children on CP</li> <li>• 2 CIOC</li> <li>• 3 PLAC</li> </ul> <p><b>Nurture</b></p> <ul style="list-style-type: none"> <li>• 23 children received nurture support of which <u>74% were eligible for Pupil Premium</u>. Children were showed progress in being able to share purposeful attention, display constructive participation, develop emotional awareness and feel secure.</li> </ul>
<p><b>Priority 4</b> Attendance</p>	<p>Attendance continues to be a high priority in school. Various incentives are in place to raise attendance in school.</p> <p>Incentives in place –</p> <p>Hot spot days, golden tickets in celebration assembly, a weekly class attendance winner.</p> <p>We also have an Attendance Officer whose main role is to monitor attendance across school and offer early intervention for those families who may need additional support.</p> <ul style="list-style-type: none"> <li>• Overall attendance was 92.6%</li> <li>• Pupil Premium was 91.46%</li> <li>• Non Pupil Premium was 95.2%</li> </ul> <p>Persistent absence was 27.86% overall. Persistent absence was 20% for Pupil Premium pupils. This compares to 80% for Non Pupil Premium pupils.</p>

	This will be compared against national data when it becomes available.
<p><b>Priority 5</b> Enrichment</p>	<p><b>Breakfast Club</b></p> <ul style="list-style-type: none"> <li>• In September 2022 we had 37 children accessing breakfast club – 51% of those were pupil premium.</li> <li>• In July 2023 we had 53 children accessing breakfast club – 55% of those were pupil premium.</li> </ul> <p><b>Trips</b></p> <ul style="list-style-type: none"> <li>• All 78 Pupil Premium children attended class trips and took part fully in activities that required extra parental financial support.</li> </ul> <p><b>After School Sports Clubs</b></p> <ul style="list-style-type: none"> <li>• All Pupil Premium pupils were offered two 5-week blocks of free after school sports provision. 44% attended the clubs.</li> </ul>