

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Meadowhead Community Infant School and Nursery
Number of pupils in school	152
Proportion (%) of pupil premium eligible pupils	63%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	
Pupil premium lead	James Waddington
Governor / Trustee lead	Natalie Young

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 112,945
Recovery premium funding allocation this academic year	£ 3009
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 115954

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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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 82% 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. Common barriers to learning for disadvantaged children in our school tend 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	Weak language skills and vocabulary gaps. Children come into school with well below average oracy skills. On-going EYFS observations and data show that children enter Nursery and School with underdeveloped oral language skills and vocabulary gaps.
2	Phonics and early reading. Internal data indicates that reading attainment among Pupil Premium children is significantly below that of non pupil premium children. In 2021 Data shown 83% of Non Pupil Premium children achieve ARE or better compared to 66% Pupil Premium.
3	Pupil wellbeing. Many of children come into school with social and emotional difficulties which inhibits progress across the curriculum.
4	Attendance. Our Attendance Data for 2020-2021 indicates a significant gap in overall attendance between pupil premium (92.69%) and non pupil premium (96.06). School also has high persistent absences at 16.67% of which 71.88% is from disadvantaged families.
5	Enrichment opportunities. Children enter school with limited life experiences.

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
Weak language skills and vocabulary gaps.	Language screen for NELI and ROSCOE entry and exit data.

	In Jan 2022 WELLCOM language assessment data. Hanon principles embedded in Nursery.
Phonics and early reading	Phonics screening outcomes <ul style="list-style-type: none"> • Year 2 in December 2021 • Year 1 in July 2022 Reading ARE in EYFS, Year 1 and 2.
Pupil wellbeing	Number of families supported at CAF, CiN and CP level. Pupils make progress on boxhall
Attendance	Improved attendance figures including persistent absentees.
Enrichment opportunities	Attendance on school trips, breakfast club figures and after school club.

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: £32500

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 EEF High Quality Teaching</p>	1, 2, 3, 4, 5
<p>Purchase validated 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 EEF Phonics Toolkit</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 EEF Assessment Feedback</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 Voice 21 strategies throughout school as part of School Improvement Group work.</p>	1, 2, 3, 4

	Evidence EEF Oral Language	
Enhancements of our maths curriculum with a strong emphasis on fluency. This will release the Maths Lead to embed fluency across the school.	DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence. Evidence DfE Maths guidance KS1 and KS2	1, 3

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

Budgeted cost: £32454

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 reading support for the bottom 20%	EEF research shows targeted deployment to small groups or individuals has a high impact on outcomes. Evidence DfE Reading Framework EEF Phonics Toolkit	1, 2, 3, 5
Due to low spoken language skills on entry we provide staff to deliver appropriate language group across EYFS.	Appropriate oral language interventions have a positive impact on pupils language skills and subsequent progress in all areas of the curriculum. Evidence EEF Oral Language	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.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, especially disadvantaged children. Evidence EEF Phonics Toolkit	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 Centre for Research in Early Childhood DfE EYFS Framework	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 EEF one to one tuition EEF small group tuition	1, 2.

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

Budgeted cost: £51000

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 OFSTED - Evidence for Inspection Framework	1, 2, 3, 4

<p>To provide children with a short period of intensive nurture sessions to ensure children develop good social, emotional skills for lifelong learning.</p>	<p>Children who benefit from Nurture develop key skills enabling them to fulfil their academic potential.</p> <p>Evidence Nurture UK</p>	<p>3</p>
<p>To ensure good attendance from vulnerable groups by offering a heavily subsidised Breakfast Club</p>	<p>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.</p> <p>Research shows hungry children do not perform as well.</p>	<p>3, 4, 5</p>
<p>Contingency fund for acute issues</p>	<p>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.</p>	<p>3, 5</p>

Total budgeted cost: £ 115954

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Review: last year's aims and outcomes (See Impact Statement for 2020-2021)

Aim	Outcome																											
<p>Priority 1 To provide quality first phonics teaching to ensure children become fluent and confident readers. (SDP 1)</p>	<p>Phonics outcomes</p> <table border="1"> <thead> <tr> <th></th> <th>Non-PPG</th> <th>PPG</th> </tr> </thead> <tbody> <tr> <td>Year 1 – June 21</td> <td>52%</td> <td>53%</td> </tr> <tr> <td>Year 2 – Nov 20</td> <td>83%</td> <td>76%</td> </tr> </tbody> </table> <p>End of Year 2 Reading Outcomes</p> <table border="1"> <thead> <tr> <th></th> <th>Non-PPG</th> <th>PPG</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>58% exp+ 19% GD</td> <td>38%exp+ 13% GD</td> </tr> <tr> <td>Year 2</td> <td>84% exp+ 21% GD</td> <td>65% exp+ 6% GD</td> </tr> </tbody> </table> <p>End of EYFS Phonics Phase Outcomes</p> <table border="1"> <thead> <tr> <th></th> <th>Non-PPG</th> <th>PPG</th> </tr> </thead> <tbody> <tr> <td>Phase 3+</td> <td>94%</td> <td>96%</td> </tr> <tr> <td>Phase 4+</td> <td>61%</td> <td>31%</td> </tr> </tbody> </table>		Non-PPG	PPG	Year 1 – June 21	52%	53%	Year 2 – Nov 20	83%	76%		Non-PPG	PPG	Year 1	58% exp+ 19% GD	38%exp+ 13% GD	Year 2	84% exp+ 21% GD	65% exp+ 6% GD		Non-PPG	PPG	Phase 3+	94%	96%	Phase 4+	61%	31%
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	<p>All activities were actioned. Work is on-going with the English Hub. Phonics remains a priority in 2021-2022. All staff have had intensive CPD and the quality of teaching has improved. COVID-19 has had a negative impact on the data as children were subjected to school closures. This created gaps in learning that needed to be consolidated and was addressed through additional phonics lessons and interventions.</p>															
<p>Priority 2 To improve levels of speech and language throughout EYFS</p>	<p>End Of Nursery – 4+ word level</p> <table border="1" data-bbox="667 730 1407 837"> <thead> <tr> <th></th> <th>Non-PPG</th> <th>PPG</th> </tr> </thead> <tbody> <tr> <td>4+ word level</td> <td>90%</td> <td>100%</td> </tr> </tbody> </table> <p>End of EYFS assessment</p> <table border="1" data-bbox="667 981 1407 1218"> <thead> <tr> <th></th> <th>Non-PPG</th> <th>PPG</th> </tr> </thead> <tbody> <tr> <td>Listening, Attention and Understanding</td> <td>75%</td> <td>58%</td> </tr> <tr> <td>Speaking</td> <td>75%</td> <td>58%</td> </tr> </tbody> </table> <p>NELI project was undertaken. Out of the 12 children who accessed the program all 12 were PPG.</p> <p>They all made good overall progress in their Language Total, this is made up of an expressive vocabulary score, receptive vocabulary score, sentence repetition score and listening comprehension score.</p> <p>Green is a score of 90+</p> <p>Amber is a score of 82-89</p> <p>Red is a score below 81</p> <p>5 children moved from Red to Amber</p>		Non-PPG	PPG	4+ word level	90%	100%		Non-PPG	PPG	Listening, Attention and Understanding	75%	58%	Speaking	75%	58%
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	<p>2 children have stayed on Red but have made progress within their overall score.</p> <p>1 child has gone from Amber to Green</p> <p>1 child has gone from Red to nearly Green, their overall score was 78 in the beginning to 89</p> <p>1 child has stayed in Amber, made progress but only marginal but this child has SEMH issues which affect their daily life.</p>												
<p>Priority 3 To raise attainment in writing to move towards national expectations.</p>	<p>End of Year outcomes</p> <table border="1" data-bbox="659 730 1409 949"> <thead> <tr> <th></th> <th>Non-PPG</th> <th>PPG</th> </tr> </thead> <tbody> <tr> <td>EYFS</td> <td>69%</td> <td>42%</td> </tr> <tr> <td>Year 1</td> <td>67%</td> <td>44%</td> </tr> <tr> <td>Year 2</td> <td>71%</td> <td>53%</td> </tr> </tbody> </table> <p>Talk4writing was introduced after the March lockdown and it is showing a good impact. This is being continued this year to embed practice. Word and sentence level work is continuing being embedded with extra sessions. With the work being continued this year we are hopeful the gap will narrow and we will continue this as a whole school target.</p>		Non-PPG	PPG	EYFS	69%	42%	Year 1	67%	44%	Year 2	71%	53%
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<p>Priority 4 To improve attendance of pupil premium children.</p>	<table border="1" data-bbox="667 1536 1409 1778"> <thead> <tr> <th></th> <th>Attendance</th> <th>Authorised absences</th> <th>Unauthorised absences</th> </tr> </thead> <tbody> <tr> <td>Non-PPG</td> <td>96.06</td> <td>4.67</td> <td>2.64</td> </tr> <tr> <td>PPG</td> <td>92.69</td> <td>2.61</td> <td>1.32</td> </tr> </tbody> </table> <p>Worked closely with the LA Inclusion officer with persistent absence pupils. Pupil Well-being co-ordinator monitored attendance closely and worked with families.</p>		Attendance	Authorised absences	Unauthorised absences	Non-PPG	96.06	4.67	2.64	PPG	92.69	2.61	1.32
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Non-PPG	96.06	4.67	2.64										
PPG	92.69	2.61	1.32										

<p>Priority 5 To support children with emotional, social, health and well-being needs.</p>	<p>Year 2 children who needed extra support had a daily 1hr nurture session. Out of the 10 children who accessed Nurture 7 were Pupil Premium.</p> <p>The Boxhall assessments showed an improvement in</p> <ul style="list-style-type: none"> • attention and listening skills • improved self esteem • greater ability to accept disappointments • more emotionally secure • ability to form attachments and friendships and work co-operatively with others
<p>Priority 6 Parental engagement</p>	<p>Due to COVID-19 this limited as parents were not allowed in the building. However we put additional measures in place to ensure our parental engagement continued.</p> <ul style="list-style-type: none"> • Parents evening were conducted over the phones • Close communication between parents and teachers over class dojo • Increase use of Facebook to share news • Celebration zoom assemblies • Parental CPD on strategies to encourage and improve reading at home • 1-1 reading over zoom • Parental questionnaires were used to gather the views of parents • Christmas performance was shown over facebook
<p>Priority 7 Access remote learning from home including engaging parents/carers in supporting learning at home.</p>	<p>Most children have either been in school or have had good engagement with remote learning – this is a much better position than the previous lockdown. 87% of children engaged.</p> <p>We carried out a range of activities to support and encourage those that did not engage or only partly.</p> <ul style="list-style-type: none"> ○ Daily zoom sessions ○ Regular phone calls each week and daily if necessary

	<ul style="list-style-type: none">○ Pupil Well Being Co-ordinator knocking on doors○ Communication with outside agencies e.g FSW if necessary○ Paper packs were collected and delivered to all children weekly○ 14 Laptops distributed○ Free Wi-Fi dongles distributed○ A detailed spreadsheet of communication with each family has been kept on a weekly basis
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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
Little Wandle Letters and Sounds Revised	Little Wandle