

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
<u>School name</u>	Meon Vale Primary
<u>Number of pupils in school</u>	168
<u>Proportion (%) of pupil premium eligible pupils</u>	16%
<u>Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)</u>	2021 – 2024
<u>Date this statement was published</u>	October 2022
<u>Date on which it will be reviewed</u>	October 2023
<u>Statement authorised by</u>	Mrs Jodie Bolter
<u>Pupil premium lead</u>	Mrs Suki Powar
<u>Governor / Trustee lead</u>	Mrs Jane Potter

Funding overview

Detail	Amount
<u>Pupil premium funding allocation this academic year</u>	£31,855
Recovery premium funding allocation this academic year	£3335 recovery premium + £540 School Led Tuition Grant = £3875
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	£35 730

Part A: Pupil Premium Strategy Plan

Statement of intent

At Tudor Grange Primary Academy Meon Vale, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery. Strategies are identified to meet the needs of targeted pupils using research-based findings from the *EEF Teaching and Learning Toolkit* and through Trust Subject Leaders expertise to support the teaching teams.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are set high expectations of progress and attainment.
- Ensure the teaching and learning opportunities meet the needs of all children by providing targeted CPD for our professionals to support the delivery of quality first teaching for all children.
- Ensure appropriate provision is provided for all socially disadvantaged children so that they are robustly assessed and their learning provision well matched and timely, acting early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and have high expectations of what they can achieve.

Challenges

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

Challenge Number	Detail of challenge
1	Not all disadvantaged pupils in Reception achieve expectations for learning by the end of EYFS.
2	Assessment indicates that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as fluent readers and their ability to develop a love of reading
3	31% of disadvantaged pupils also have identified SEND. The key area of need being speech, communication and language. Disadvantaged pupils typically start school with reduced vocabulary compared to their non-disadvantaged peers and as a result they are at lower academic starting points in Reading and Mathematics.
4	Our observations and discussions with pupils and families have identified social and emotional issues for some pupils, notably due to anxiety resulting in poor mental health and wellbeing. These challenges particularly affect disadvantaged pupils who have experienced ACES, including their progress and attainment.
5	Our attendance data over the last academic year indicates that attendance among disadvantaged pupils is 2.8% lower than for non-disadvantaged pupils. 15.7% (3/19) of disadvantaged pupils have been 'persistently absent' compared to 4.7% of all children in academic year 2022 - 2023. Our assessments and observations indicate that lower attendance is negatively impacting the attainment and progress of our disadvantaged pupils.
6	Not all families of disadvantaged pupils are actively engaged with their children's learning. There is a need to ensure that disadvantaged pupils are well supported at home as well as at school to ensure strong attainment and progress is sustained. Some parents of disadvantaged children need financial support to ensure their children have equal entitlement to enrichment and cultural capital activities.

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
Disadvantaged pupils achieve national expectation of learning outcomes and behaviour in line with non-disadvantaged peers by the end of EYFS.	Accelerated progress for disadvantaged learners CA1, CA2, CA3 Summative termly data results. Statutory end of year assessment. Disadvantaged pupils achieve in line with all pupils nationally at the end of Reception.
Train staff in the Talk Boost program in order to improve pupils' oracy (vocabulary and confidence). Prioritise disadvantaged children for this program.	Language acquisition of disadvantaged children, particularly those in EYFS, is in line with national expectations.
The % of disadvantaged children achieving the expected standard in the Year 1 Phonics Screening Check is in line with their non-disadvantaged peers.	Statutory phonics screening check data in Year 1. Monitoring of half termly data collection from screening checks and other reading assessments are completed to measure and evaluate attainment and progress.
Staff are equipped and confident in using a wide range of whole school strategies to meet needs of pupils with SEND with a key focus on delivering quality first teaching .	Statutory end of year data. CA1, CA2, CA3 summative termly data results supported by ongoing formative assessment which also evidences accelerated progress for disadvantaged learners. Targeted, timely interventions support disadvantaged pupils to catch up to age related expectation in reading, writing and Mathematics and identified learning gaps are reduced
To achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils. Ensure that all children have access to SEMH (social, emotional and mental health) support regularly where required through delivery of the Thrive program to enable them to engage with learning with enhanced confidence and increased aspiration.	Pupils develop confidence and skills to enable them to achieve their potentials. Sustained high levels of wellbeing demonstrated by: A significant increase in participation in enrichment activities, particularly among disadvantaged pupils Monitoring of pupil involvement with lunchtime Play Maker programme led by Premier Active. Monitoring and prioritising of disadvantaged children's attendance at enrichment activities in and out of school. Positive pupil voice feedback about enrichment opportunities. Qualitative data (Thrive assessments) and from pupil voice, pupil and parent surveys and teacher observation

To reduce the number of disadvantaged pupils who are persistently absent to be in line with non-disadvantaged peers.	Sustained ambition that the percentage of all disadvantaged pupils who are persistently absent is in line with non-disadvantaged pupils in this school.
To develop active partnerships established in the local community, including targeted support for parents of disadvantaged pupils.	Parents of disadvantaged pupils feel supported in their child's education and play an active part in their child's learning and positive experience of school.

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: £510

Activity	Evidence That Supports This Approach	Challenge Number(s) Addressed
Professional development on evidence-based approaches - phonics and reading comprehension. Phonics Training to secure strong subject knowledge within the teaching teams and embed consistency of quality of teaching practice of systematic synthetic phonics teaching.	The Reading Framework published July 2023. New Early Years Foundation Stage Statutory Framework. <i>Phonics Toolkit Strand Education Endowment Foundation EEF</i>	1, 2, 3,
Enhance our maths teaching and curriculum planning in line with DfE and EEF guidance. We will embed and access Maths Hub resources and CPD (including Teaching for	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <i>Maths_guidance_KS_1_and_2.pdf</i> (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence:	1,3

Mastery training and Mastering Number in Reception, Year 1 and Year 2).		
Ensure disadvantaged pupils who also have SEND have their needs correctly identified and supported. This will be done through CPD to ensure quality first teaching (meta cognition, scaffolding, modelling, explicit instruction, etc) and making learning passports specific and relevant to pupil needs.	Evidence-based strategies shown to be most successful with SEND pupils within quality first teaching: https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send	3
Class teachers to prioritise PP pupils through Quality First Teaching by paying close attention to pupil participation and using specific feedback, including targeted questioning to support accelerated progress.	Feedback is proven to be very high impact for very low cost, particularly for primary aged pupils.	3

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

Budgeted cost: £31,800

Activity	Evidence That Supports This Approach	Challenge Number(s) Addressed
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Professional development on evidence-based approaches for enhancing oracy. Talk Boost (EYFS and KS1 packs) to improve pupils oracy (vocabulary and confidence).	The Talk Boost programme is founded upon an established evidence base that recognises: Language acquisition in the early years is a strong indicator of later academic achievement Social inequalities impact negatively upon a child's opportunities for language learning Talk Boost are targeted interventions for children with delayed language helping to boost their language skills to narrow the gap between them and their peers. Differentiated for children between the ages of 3-10 years, the programme aims to accelerate children's progress in language and communication. <i>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</i>	1, 2, 3
Activity and resources to meet the specific needs of disadvantaged pupils with SEND 1:1 and small group provision of focused interventions and precision teaching led focus on core learning. Intervention impact values carefully monitored by the SENCo and SLT to evaluate most effective impact on progress and best value.	<i>EEF Teaching and Learning Toolkit</i> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	3
Academic Teaching Assistant support using FFT Lightning Squad intervention to improve pupils reading skills, including fluency and comprehension	FFT Tutoring with the Lightning Squad is a reading tutoring programme where pupils work in small groups with a tutor to improve their reading skills. The tutoring is a blended approach with face-to-face tutoring supported by an online tutoring platform.	2

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

Budgeted cost: £3,420

Activity	Evidence That Supports This Approach	Challenge Number(s) Addressed
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Supporting pupils' social, emotional and behavioural needs - Pupils targeted for Thrive interventions led by Thrive Practitioner following identification of gaps in social and emotional development to help pupils become more emotionally resilient and better placed to engage with life and learning. Thrive practitioner to work with identified families to support confident understanding of strategies of how to support their child's learning at home and to ensure families positive engagement with school.	Working with Parents to Support Children's Learning – EFF Guidance Report EFF Teaching and Learning Toolkit https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support	4,6
Extracurricular activities, including sports, outdoor activities, arts, culture and trips - School contributions towards visits and after-school clubs for PP and vulnerable pupils.	EFF Teaching and Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Work with individual families to improve attendance where appropriate.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. EFF Teaching and Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	5

Total budgeted cost: £35,730

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 2022 to 2023 academic year.

Outcomes for disadvantaged pupils

57% (4/7) of disadvantaged pupils achieved GLD by the end of EYFS

75% (3/4) of disadvantaged year 1 pupils passed the phonics check.

100% of disadvantaged pupils in year 2 achieved the expected standard for phonics by the end of year 2.

KS1 data

0% (0/5) of disadvantaged pupils met the age expected standard in reading. 100% of disadvantage pupils made at least expected progress in reading from their starting points.

0% (0/5) of disadvantaged pupils met the standard in writing. 50% of disadvantage pupils made at least expected progress in writing from their starting points.

20% (1/5) of disadvantaged pupils met the standard in Mathematics. 50% of disadvantage pupils made at least expected progress in Mathematics from their starting points.

KS2 data

100% of disadvantaged pupils made expected progress in reading in Y3

71% of disadvantaged pupils made expected progress in writing in Y3

72% of disadvantaged pupils who made expected progress in Mathematics in Y3

Attendance for disadvantaged pupils was 92.1 %.

Persistent Absence for disadvantaged pupils was 15.7%

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
Thrive Approach - supporting the social and emotional development of the children	Thrive
Primary Teaching Mastery	Origin Maths Hub
Little Wandle	Wandle Learning Trust
Lightening Squad	FFT
Talk Boost Communication and Language	Speech and Language UK

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?	Pupil attended a weekly breakfast mathematics session for two terms. (Autumn 2 2021 to Summer 1 2022)
What was the impact of that spending on service pupil premium eligible pupils?	Pupil made better than expected progress in mathematics, closing to gap towards ARE. (7 steps of progress)