

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 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	Meon Vale Primary Academy
Number of pupils in school (Reception to Year 5)	190
Proportion (%) of pupil premium eligible pupils	23% (43/190)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022 - 2025
Date this statement was published	January 2025
Date on which it will be reviewed	December 2025
Statement authorised by	Miss Sarah Deakin
Pupil premium lead	Mrs Suki Powar
Governor / Trustee lead	Mrs Yasmin Neal

Funding overview

<u>Detail</u>	<u>Amount</u>
<u>Pupil premium funding allocation this academic year</u>	£ 41,030
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	£ 41,030

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 to use the funding received to support pupils to break down barriers to their academic achievement.

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 be 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 pupils by providing targeted CPD for our professionals to support the delivery of quality first teaching for all pupils
- ensure appropriate provision is provided for all disadvantaged pupils 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	37% of disadvantaged pupils (16/43 pupils) also have identified SEND. The key area of need being ASD and SEMH. Pupils with ASD present with SEMH and SLCN as their primary needs
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 shows the positive impact of actions implemented in closing of gaps in attendance of disadvantaged pupils compared to all pupils. However, attendance of disadvantaged pupils is still lower than that of all pupils by -1.7% although above national. Academic year 23/24, overall Persistent Absence (PA) was 8.5%, for PP Pupils it was 19.4%, SEND pupils 17.4%. Data includes historical data for three PP pupils that left mid-year. Therefore, 4/29 Pupils Persistently Absent = 14%. 10/29 pupils Persistently absent are PP and SEND = 35%. Our assessments and observations indicate that lower attendance negatively impacts the attainment and progress of our disadvantaged pupils.
6	Not all families of disadvantaged pupils are actively engaged with their child's learning and need to understand the impact of absence on their child's progress and attainment. There is a need to work with targeted families to enable them to support their child at home as well as at school to ensure strong attainment and progress is sustained.

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 learning outcomes in line with non-disadvantaged peers by the end of EYFS.	Accelerated progress for disadvantaged learners CA1, CA2, CA3 Summative termly data results. Disadvantaged pupils achieve in line with all pupils nationally at the end of Reception.
Implement Talk Boost pro-gram to improve pupils 'oracy (vocabulary and confidence). Prioritise disadvantaged pupils for this program.	Language acquisition of disadvantaged pupils, particularly those in EYFS, is in line with national expectations.
The % of disadvantaged pupils 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 shows improvement in number of PP pupils passing PSC. 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 pupils 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 pupils'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, 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 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 Mastery training and Mastering Number in Reception, Year 1 and Year 2).	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 (publishing.service.gov.uk)</i> The EEF guidance is based on a range of the best available evidence:	1,3
Ensure disadvantaged pupils who also have SEND have their needs correctly identified and supported. This will be done through CPD to ensure	Evidence-based strategies shown to be most successful with SEND pupils within quality first teaching: https://educationendowmentfoundation.org.uk/news/five-evidence-based-	3

quality first teaching (meta cognition, scaffolding, modelling, explicit instruction, etc) and making learning passports specific and relevant to pupil needs.	<i>strategies-pupils-with-special-educational-needs-send</i>	
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: £15, 600

Activity	Evidence That Supports This Approach	Challenge Number(s) Addressed
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 pupils with delayed language helping to boost their language skills to narrow the gap between them and their peers. Differentiated for pupils between the ages of 3-10 years, the programme aims to accelerate pupils'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	<i>EEF Teaching and Learning Toolkit</i> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	3

SENCo and SLT to evaluate most effective impact on progress and best value.		
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: £510

Activity	Evidence That Supports This Approach	Challenge Number(s) Addressed
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 Pupils's Learning – EFF Guidance Report EFF Teaching and Learning Toolkit <i>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</i>	4,6
Extracurricular activities, including sports, outdoor activities, arts, culture and trips - School contributions towards visits and after-school	EFF Teaching and Learning Toolkit <i>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</i>	6

clubs for PP and vulnerable pupils.		
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/attendanceinterventions-rapid-evidence-assessment	5

Total budgeted cost: £39, 360

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.

Outcomes for disadvantaged pupils
50% (2/4) of PP pupils achieved GLD by the end of EYFS
67% (6/9) of PP pupils year 1 pupils passed the phonics check.
50% (1/2) PP pupils in year 2 achieved the expected standard for phonics by the end of year 2.
<u>KS1 data</u>
20% (2/5) of PP pupils met the age expected standard in reading. 40% of disadvantage pupils made at least expected progress in reading from their starting points.
20% (1/5) of PP pupils met the standard in writing. 60% of disadvantage pupils made at least expected progress in writing from their starting points.
40% (2/5) of PP pupils met the standard in Mathematics. 60% of disadvantage pupils made at least expected progress in Mathematics from their starting points.
<u>KS2 data</u>
80% of PP pupils made expected progress in reading in Y3
40% of PP pupils made expected progress in writing in Y3
80% of PP pupils who made expected progress in Mathematics in Y3
100% of PP pupils made expected progress in reading in Y4
88% of PP pupils made expected progress in writing in Y4
100% of PP pupils who made expected progress in Mathematics in Y4
Attendance for PP pupils was 94.1 %.
4 out of 27 PP pupils were Persistently Absent

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 pupils	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)