

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 6)	230
Proportion (%) of pupil premium eligible pupils	22.2%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025 - 2028
Date this statement was published	January 2026
Date on which it will be reviewed	December 2026
Statement authorised by	Sarah Deakin/Jodie Bolter
Pupil premium lead	Tom Bradley
Governor / Trustee lead	Mrs Yasmin Neal

Funding overview

<u>Detail</u>	<u>Amount</u>
<u>Pupil premium funding allocation this academic year</u>	£ 59 085
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	£ 59 085

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	There is a gap between attendance of non-disadvantaged and disadvantaged pupils that needs to be closed.
2	Disadvantaged pupils do not always have same access to cultural opportunities as their non-disadvantaged peers.
3	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
4	39% of disadvantaged pupils (20/51 pupils) also have identified SEND. The main broad area of need being communication and interaction. The primary categories being ASD and SLCN.
5	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.

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 reduce the number of disadvantaged pupils who are persistently absent to be in line with non-disadvantaged peers.	Gap closed in attendance of disadvantaged pupils compared to non-disadvantaged pupils.
Ensure that all disadvantaged children have equal access to, and engagement within cultural and enrichment activities.	All disadvantaged children have equal access to, and engagement within cultural and enrichment activities, including experience of visiting a theatre.
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	Statutory end of year data.

school strategies to meet needs of pupils with SEND with a key focus on delivering quality first teaching .	CA1, CA2, CA3 summative termly data results supported by ongoing formative assessment evidence accelerates 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 closed.
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' attendance at enrichment activities in and out of school. Positive pupil voice feedback about enrichment opportunities. Qualitative data from pupil voice, pupil and parent surveys and teacher observations.

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: £35,085

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. Phonics Toolkit Strand Education Endowment Foundation EEF	3, 4, 5
Ensure that all disadvantaged children have equal access to,	Monitoring of pupil involvement with lunchtime clubs and organised sport activities.	1, 2

and engagement within cultural and enrichment activities.	Monitoring and prioritising of disadvantaged pupils and pupils with SEND attendance at enrichment activities in and out of school. Positive feedback from disadvantaged children about enrichment cultural capital activities.	
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, 4, 5
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	1, 4, 5
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.	1, 3, 4, 5

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

Budgeted cost: £15,000

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>	1,2,4
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	4

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

Budgeted cost: £9,000

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 https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support	1,4,5
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	2
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	1

Total budgeted cost: £59, 085

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
Disadvantaged pupils achieve learning outcomes in line with non-disadvantaged peers by the end of EYFS. 56% of disadvantaged pupils in Reception achieved expected standards in learning outcomes Characteristics of the group contributed to some children not achieving GLD or only achieving the expected standard in select areas of learning or early learning goals. Figures suppressed as there are 5 or fewer disadvantaged pupils within this breakdown. The % of disadvantaged pupils achieving the expected standard in the Year 1 Phonics Screening Check is in line with their non disadvantaged peers Disadvantaged pupils are in line with their non disadvantaged peers. Figures suppressed as there are 5 or fewer disadvantaged pupils. 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. - A focus on the use of scaffolding to support pupils with SEN needs has been implemented and will continue to be revisited due to changes in staffing as Meon Vale continues to grow in the organisation of new classes and new staff joining the school. 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. - Thrive assessments implemented to support class Thrive action plans and also to support targeted pupils across the school. To reduce the number of disadvantaged pupils who are persistently absent to be in line with non-disadvantaged peers. - PA for PP pupils in 2023/24 was 17.1% and 4.4% for non-PP pupils - PA for PP pupils 2024/25 was 29.4% and 7.2% for non-PP pupils

However, it should be noted that the amount of PP pupils has gone from 6 pupils in 23/24 to 15 pupils in 24/25.

To develop active partnerships, including targeted support for parents of disadvantaged pupils.

- School has worked in partnership with multi-agency professionals to support the needs of targeted pupils and families of disadvantaged pupils. This has largely included working with Family Practitioners supporting families from Stratford Family Help, Children and Families Service.

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
New to Maths Leadership	Origin Maths Hub
ECT teaching for mastery	Origin Maths Hub
Little Wandle Early Reading SSP	Wandle Learning Trust
Talk Boost Communication and Language	Speech and Language UK
The Write Stuff by Jane Considine	The Training Space