

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Meriden CE Primary School
Pupils in school	199
Proportion of disadvantaged pupils	16%
Pupil premium allocation this academic year	£43,040
Academic year or years covered by statement	2021-22
Publish date	01 September 2021
Review date	01 July 2022
Statement authorised by	Lucy Anderton
Pupil premium lead	Stephen Beamond
Governor lead	Bridgette Chandler

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A
Writing	N/A
Maths	N/A

## Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	N/A
Achieving high standard at KS2	N/A

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To further improve the quality of teaching of Grammar, Punctuation and Spelling across school in order that attainment is at least in line with national figures in 2022
Priority 2	To accelerate the attainment and progress of pupils in reading, particularly the disadvantaged, in order that pupils are at least in line with national averages in July 2022

Priority 3	To further improve maths across school so that attainment , particularly for disadvantaged pupils, is at least in line with national and progress has improved
Barriers to learning these priorities address	Specific difficulties with language or learning (SEND); Social skills such as confidence, behaviour, attitude and or lack of motivation; Mental wellbeing following a crisis at home or in the family; Attendance; Specific gaps in learning short or long term.
Projected spending	£15,905

### Teaching priorities for current academic year

Aim	Target	Target date
Reading	To raise attainment in each year group for disadvantaged pupils in Reading to be in line with non-disadvantaged pupils	July 22
Writing	To raise attainment in each year group for disadvantaged pupils in Writing to be in line with non-disadvantaged pupils	July 22
Mathematics	To raise attainment in each year group for disadvantaged pupils in Mathematics to be in line with non-disadvantaged pupils	July 22
Phonics	To raise attainment in Year 1 for disadvantaged pupils in the phonics screen check be in line with national averages	July 22
Other	Improve attendance of disadvantaged pupils to be in line with school averages	July 22

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1**

### Targeted academic support for current academic year

Measure	Activity
Priority 1	<ul style="list-style-type: none"> <li>• Purchase RWI Spelling scheme</li> <li>• To deliver CPD for all KS2 staff</li> <li>• Ensure disadvantaged pupils are targeted in the teaching of the program and any off track to be well-targeted</li> <li>• Finalise timetabling arrangements for spelling sessions</li> <li>• Staff to baseline pupils as per guidance in RWI Get Spelling.</li> <li>• Staff voice</li> <li>• Teachers to carry out assessment of spelling</li> </ul>
Priority 2	<ul style="list-style-type: none"> <li>• Identify disadvantaged pupils and what the gaps are</li> </ul>

	<ul style="list-style-type: none"> <li>• Ensure targeted support is in place for disadvantaged pupils</li> <li>• Roll out new phonics programme including CPD</li> <li>• Ensure that reading from Year 2-6 continues to be delivered focusing on content domains</li> <li>• FS2 and Yr1 to adapt Early reading provision leading to more fluent readers by end of KS1.</li> </ul>
Priority 3	<ul style="list-style-type: none"> <li>• Identify disadvantaged pupils and what the gaps are</li> <li>• Ensure targeted support is in place for disadvantaged pupils</li> <li>• Complete Mastery '<i>developing</i>' program</li> <li>• Adapt timetable to enable the regular practice of KIRF</li> <li>• Embed the use of practical resources across school</li> <li>• Embed the vision for maths in all lessons.</li> </ul>
Barriers to learning these priorities address	<p>Reading support from home</p> <p>New timetable may need to be adapted</p> <p>Consistency of implementation in school</p> <p>Availability of teacher support staff</p>
Projected spending	£15,905

### Wider strategies for current academic year

Measure	Activity
<b>Attendance</b>	<p>Daily, weekly attendance monitoring</p> <p>Half termly liaison with external agency (CSAWS) to review action plans and make home visits if necessary</p>
<b>Ensure disadvantaged pupils have equal access to all opportunities in school</b>	<p>Extra-curricular clubs and activities open to all through funding</p> <p>Residential opportunities</p>
<b>Social, emotional and behaviour: To ensure that all disadvantaged pupils can access the curriculum; To support families in need</b>	<p>Family Community Mentor support to vulnerable pupils</p> <p>Play therapy support for vulnerable pupils</p> <p>1:1 support for any identified pupil</p> <p>Family Community Mentor support for families in need</p> <p>Small nurture group with two staff members</p>
<b>Online safety</b>	<p>Join National Online Safety and gain accreditation</p> <p>Assign training for all key stakeholders including parents, DSLs, support staff and teachers</p> <p>Implement lessons into the curriculum from FS to UKS2</p> <p>See separate action plan for online safety</p>

Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£27,135

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Giving enough time for each of the priorities	Timetable for monitoring and CPD in place for each term.
Targeted support	Ensuring enough time for record keeping and correct support for support staff	SENDCo support to be timetabled in where support staff require it.
Wider strategies	Engaging reluctant families	Work alongside CSAWS in relation to attendance issues. Personal invitation letters to families for extra-curricular clubs.

## Review: last year's aims and outcomes

Aim	Outcome
<p><b>Learning in the curriculum:</b> For disadvantaged pupils to attain at least as well as their class mates and national (disadvantaged) group in all areas; For disadvantaged pupils to make at least similar rates of progress to the similar national non-disadvantaged group in all areas; For disadvantaged pupils to attend in line with non-disadvantaged</p>	<p>Statutory assessments not in place for year 2020-21. In house data for 2021-21 would suggest that further work needs to be done to reduce the gap between disadvantaged and non-disadvantaged pupils.</p>
<p><b>Social, emotional and behaviour:</b> To ensure that all disadvantaged pupils can access the curriculum; To support families in need</p>	<p>Funding spent on family community mentor has allowed for close collaboration between home and school particularly during times of lock down. Vulnerable and disadvantaged pupils have been well supported and attendance has increased beyond pre-covid percentages with lower than national numbers for persistent absentees.</p>
<p><b>Enrichment beyond the curriculum:</b> Ensure disadvantaged pupils have equal access to all opportunities in school</p>	<p>Pupil premium children have been able to have equal access to residential activities, trips and clubs as they have become available as restrictions have eased.</p>