

Pupil premium strategy statement – Meriden C of E Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	38/205 = 19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23 2023-24 2024-25
Date this statement was published	7/12/2022
Date on which it will be reviewed	7/2023
Statement authorised by	Lucy Anderton (Head Teacher)
Pupil premium lead	Becky Massey (Deputy Head Teacher)
Governor / Trustee lead	Bridgette Chandler (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52630 (38 children at £1385)
Recovery premium funding allocation this academic year	£5079
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£57709

Part A: Pupil premium strategy plan

Statement of intent

‘I have come so that you may have life in all its fullness’ (John 10:10)

At Meriden Church of England Primary School, through an ethos underpinned by the Christian faith and values, we provide all children with a curriculum which is broad and well balanced, nurturing and enabling all pupils to live safe, active and healthy lives to ensure they live a full life in mind, body, heart and spirit. The focus of our pupil premium strategy is to support our disadvantaged pupils to achieve their full potential.

We serve a varied community and many of our disadvantaged pupils also have other vulnerabilities such as SEND needs and those children who are Looked After. Our strategy looks to support all of our vulnerable pupils, considering the needs of both those who are disadvantaged and those who are not. By the end of year 6, our pupils, regardless of gender, ability, social background or ethnicity, will have had the experiences needed to develop the academic skills, social, moral and cultural awareness that will enable them to be successful lifelong learners, both in secondary school and further into adult life.

Whilst our strategy focuses on high-quality teaching, we recognise that many of our pupils’ needs are not always academic. Our commitment to support pupils (both identified as disadvantaged and those who are not) with SEMH as a primary concern, is vital in supporting their well-being. Our learning mentor provision is a key part of our strategy, alongside other more academic pursuits- notably targeted support through the National Tutoring Programme for pupils whose education has been worst affected by the COVID pandemic. As part of our strategy, we aim to provide all pupils with the same learning experiences both inside and outside of the classroom, with the same drive to succeed.

Challenges

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

Challenge number	Detail of challenge
1	Results had shown a downward trend in Maths at the end of KS2 previously. This trend, although above national on 2022, has shown maths as a weakness. Disadvantaged pupils have shown they have not performed as well as their peers. Pupils in EYFS were not in-line with national figures for maths

2	COVID has impacted the provision for spelling in KS2. Both disadvantaged and non-disadvantaged pupils have shown the need for improved provision in spelling.
3	Discussions, observations and assessments show that pupils with SEMH needs achieve less well than their peers in all Key Stages. They also under-achieve from their PAG. Children with persistent absence also miss key concepts taught in school which negatively impacts their educations.
4	Reading at home has been identified as a challenge for our disadvantaged pupils. Books and prioritising reading in the home are often contributing factors in poor reading fluency.

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
Improved maths attainment for disadvantaged pupils and pupils in EYFS	Disadvantaged pupils in KS1, KS2 and EYFS are in-line with peers Children in EYFS identified as vulnerable have clear intervention in place to support understanding of number
Improved spelling for all pupils- with a focus on disadvantaged pupils	Disadvantaged pupils at end of KS2 achieve in-line with peers for spelling scores
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils and those with identified SEMH needs.	Careful and targeted support in place for disadvantaged and vulnerable families with SEMH needs. Early help offers clear and tracked to ensure families are supported
To achieve and sustain improved attendance for all pupils, particularly groups of our disadvantaged pupils, and those identified as vulnerable	Learning mentor working with vulnerable families alongside CSAWS to show an improvement in PA and a school target of above 97% is achieved.
Improved outcomes in reading at KS2 for disadvantaged pupils	KS2 SAT data is above national and disadvantaged pupils achieve in-line with peers

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: £509

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics training scheme EYFS</i>	<p>The programme allows the children and us to be in the fortunate position to have consistently high levels of pass rates for the Year One Phonics Screening Check.</p> <p>Floppy phonics impact report</p> <p>https://debbiehepplewhite.com/lord-scudamore-academy-is-a-school-where-the-ort-floppys-phonics-ssp-programme-has-been-used-successfully-and-enjoyably-for-a-decade/?region=uk</p>	2,4

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Literacy IDL intervention</i>	<p>Resounding Impact of IDL on Literacy Ability Published on 16/01/2018 IDL is proven to increase average reading and spelling ages by 11 months.</p> <p>IDL group</p> <p>The Resounding Impact of IDL on Literacy Ability IDL (idlsgroup.com)</p>	2,4
<i>Numeracy IDL intervention</i>	<p>Since 2018 the IDSL group have introduced the numeracy intervention. This targets children with dyscalculia and maths anxiety.</p> <p>IDL group</p> <p>Dyscalculia Screener How to Assess Dyscalculia in Children IDL (idlsgroup.com)</p>	1
<i>National Tutoring Programme 15 hours</i>	<p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit.</p> <p>EEF- Closing the gap 1-2-1 tuition</p>	1

	One to one tuition EEF (educationendowmentfoundation.org.uk)	
<i>KS2 Spelling scheme</i>	Read Write Inc. Spelling for Years 2-6/P3-P7 teaches spelling cumulatively and systematically with deliberate, focused practice. <i>Read write INC- impact report</i> rwi_ll_spell_impact_report.pdf (oup.com)	2

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full time family support worker	Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support. <i>EEF- Mentoring programmes</i> Mentoring EEF (educationendowmentfoundation.org.uk)	3
SENDCO hours for families with SEMH and who are disadvantaged	The need for SEND intervention is high with our disadvantaged pupils. The EEF have also identified this to be an area of concern- report due 2024 <i>EEF- Review of SEND provision</i> SEND Review EEF (educationendowmentfoundation.org.uk)	1,2,3,4
Funding for the disadvantaged to access the same experiences throughout school	Using the funding to support pupils to have the same experiences as their peers regardless of social circumstances.	3

Total budgeted cost: £57,709

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Priority 1.

The aim was to ensure that the teaching of Spelling in KS2 was robust for all pupils including disadvantaged. The impact saw the use of a successful scheme implemented, and results (including those at end of KS2) increasing. Disadvantaged pupils scores increased.

Priority 2.

The aim was to make all readers including those disadvantaged pupils, fluent readers at KS1. The impact saw the implementation of a new validated phonics scheme (Floppy phonics) which has been successful. New staff have since joined that require training. 79% of all pupils passed phonics screening- disadvantaged had a non-comparable %.

Priority 3.

The aim was to up-skill teachers in the mastery approach to Mathematics learning in partnership with the Maths Hub. The impact was designed to target disadvantaged pupils but also support those who were not disadvantaged. Targeted intervention supported the provision for disadvantaged pupils. Maths Mastery is now a whole school approach- working towards EYFS learning goals this year. Pupils at KS2 scored in line with national (non-comparable disadvantaged %- cohort of 20).

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
White Rose Maths	WhiteRose
Literacy and Numeracy IDL	IDSL group
Spelling	Read Write Inc.

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A