

## 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	191
Proportion (%) of pupil premium eligible pupils	17% (National 27%)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2024_25 2025_26 2026_27
Date this statement was published	12.12.24
Date on which it will be reviewed	12.12.25
Statement authorised by	Lucy Anderton (Head Teacher)
Pupil premium lead	Becky Massey (Deputy Head Teacher)
Governor / Trustee lead	Rosie Weaver (Chair of Governors)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47548 (28 children at £1480 plus 2570 PP+).
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b>	<b>£47548</b>

## 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 family support worker provision is a key part of our strategy, alongside other more academic pursuits- including targeted intervention and quality-first teaching. 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	Writing is an area of challenge for many of our disadvantaged pupils. Teacher assessments and moderation meetings show application of phonics to spelling is an area of weakness.
2	Engagement and self-esteem among some of our more disadvantaged pupils is a challenge, in particular those who also have a SEND need.
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 education.
4	Reading at home continues to be 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 application of phonics to written work for all pupils.	Disadvantaged pupils in KS1, KS2 are in-line with peers Children who did not pass phonics screening have clear intervention in place to support understanding
Improved writing outcomes for all pupils- with a focus on disadvantaged pupils	Disadvantaged pupils (with the exception of those with SEND) at end of KS2 achieve in-line with peers for writing
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 Nurture programme: to begin staff training.
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
Improved outcomes for reading- fostering a love of reading for all pupils.	Disadvantaged children will read at home and overall outcomes for pupils will increase

## 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: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Nurture UK training</i>	<a href="#">nurtureuk research: promoting nurture in education</a>	2, 3

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

Budgeted cost: £13,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Literacy IDL intervention</i>	Resounding <b>Impact</b> of IDL on <b>Literacy</b> Ability Published on 16/01/2018 IDL is proven to increase average reading and spelling ages by 11 months. IDSL group <a href="http://idslgroup.com">The Resounding Impact of IDL on Literacy Ability   IDL (idslgroup.com)</a>	2,4
<i>Structured interventions- Staff salary</i>	Phonics intervention Maths intervention Pre-reading sessions Handwriting group BEAM KS1 mastering number KS2 mastering number Nurture group provision Soft start/end to day	1,2,3,4

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

Budgeted cost: £33,600

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. EEF- Mentoring programmes <a href="http://educationendowmentfoundation.org.uk">Mentoring   EEF (educationendowmentfoundation.org.uk)</a>	3
Sport coach for lunch provision	The need for positive role models for children during unstructured times is clear- behaviour declines and opportunities to join clubs outside school have less take-up for disadvantaged pupils.	3

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
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**Total budgeted cost: £47548**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

<p>Priority 1.</p> <p>The aim was to close the gap with disadvantaged pupils and their peers in Maths at the end of KS2. With the exception of those with SEND, children who were disadvantaged, were at least in line with peers by the end of KS2.</p>
<p>Priority 2.</p> <p>The aim was to close the gap with those pupils who are disadvantaged with their peers in writing. Again, with the exception of those pupils with SEND, children who were disadvantaged, were at least in line with peers by the end of KS2.</p>
<p>Priority 3.</p> <p>The aim was to improve outcomes for pupils with whom SEMH is a barrier to learning, many of whom are disadvantaged. We are beginning to see the impact of this work, it needs to continue, developing the principles of Nurture UK.</p>
<p>Priority 4.</p> <p>The aim was to support PP learners to increase their fluency when reading and build a love of reading for all pupils including those who are disadvantaged. Children all access the appropriate level books at school and children access regular intervention. Targeted workshops and support for parents right from EYFS and KS1 is available every half term with reading mornings and drop-in sessions. This is proving to have a direct impact with families and understanding the importance of reading. This needs to continue.</p>

### 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 and NCETM Maths	White Rose/NCETM
Literacy and Numeracy IDL	IDSL group
Spelling	Read Write Inc.