

Pupil premium strategy statement 2022/2023

This statement details Meare Village Primary 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	Meare Village Primary School
Number of pupils in school	105
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 – 2023-24
Date this statement was published	December 2022
Date on which it will be reviewed	01/11/2023
Statement authorised by	FGB
Pupil Premium lead	Interim Head – Sandra Leggett.
Governor / Trustee lead	Belinda Washington

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,584.00
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	£47,584.00

Part A: Pupil premium strategy plan

Statement of intent

At Meare Village Primary School, we believe that all pupils, irrespective of their background or the challenges they face, should make good progress and achieve high attainment across all subject areas. In order for children to achieve this goal, we need to carefully consider the wider barriers that disadvantaged children commonly face. This can include less support at home, weak speech, language and communication skills, attendance and punctuality issues and safeguarding concerns which stem from complex family situations. All of the above areas prevent children from achieving their full potential.

The challenges are varied and there is no "one size fits all" approach. We consider fully the needs of Meare Village Primary School pupils in our decision-making.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To broaden our children's life experiences by providing them with an enriched and wide curriculum.

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.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

Challenge number	Detail of challenge
1 Engagement	There is poor parental engagement with teacher led workshops/parental consultations which impacts upon children's motivation and engagement in learning. As a result, there are some pupils who need to catch-up so that they are working at age-related expectations or to their full potential.
2 Attendance	Poor attendance and lateness to school which in turn affects attainment of children in receipt of PP.
3 Pastoral – Social, emotional and mental health of pupils	Pupils emotional well-being, social and behavioural needs are affecting readiness to learn and children being in a position to make progress.

4 Outcomes	Assessments and observations indicate that disadvantaged pupils are frequently not in line with their peers in the development of writing across the school, namely the ability to structure their writing in a manner that makes sense to the reader and suits a variety of purposes.
5 Speech, Language and Communication	We have noticed that some children who are in receipt of PP funding have poor oral language skills, including a lack of expressive and receptive language.
6 Socio-economic opportunities	There is a lack of access to wider opportunities, such as music tuition, extra-curricular clubs and residential visits.

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
Accelerated rates of progress in writing	Disadvantaged pupils will make good progress in the development of writing -writing with purpose that makes sense to the reader.
Improved levels of attendance in Pupil Premium Children across the school, including a reduction in the numbers of children who are persistently late.	PP children will have an attendance of at least 96% or higher. There will be a reduction in the number of persistent absentees
Children's language proficiency and sophistication will improve.	Improved attainment in receptive and expressive language skills, identified through the TalkBoost assessment tool and Language link. This in turn will have a positive impact on writing attainment.
Ensure Pupil Premium children across KS1 and KS2 have additional opportunities to catch up with missed learning as a result of the pandemic.	Pupil Premium children will show maintained/accelerated progress based on assessment results throughout the year.
To narrow the gap in attainment caused by the pandemic and access to / engagement with remote learning.	The gap between PP and non PP pupils will narrow, as reflected in end of year assessment data.
Encourage parents to regularly attend education workshops/parental consultations run by teachers by improving engagement with parents.	Raise attainment by increasing parental engagement and support for pupils at home.
Continue to support children who present with social, emotional and mental health issues.	Fewer behavioural incidents which impact on pupil learning.
To narrow the gap of opportunity caused by socio-economic factors in accessing wider opportunities, such as music tuition, sporting activities, trips and residential visits.	There is greater uptake in music tuition, clubs, trips etc amongst PP pupils and no PP pupil is prevented from attending a trip or residential on cost grounds.

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: £7,537

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide in-house CPD to support the teaching and assessment of writing.	There is a gap between the attainment of PP children and non-PP children in Writing. Great Teaching Toolkit Evidence based Education Effective professional development guidance report EEF	4
Whole school CPD on the teaching and management of behaviour	Social and Emotional Learning (EEF +4 months) Metacognition and self- regulation (EEF +7 months) Behaviour interventions (EEF +4 months) Great Teaching Toolkit Evidence based Education Effective professional development guidance report EEF	3, 2
SEMH CPD with the community learning partnership – Nina Britneff	Social and Emotional Learning (EEF +4 months) Great Teaching Toolkit Evidence based Education Effective professional development guidance report EEF	3, 2
Whole school CPD on vocabulary development – Sally Anne Taylor	Great Teaching Toolkit Evidence based Education Oral language interventions (EEF +6 months) Effective professional development guidance report EEF	5
Whole school CPD on how to use Dynamo maths - online	Great Teaching Toolkit Evidence based Education Using digital technology to improve learning EEF Effective professional development guidance report EEF	4, 2
Specialist teacher for music, computing and DT SENDCo advice/support for doubly disadvantaged children	Great Teaching Toolkit Evidence based Education	4

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

Budgeted cost: £34,108.86

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistants to provide targeted small group interventions across the school. Groups to include children in receipt of PP.	Small group interventions enable children to have teaching tailored to their needs so that academic outcomes improve Small Group Interventions (EEF +4 months) Teaching Assistant interventions (EEF +4 months)	1, 4, 5, 2
Purchase of a DfE validated Systematic Synthetic Phonics programme - Freshstart to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. This year we will purchase RWI Freshstart resources for our Key stage 2 children Phonics (EEF +5 months)	4
Purchase Clicker and Dynamo maths subscriptions	To provide digital technology to support writing and maths progress Using digital technology to improve learning EEF	1, 4, 2

Additional reading sessions with a TA to supplement the work being done at home and school.	Additional support in school to supplement reading done at home, or where families struggle to read at home. Teaching Assistant interventions (EEF +4 months)	1, 4
---	--	------

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

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide free breakfast club (Little Starlings) for families in need of support with attendance and to ensure children arrive at school on-time	Attendance for children in receipt of FSM is lower than for all children. Providing wrap around care free to those in need provides support that means children may otherwise not attend. DFE Breakfast clubs set up and implementation briefing for school leaders March 2017	2
Ensure access to wider opportunities, such as music tuition, extra-curricular clubs, theatre visit and residential visits.	Arts participation will have a positive impact on academic outcomes in other areas of the curriculum and will improve engagement in the curriculum particularly for the older pupils. Arts engagement is also valuable in itself. Arts Participation (EEF +2 months)	6,2
Embedding principles of good practice set out in the DfE's improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2

Total budgeted cost: £ 45,645.86

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This section details the impact that our pupil premium strategies had on pupils in the 2021 to 2022 academic year

Activity	Review
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	RWI phonics was introduced in January 2022. Phonics results: Year 1 – 63% 6 children did not meet the national standard. 2 children were SEN. 1 out of the 6 children was PP Year 2- 100% Learning: Ensure RWI is sustainable. RWI groups organised at the end of the summer term so that phonics could begin straightaway. Smaller number of groups so that staff absence does not impact upon RWI. Keep up not catch up strategy put in place
Provide in-house CPD to support the teaching of story writing.	Writing outcomes KS 1 50% ARE 3 PP children – one below and 2 ARE Writing remains a concern at KS 1 with too few at ARE and none at greater depth. This is linked to not enough opportunities to write at KS 1 in English and across the curriculum and the use of too many worksheets. KS 2 63% ARE 4 PP children – 3 below and 1 ARE (All SEN) Year 6 SPAG results and writing teacher assessments match closely which is an indicator of the accurateness of the teacher assessment Learning: Improving writing outcomes forms part of the SDP for 2022/23
Recruit and train an ELSA	ELSA recruited and trained by October 2022 (Timing of the training impacted by Covid). A total of 20 children have been supported. This has led to an improvement in children's well-being, learning behaviours and social interactions. 1 fixed term suspension in the Spring Term (not PP)

Teaching assistants to provide targeted small group interventions across the school. Groups to include children in receipt of PP.	<p><u>Data</u></p> <p>Writing</p> <table border="1"> <thead> <tr> <th></th> <th>Total</th> <th>Below number</th> <th>Below %</th> <th>On Number</th> <th>On %</th> <th>Above number</th> <th>Above %</th> <th>On and above number</th> <th>On and above %</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>95</td> <td>41</td> <td>43%</td> <td>36</td> <td>38%</td> <td>11</td> <td>12%</td> <td>47</td> <td>49%</td> </tr> <tr> <td>PP</td> <td>26</td> <td>13</td> <td>52%</td> <td>9</td> <td>36%</td> <td>2</td> <td>8%</td> <td>11</td> <td>44%</td> </tr> <tr> <td>Non PP</td> <td>70</td> <td>28</td> <td>40%</td> <td>27</td> <td>39%</td> <td>9</td> <td>13%</td> <td>36</td> <td>51%</td> </tr> <tr> <td>SEN</td> <td>18</td> <td>19</td> <td>86%</td> <td>0</td> <td>0</td> <td>2</td> <td>9%</td> <td>2</td> <td>9%</td> </tr> <tr> <td>Non SEN</td> <td>78</td> <td>22</td> <td>30%</td> <td>36</td> <td>49%</td> <td>9</td> <td>12%</td> <td>45</td> <td>62%</td> </tr> </tbody> </table>		Total	Below number	Below %	On Number	On %	Above number	Above %	On and above number	On and above %	All	95	41	43%	36	38%	11	12%	47	49%	PP	26	13	52%	9	36%	2	8%	11	44%	Non PP	70	28	40%	27	39%	9	13%	36	51%	SEN	18	19	86%	0	0	2	9%	2	9%	Non SEN	78	22	30%	36	49%	9	12%	45	62%
	Total	Below number	Below %	On Number	On %	Above number	Above %	On and above number	On and above %																																																				
All	95	41	43%	36	38%	11	12%	47	49%																																																				
PP	26	13	52%	9	36%	2	8%	11	44%																																																				
Non PP	70	28	40%	27	39%	9	13%	36	51%																																																				
SEN	18	19	86%	0	0	2	9%	2	9%																																																				
Non SEN	78	22	30%	36	49%	9	12%	45	62%																																																				
Provide Catch-Up tuition sessions using Recovery Premium	<p>On and above by year group</p> <p>Year 1 – 38% (6/16 children)</p> <p>Year 2 – 50% (6/12 children) National Average 2019 = 69%</p> <p>Year 3 – 64% (7/11 children)</p> <p>Year 4 – 35% (9/26 children)</p> <p>Year 5 – 64% (9/14 children)</p> <p>Year 6 – 63% (10/16 children) National average 2019 = 78%</p>																																																												
Teacher led interventions for individuals and groups in blocks to support learning in specific areas: Writing Reading & Comprehension Mathematical concepts																																																													

<p>Additional reading sessions with a TA to supplement the work being done at home and school.</p>	<p>Learning Writing is a concern particularly amongst our younger children particularly in Year 2. No greater depth writers and too few at age related. This links to the issue of not enough writing in English lessons and across the curriculum (Too many worksheets) This will be a key issue for the school improvement plan Year 6 – SPAG results and writing teacher assessments match closely which is an indicator of the accurateness of the teacher assessment. Kate Noel is an exceptional English teacher There were 3 PP children in Year 2 (None were SEN). 0 out of 3 achieved ARE There were 4 PP children in Year 6 (2 out of 4 were SEN) . They did not achieve age related in writing.</p> <p>Reading</p> <table border="1" data-bbox="528 539 1406 831"> <thead> <tr> <th></th> <th>Total</th> <th>Below number</th> <th>Below %</th> <th>On number</th> <th>On %</th> <th>Above number</th> <th>Above %</th> <th>On and above number</th> <th>On and above %</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>95</td> <td>27</td> <td>28%</td> <td>44</td> <td>46%</td> <td>24</td> <td>25%</td> <td>68</td> <td>72%</td> </tr> <tr> <td>PP</td> <td>25</td> <td>6</td> <td>24%</td> <td>15</td> <td>60%</td> <td>4</td> <td>16%</td> <td>19</td> <td>76%</td> </tr> <tr> <td>Non PP</td> <td>70</td> <td>21</td> <td>30%</td> <td>29</td> <td>41%</td> <td>20</td> <td>29%</td> <td>49</td> <td>70%</td> </tr> <tr> <td>SEN</td> <td>22</td> <td>16</td> <td>73%</td> <td>3</td> <td>14%</td> <td>3</td> <td>14%</td> <td>6</td> <td>27%</td> </tr> <tr> <td>Non SEN</td> <td>73</td> <td>11</td> <td>15%</td> <td>41</td> <td>56%</td> <td>21</td> <td>29%</td> <td>62</td> <td>85%</td> </tr> </tbody> </table> <p>Phonics screening Year 1 = 63% National Average 2019 = 82%</p> <p>There were 16 children in Year 1 3 out of 16 were PP. (None were SEN) 2 out of 3 achieved ARE</p> <p>On and Above Year 1 – 56% (9/16 children) Year 2 – 67% (8/12 children) National Average 2019 = 75% Year 3 – 100% (11/11 children) Year 4 – 65% (17/26 children) Year 5 – 86% (12/14 children) Year 6 – 88% (14/16 children) National Average 2019 = 73%</p> <p>Learning Reading is a strength at key stage 2 as indicated by Year 6 SATs results Year 1 – RWI ensure that this is organised in a sustainable way – we currently have so many small groups that when a member of staff is absent the structure falls apart. Children need to be assessed for the phonics screening and intervention put in place earlier. Also if children are not retaining the learning from the RWI groups then intervention needs to be put in place immediately so that they do not fall behind Year 4 – this is the large cohort. The reorganisation of the class structure should enable children to be targeted more effectively. There were 3 PP children in Year 2. (None were SEN) 1 out of 3 achieved ARE There were 4 PP children in Year 6. (2 out of the 4 were SEN) 2 out of 4 achieved age related</p>		Total	Below number	Below %	On number	On %	Above number	Above %	On and above number	On and above %	All	95	27	28%	44	46%	24	25%	68	72%	PP	25	6	24%	15	60%	4	16%	19	76%	Non PP	70	21	30%	29	41%	20	29%	49	70%	SEN	22	16	73%	3	14%	3	14%	6	27%	Non SEN	73	11	15%	41	56%	21	29%	62	85%
	Total	Below number	Below %	On number	On %	Above number	Above %	On and above number	On and above %																																																				
All	95	27	28%	44	46%	24	25%	68	72%																																																				
PP	25	6	24%	15	60%	4	16%	19	76%																																																				
Non PP	70	21	30%	29	41%	20	29%	49	70%																																																				
SEN	22	16	73%	3	14%	3	14%	6	27%																																																				
Non SEN	73	11	15%	41	56%	21	29%	62	85%																																																				

Activity	Review
<p>Provide free wrap around care for families in need of support with attendance and to ensure children arrive at school on-time</p>	<p>Pupil Premium pupils – 92.16% Non -PP pupils – 94.65%</p> <p>Persistent absentees = 23 in total 6/23 PP 2 PP children attended Breakfast club which led to improvements in their attendance and punctuality. Learning: Improving all children's attendance forms part of the SDP for 2022/23</p>
<p>Ensure access to wider opportunities, such as music</p>	<p>All children were given the opportunity to attend the residential experience.</p>

tuition, extra-curricular clubs and residential visits.	<p>One club per term is funded for PP children Autumn – 10/26 PP children attended a club Spring – 11/26 PP children attended a club Summer 6/26 children attended a club</p> <p>All PP children attended the residential</p> <p>Learning: Continue to encourage PP children to attend extra- curricular opportunities</p>
Purchase AR subscriptions and additional books linked to Accelerated Reader across the reading bands	See reading data
Embedding principles of good practice set out in the DfE's improving School Attendance advice.	See attendance data above

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
RWI phonics	Ruth Miskin Literacy
Accelerated Reader	Renaissance Learning

Further information (optional)

All children have access to Forest School/Outdoor Learning(monthly) The EEF identifies that there has not been enough research as yet to identify the impact in terms of attainment. These activities do, however, improve the engagement of all children which leads to improved attitudes to learning and can impact upon attainment.