

Pupil Premium strategy statement: Meadow Park Academy

EVERY STUDENT, EVERY LESSON, ALL THE TIME

"I see challenge as a temporary barrier, preparing me for something bigger!" Timmy, year 9, SML4

Detail	Data
School name	Meadow Park Academy
Number of pupils in school	375(July 2023 data – needs updating with new EYFS intake)
Proportion (%) of Pupil Premium-eligible pupils	46% (July 2023 data – needs updating with new EYFS intake)
Academic year/years that our current pupil premium strategy plan covers (three-year plans are recommended)	2023 - 2026
Date this statement was published	September 2023
Date on which it will be reviewed	Collaborative Review Days*3
Statement authorised by	Stieve Butler (Headteacher)
Pupil Premium lead	Lucy Atkinson (Deputy Headteacher)

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£243,300
Recovery Premium funding allocation this academic year	£23,925
Total budget for this academic year	£267,225

Current Challenges: *key challenges to achievement that we have identified among our disadvantaged pupils*

Detail of challenge
1. A language deficit – both a gap in vocabulary and a lack of ability to manipulate language for effect
2. Gaps in core skills, including Phonics, Reading, SPaG and Arithmetic
3. A lack of metacognitive strategies, meaning children struggle to retain and remember key information
4. Collaborative approach to supporting students with SEND and eligible for PP, particularly those with an EHCP.
5. Emotional wellbeing/SEMH needs present as poor self-regulation and conflict resolution, low academic resilience, self-esteem, independence and confidence
6. Parental engagement and support from home, including attendance.
7. Financial implications – support for some families for school trips, breakfast club and after-school clubs

Intended outcomes & how we will measure success

Intended outcome	Success criteria
Quality first teaching for all	Students' progress data to be in line with those peers who are not eligible for pupil premium and above the national average. Internal variation between PP and non-PP is reduced. Includes GLD, Phonics Screening, KS1 assessment, MTCs and KS2 SATS, as well as NTS tests and moderation across the year
Interventions address gaps in knowledge for Maths, Phonics, Reading and SPaG	Students' progress data to be in line with those peers who are not entitled to pupil premium and above the national average. Termly assessment data and intervention data
Students who are SEND and eligible for PP progress well	Students' progress data to be in line with those peers who are non-PP/SEND. Collaboration between Pupil Premium Lead, SENDCO and year group leads. Termly assessment data and intervention data analysed and actions agreed (every half term) and interventions and targeted support allocated.
Standards of vocabulary and oracy are improved	Monitoring, including a focus on pupil voice, shows an improvement in language and communication. Writing moderation evidences improved levels of vocabulary. Planning reflects increased opportunities for drama and public speaking
Reduction in PA and improving general attendance for those students who are entitled to PP and an increase in their overall attendance	Decline in persistent absence for those children entitled to PP Improved attendance for those children entitled to PP Attendance figures and PA comparison to the national average and non-PP students.
Children know more, do more and remember more	Planning and monitoring reflects effective CTMM strategies being taught and embedded.
A tiered graduated approach to supporting students with SEMH	Pastoral timetables reflect a greater of level of support for more children. Reduction in high-level emotional responses in class and the playground. Holistic data such as attendance, student voice and positive behaviour will be reviewed to show impact.
Students who are entitled to PP are not disproportionately represented in behaviour statistics	Behaviour data, including internal exclusions and fixed term suspensions, shows an improving pattern where pupils eligible for PP are not over represented. The pastoral, SEND and safeguarding teams work collaboratively to co-plan and investigate influencing triggers to challenging behaviours.
Parents/carers take an active interest in their children's progress and are able to support their children with key learning, including reading, spelling and homework.	Students eligible for pupil premium make better progress when their parents/carers are better informed and more confident in supporting them. Parents/carers are encouraged to attend school events and staff find mutually convenient times to meet Family support worker to run a parenting course, as well as ad-hoc parent training.
Students entitled to pupil premium access school trips, breakfast and after school club	Enrichment activity data shows an improving pattern where students eligible for PP are not under represented. All PP children are entitled undertake enrichment activities across the school and this will be facilitated.

Actions to address the challenges listed above.

Teaching Budgeted cost: £111,792

Action (Challenge addressed)	Staff lead	Evidence to demonstrate approach is effective (IMPACT – <u>data</u> , outcomes, what will students do/know/behave differently)	Implementation review (when/what/who)
Frequent, evidence- based CPD focused on the needs of pupils, particularly those from disadvantaged backgrounds. This will be achieved through external training, INSET and the staff meeting programme: Literacy Tree / White Rose Mastery / CTMM / RWI / ECT programme / CPD opportunities via Anthem (e.g. moderation and PLNs / National College training / Local authority training for Year 2 and Year 6 (<i>Challenges 1-3</i>))	Various but coordinated by HT and DHT	Improved quality of T&L, leading to improved outcomes for children. Improved outcomes for children	Termly Fortnightly via StepLab
Teacher to identify focus groups of children who have not made expected progress or need to make accelerated progress. These groups will be flexible and regularly updated (<i>Challenge 2</i>)	Year group leads	Improved outcomes for children. Greater number of children making expected and accelerated progress	Ongoing from September
Staff will focus on the learning of disadvantaged and vulnerable children by observing outstanding practice and developing own practice. (<i>Challenge 1-3</i>)	SLT / StepLab coaches	Improved quality of T&L, leading to improved outcomes for children.	Fortnightly via StepLab
Phonics teacher appointed to specifically support EYFS and KS1 phonics. Proportion of time directed specifically to children entitled to PP. (<i>Challenges 1 & 2</i>)	Phonics lead & phonics teacher	Improved outcomes for children Improved PSC results Children move onto free reading quicker	Termly

Targeted academic support: Budgeted cost: £96,613

Action (Challenge addressed)	Staff Lead	Evidence to demonstrate approach is effective (IMPACT – <u>data</u> , outcomes, what will students do/know/behave differently)	Implementation review (when/what/who)
Intervention groups for each year group SALT / Handwriting /Spelling / Maths /Reading /fluency and comprehension / SPaG (<i>Challenges 1 – 4</i>)	SENDSCO, DHT and Year Leads	Improved outcomes Improved access to the curriculum Improved engagement in learning	Termly – intervention data (EduKey)

1:1 phonics booster for those not currently on track to pass PSC in Year and those children in Year 2 who did not pass last year (<i>Challenge 2 & 3</i>)	Phonics Lead	Improved engagement in lessons, progress in RWI phonics sessions	Termly – intervention data (EduKey)
1:1 Precision teaching within the school day – overlearning/pre-teaching based on lesson feedback (<i>Challenge 2</i>)	Year leads	Improved outcomes Improved access to the curriculum Improved engagement in learning	Weekly and termly intervention data (EduKey)
Booster groups for targeted children in Years 2, 5 & 6 (<i>Challenge 2 & 3</i>)	AHT and DHT	Improved outcomes Improved access to the curriculum Improved engagement in learning	Termly data
EYFS and KS1 SALT intervention led by trained teaching assistant (<i>Challenge 1</i>)	SENCO	Improved engagement in lessons, progress in RWI phonics sessions	Termly – intervention data (EduKey)
Education City subscription and training – support for high level SEND PP children across KS2 (<i>Challenge 1-3</i>)	SENCO	Improved engagement for SEND/PP pupils and improved fundamental skills	Termly – intervention data (EduKey)
2 HLTAs targeted to work across Year 5 and 6 (47% for academic year 2023 – 2024) (<i>Challenge 1-3</i>)	DHT	Improved outcomes in lessons and improved outcomes	Termly – progress data
ABC to Read targeting key children in Year 5 (<i>Challenge 2</i>)	Reading Lead	Improved engagement in lessons. Improved reading fluency and outcomes.	Termly – progress data

Wider strategies: Budgeted cost: £58,820

Action (Challenge addressed)	Staff Lead	Evidence to demonstrate approach is effective (<i>IMPACT – data, outcomes, what will students do/know/behave differently</i>)	Implementation review (<i>when/what/who</i>)
Bespoke attendance management system in place (<i>Challenge 6</i>)	HT and Attendance lead	Attendance and punctuality improves, leading to better outcomes	Termly
CPD investment for internal ELSA and Emotional Well-Being Interventions (3 x ELSA) (<i>Challenge 5</i>)	Pastoral lead and DSL	Better support for most vulnerable students with SEMH, improved attendance, decreasing number of behaviour incidents	Termly via EduKey data
Forest School sessions targeted for key children (<i>Challenge 5</i>)	SENCO and Forest School lead	Development of social skills, self-regulation and resilience. Positive impact on classroom setting	Termly
Development of pupil voice and school council (<i>Challenge 5 & 6</i>)	School Council Lead and HT	Pupils feel better represented in school and engage more in activities	Termly

Parenting Course run by MPA Family Worker (<i>Challenge 6&7</i>)	FSW / DHT	Parents learn skills to support their children with development of social skills, self-regulation and resilience. Positive impact on classroom setting	Termly
Parent workshops and coffee morning run by MPA Family Worker (<i>Challenge 6&7</i>)	FSW / DHT	Parents take a greater interest in their children's education and work with school to support them academically and socially. Improved attendance and better outcomes	Termly
Provision of breakfast club (<i>Challenge 6&7</i>)	HT	Children's attendance and punctuality improves. Engagement and focus in early lessons improves.	Termly
Subsidies for trips / clubs/holiday provision / kits and uniform purchase (<i>Challenge 7</i>)	HT	Children's attendance and punctuality improves. Engagement and focus in early lessons improves.	Termly
Provision of morning bagels (<i>Challenge 5 – 7</i>)	HT	Children's attendance improves. Engagements in early lessons improves. At least 56% of pupils are taking breakfast each day.	Termly
Participation in Pro Excel project and Lunchtime dance club led by an external provider (<i>Challenge 5 – 7</i>)	HT	Children are exposed to working on large performance projects and meeting pupils from other no-local schools. Personal development and building self esteem	Weekly building to a performance
Playground enhancements – including new equipment and enhancements for reading (<i>Challenge 1 & 2</i>)	Reading lead and DHT	Children are given additional opportunities to read and develop a Love for Reading	Termly

Total budgeted cost: £267,225

EVIDENCE SOURCE

EEF Guidance: *Improving Social and Emotional Learning in Primary School*
 EEF Toolkit – “Metacognition and Self-Regulation”
 EEF Toolkit – *Oral Language Interventions*
 EEF Toolkit – *Teaching Assistant Interventions*
 EEF Toolkit – *Reading Comprehension Strategies*
 EEF Toolkit - *Effective Professional Development*
 DFE – *PE and Sport Premium Survey research report*
 EEF Toolkit – “Metacognition and Self-Regulation”

EEF Toolkit – “Feedback”
 EEF Toolkit – *1:1 Tuition*
 EEF Toolkit – *Small Group Tuition*
 EEF – *Magic Breakfast*
 EEF -*Reading Strategies*
 EEF Toolkit – *Physical Activity*
Mentally Healthy Schools
 EEF Toolkit – *Parental Engagement*

EEF – *Pupil Premium guide*
 NFER – *Deploying staff effectively*
 EEF – *Putting evidence into work*
 EFF – *SEND in mainstream schools*
 NFER – *High quality teaching for all*
 EEF – *Teaching and Learning toolkit*
 EEF – *Effective Professional Development*
 EEF – *Teaching and Learning toolkit*

EEF- *Teacher feedback to improve learning*
 EEF – *Effective Professional Development*
 EEF – *Metacognition & Self-regulated learning*
 Sutton Trust ‘*Engaging Parents Effectively*’
 EEF – *Improving behaviour in schools*
 NFER- *Addressing behaviour and attendance*
 Anna Freud National Centre for Children and Families