

# 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	202
Proportion (%) of pupil premium eligible pupils	39/202 = 19%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23 2023-24 2024-25
Date this statement was published	12.12.23
Date on which it will be reviewed	12.12.24
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	£57720 (39 children at £1480)
Recovery premium funding allocation this academic year	£5365
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>£63085</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	Results had shown a downward trend in Maths at the end of KS2. This trend, although in-line with national in 2023, has shown maths as a relative weakness. Disadvantaged pupils have shown they have not performed as well as their peers.
2	Writing is an area that our disadvantaged pupils are weaker at. This is noted through teacher assessments of writing and analysis of those in receipt of pupil premium.
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 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 maths attainment for disadvantaged pupils	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 writing outcomes for all pupils- with a focus on disadvantaged pupils	Disadvantaged pupils 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
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: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Writing training- planned CPD sessions for staff and new school scheme adopted</i>	Refer to the document- The Write Stuff intended design and impact.	2, 4

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

Budgeted cost: £21000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Literacy IDL intervention</i>	Resounding <b>Impact of IDL on Literacy Ability</b> Published on 16/01/2018 <b>IDL</b> is proven to increase average reading and spelling ages by 11 months. <i>IDSL group</i> <a href="https://www.idslgroup.com">The Resounding Impact of IDL on Literacy Ability   IDL (idslgroup.com)</a>	2,4

<i>Numeracy IDL intervention</i>	Since 2018 the IDSL group have introduced the numeracy intervention. This targets children with dyscalculia and maths anxiety. IDSL group <a href="#">Dyscalculia Screener   How to Assess Dyscalculia in Children   IDL (idslgroup.com)</a>	1
<i>Structured interventions- Staff salary</i>	Phonics intervention Maths intervention Numicon Pre-reading sessions Handwriting group BEAM KS1 mastering number	1,2,3,4

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

Budgeted cost: £41100

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="#">Mentoring   EEF (educationendowmentfoundation.org.uk)</a>	3
Sports 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

**Total budgeted cost: £63100**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

<p>Priority 1.</p> <p>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.</p>
<p>Priority 2.</p> <p>The aim was to make all readers including those disadvantaged pupils, fluent readers at KS1- this is continuing this year as we are closing the gap but further work is required.</p>
<p>Priority 3.</p> <p>The aim was to close the gap with disadvantaged pupils KS2 maths scores. These were in-line but not for those with SEND and PP. This needs to continue.</p>
<p>Priority 4.</p> <p>The aim was to support PP learners and families. This was successful but we have a new FSW so this will continue and further training will be required.</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 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: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A