Pupil Premium Strategy Statement 2024-2025

This statement details our 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	Meadowside Primary School
Number of pupils in school	402
Proportion (%) of pupil premium eligible pupils	17.9%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Josie Garnham, Executive Headteacher
Pupil premium lead	Donna Astley, Assistant Head of School
Governor / Trustee lead	Laura Goodwin Inclusion and PP Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2024-25	68 PP £98,941 1 Service pupil- £335 Total £102,476
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£99,276

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and attain highly across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, including providing relevant and robust Continued Professional Development (CPD) for all staff to ensure they are best equipped with up-to-date knowledge and expertise to create the best possible learning environment for all pupils. 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans outlined within the School Improvement Plan.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils achieve their full potential. To ensure they are effective we will:

- Ensure that training and development is carefully planned for every member of staff, relevant to their role, to best equip everyone to do the best they can for every child
- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Attendance of disadvantaged pupils is below non-disadvantaged pupils. In the academic year 2023-24, Pupil Premium attendance was 93% compared to non-PP which was 95.8%. When looking at the percentage of pupils who missed 10% or more sessions, the gap is wider still 31% compared to 7%.
2	Our assessments, observations and discussions with pupils and families have identified a lack of enrichment and learning opportunities outside the classroom.
3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
4	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
5	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. In 2024, Year 1 phonics scores showed a gap in attainment of 4%.
6	Assessments show that there are gaps in attainment across all core subjects between disadvantaged and non-disadvantaged pupils. The widest gap is seen in reading with a 12% gap at the end of Summer 2024, followed by maths with 8% and writing at 7% difference in attainment.

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 attendance of disadvantaged pupils	Attendance data shows that the attendance of disadvantaged pupils has improved to be in line with National data at about 94.5%. The gap in attendance between pupil premium and non-pupil premium pupils will have narrowed.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • the percentage of disadvantaged pupils participating in enrichment activities is in line with their non-disadvantaged peers.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment.
Improved phonic attainment for disadvantaged pupils.	Phonics outcomes at the end of Year 1 and Year 2 show the percentage of disadvantaged pupils achieving expected standard is in line with their non-disadvantaged peers.
Improved attainment among disadvantaged pupils.	KS2 outcomes in 2024/25 are in line with National figures • Reading 74% • Writing 72% • Maths 73%. School Summer 2025 data shows gaps in attainment between disadvantaged and non-disadvantaged pupils have narrowed.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Developing High Quality Teaching

Budgeted Cost: £15,025

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to monitor phonics teaching and learning and ensure training is up to date.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics	5
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Teaching and Learning Toolkit | EEF	4
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Mastering Number at EYFS and KS1 training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics_guidance: key stages 1_and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	6
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk) • Staff CPD • ELSA • Team Teach training • Tea and Toast • CBT sessions • Maplefields support • Inclusion Assistant support	3

Targeted academic support

Budgeted Cost: £58,766

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics To establish small group interventions to narrow gaps in phonic knowledge in EYFS, KS1 and Years 3-5.	5
Implementation of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions | Teaching and Learning Toolkit | EEF	4
To use PiXL as a tool for gap analysis and strategies for teaching PiXL interventions Training for staff to ensure assessments are interpreted and administered correctly.	PiXl strategies involve the forensic analysis of learning and provides high quality therapies and CPD to ensure small group tuition is focused on needs. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Interventions have an impact through providing additional support for pupils that is targeted to their needs. In order to have the desired effect we consider: • Careful assessment of pupils' needs so that teaching assistants support is well targeted • Ensuring that any interventions are well-linked to classroom content and do not reduce high quality interactions with teachers	6
Targeted support where needed with vulnerable pupils during lessons to support well-being and bespoke small group or 1:1 intervention.	Inclusion Assistant staff support -class drop-ins. Resources for Regulation stations Sensory pathways – playground /wall markings.	3
Targeted well-being/SEMH interventions, including tea and toast	• Tea and Toast • ELSA groups • Anxiety management • Self-esteem • Chill out room • CBT groups • Bereavement Groups • Mental Health First aid	3

Structured provision to the start of the day- sensory circuits.	Inclusion Assistant- small groups across KS1 and KS2	3
Targeted family support for families where SEMH may be a barrier to learning, progress or attendance,	ELSA Attendance meetings EHAs Signposting support groups	1 and 3
Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions	Strategic deployment of teaching assistants is important to ensuring that priority pupils are supported. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1702276254	6
Barriers to learning these priorities address	Staffing capacity Pupil/family engagement	

Wider strategies

Budgeted Cost: £25,485

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of new relationship and regulation policy. Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | Teaching and Learning Toolkit | EEF	3
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. Attendance monitoring and meetings when needed. Engage the relevant support professionals in line with the Attendance policy to encourage good attendance. Fines for unauthorised absence	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Data from 2019 shows that 84% of Key Stage 2 pupils who had 100% attendance achieved the expected standard, compared to 40% of pupils who were persistently absent across the key stage.	1

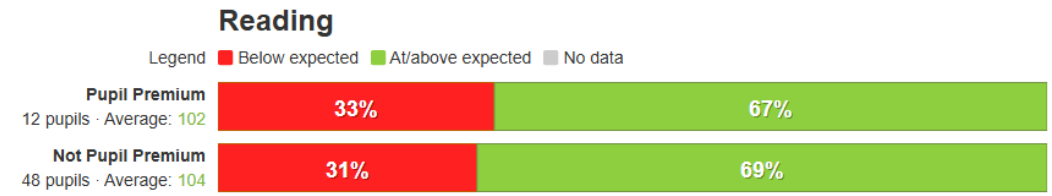
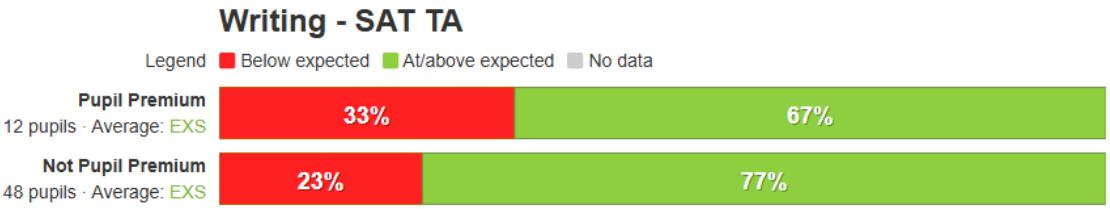
Improve the quality of social and emotional learning. Approaches will be embedded into routine educational practices and supported by professional development and training for staff.	Based on the research, if pupils receive the correct targeted social and emotional support they can increase their learning by 4+ months. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	3
Support families to access • School uniform • School trips • School clubs • Extra-curricular activities to develop a sense of belonging and social skills	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents https://www.suttontrust.com/our-research/school-funding-and-pupil-premium-2024/	2
To develop small group interventions across the whole school for vulnerable groups and narrow the gaps in progress and attainment in reading, language, writing and maths.	Both targeted interventions and universal approaches can have positive overall effects: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	6

Total budgeted cost - £99,276

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the **2023 to 2024** academic year.

Intended outcome	Success criteria	2024 Review
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment.	Speak About Speech Therapist came to Meadowside 3 times over the year. • liaised with staff regarding new speech and language programme • provided the relevant resources and any training to deliver the programme • assessed pupils with speech difficulties.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/24 show that 73% or more of disadvantaged pupils meet the expected standard (in line with National July 2023).	Although the KS2 reading results were not in line with National, the gap between PP and non-PP pupils was just 2%.
		
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2023/24 show that 71% or more of disadvantaged pupils meet the expected standard (in line with National July 2023).	67% of PP pupils achieved the expected standard in writing which was 10% below that on non-PP pupils.
		
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2023/24 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils	PP bursaries were well used to support pupils: Autumn 23/24 • MASC - 25 • Clubs - 25 • Trips - 25 • Cool Cats - 9 Spring 23/24 • MASC - 28 • Clubs - 18 • Trips - 15 • Residential - 10 • Cool Cats - 2 Summer 23/24 • MASC - 28 • Clubs - 6 • Residential - 10 • Trips - 50

Externally provided programmes

Programme	Provider
Chatterways	Emma Foster – Speak About
PiXL Primary	PiXL
Accelerated Reader	Renaissance
PIVATS	Lancashire County Council

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Pupils were monitored by their class teachers and any concerns were raised with the Inclusion Team. All pupils accessed quality first teaching.
What was the impact of that spending on service pupil premium eligible pupils?	Attendance was in line with national expectations. Outcomes were at expected.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. EEF evidence on feedback demonstrates significant benefits, particularly for disadvantaged pupils.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents during consultation evenings and conversations with students and teachers, in order to identify the challenges faced by disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.