



# Pupil premium strategy statement – Meadowcroft Infants 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	103
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024 – 2025
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mrs J Underwood
Pupil premium lead	Mrs Moon
Governor / Trustee lead	Mrs Freeman

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,040
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£34,040</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our ethos at Meadowcroft is one where we aim to educate the “whole child.” Ensuring children are safe, happy and ready to learn when they are in school. We want to give every child the best start in life, whatever their background and wherever they grow up. We want them to achieve as well as possible making good progress and having the opportunities to reach their full potential.

The main aim of our pupil premium strategy is to support disadvantaged pupils who are facing challenges. There are times when some children and families need additional support and access to wider services for this to happen. All staff members, supported by the leadership team, forge positive relationships with families and try our utmost to support our school community. Our intake highlights that some pupils are disadvantaged in multiple areas such as SEND, medical needs, housing and wider family difficulties. So we endeavour to understand our children, their families and barriers to learning and this is at the heart of our strategy.

We will continue to use the Pupil Premium funding to ensure quality first teaching but also towards the employment of teaching assistants – keeping the adult to pupil ratio high. This also provides additional opportunities to meet the social and emotional needs of the children in our school. The impact of this is that children have individual and small group support, which allows them to access the curriculum meaning they are ready to learn and make better than expected progress. As we grow into a primary school this year, this is more important than ever.

We encounter some specific areas including anxiety, reading and mental well-being that will involve new initiatives to improve outcomes for all children especially those struggling in these areas.

Our approach will be responsive to individual needs as well as common challenges. We will act early to intervene at the point a need is identified and as a whole school take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve. Additional support will enable the school to provide broad learning opportunities for all our children across the school, ensuring that their individual needs are met.

## Challenges

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

Challenge number	Detail of challenge
1	Decreasing the attainment gap: some Pupil Premium children are not attaining as well as other pupils. Some children's reading skills are below average. Our families may not have a clear understanding of the process of how children develop reading skills and this limits application of skills and effectiveness of reading.
2	Our attendance data for Autumn 2024 shows that 37% of the pupils eligible for pupil premium (PP) had attendance less than 90% This low attendance has a negative impact on the children's progress and attainment. Some of the PP arrive to school late which reduces their learning opportunities and causes them to miss out academically and socially. These parents and children will need to be specifically targeted.
3	A proportion of pupil premium children are suffering from a lack of healthy nutrition outside of school.
4	Pupils who do not have equal access to trips and extra curricular activities or do not have the correct school uniform because of poverty and family circumstances. These children need to be catered for so they feel included and can access all learning opportunities.
5	Some pupils eligible for pupil premium have been identified as having social and emotional difficulties. This affects their engagement with learning and has a detrimental effect on their academic progress. These pupils need to be supported through a variety of programmes and resources.

## 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
<p>Challenge 1 – Pupil Premium pupils will narrow the gap so there is smaller percentage difference in achievement of Pupil Premium to Non Pupil Premium pupils</p>	<ul style="list-style-type: none"> <li>• Accurate baseline assessment ensures that children are identified swiftly and make accelerated progress. This is monitored through Pupil Progress Meetings.</li> <li>• Targeted interventions ensure that children make rapid and accelerated progress e.g. NELI supports pupils to develop language skills and be in line with peers – increased percentage achieving end of year expectation. Lego Therapy at lunchtimes to support communication skills.</li> <li>• Pupils eligible for PP make as much progress as non-disadvantaged pupils across the school with their reading. Daily Reading supports pupils to close the gap and is evidenced in Reading Records.</li> <li>• PP children reach the required standard in Phonics Screening in June 2025. Little Wandle phonics scheme.</li> <li>• Pupils receive appropriate adaptations / support.</li> <li>• Higher attaining pupils receive 1:1 verbal feedback so they know how to improve.</li> </ul>
<p>Challenge 2 – Improved attendance and punctuality maximises the Teaching and Learning opportunities and improves outcomes</p>	<ul style="list-style-type: none"> <li>• Reduce the number of persistent absentees among PP pupils</li> <li>• Overall PP attendance % increases</li> <li>• Improved progress and outcomes</li> <li>• Inclusion Officer more visible and supporting families with information and support. Attendance also monitored regularly in house.</li> </ul>
<p>Challenge 3 – PP children who have a healthy diet are more likely to concentrate. Getting the essential energy and nutrients will help them to get through the day. Their immune system will stay strong, resulting in less time off sick from school. A healthy diet will also reduce stress and help to maintain mental health and wellbeing.</p>	<ul style="list-style-type: none"> <li>• Pupils are more able to engage with learning</li> <li>• All pupils have an adequate amount to eat within the school day</li> <li>• Improved progress and outcomes</li> <li>• Pupils report that they feel happy at school</li> <li>• SENCo supporting families and signposting where necessary to support services e.g. food banks</li> <li>• ELSA support for children's mental health and well-being.</li> </ul>
<p>Challenge 4 – Inclusion of pupils eligible for PP in all activities and opportunities.</p>	<ul style="list-style-type: none"> <li>• No pupil will be excluded from taking part in an event due to lack of parental funds</li> <li>• All pupils are fully equipped for school and activities with support of staff</li> </ul>
<p>Challenge 5 – Pupils SEMH needs are identified and supported through whole school strategies e.g. Zones of Regulation to reduce barriers in order for pupil premium pupils to reach their potential</p>	<ul style="list-style-type: none"> <li>• Zones of Regulation – whole school approach is implemented across school. New PSHE Jigsaw scheme across the school.</li> <li>• ELSA supports pupils and impact for improved learning behaviours</li> <li>• DSLs are available to support pupils and families alongside social services and other outside agencies</li> <li>• Adults dealing with emotional needs are supported.</li> </ul>

## Activity in this academic year 2024-25

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

### Teaching

Budgeted cost: £15,619

Activity	Evidence that supports this approach	Challenge number(s) addressed
Renew subscription to The National College and School Bus to improve CPD for all staff	The National College and School Bus subscription aligns with the DfE's strategy template prioritising High Quality Teaching, Targeted Academic Support and Wider Strategies for Pupil Premium children. "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils." EEF guide to the Pupil Premium.	1 & 5
CPD in Phonics and comprehension strategies	Education Endowment Foundation evidence +5 months Little Wandle training for new staff	1
Recruitment of additional TA for small group interventions. ELSA and Lego Therapy	Education Endowment Foundation evidence +5 months	1, 4 & 5

### Targeted academic support (e.g. tutoring, one-to-one support, structured interventions)

Budgeted cost: £8,436

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA for Reading for All intervention	Within Surrey, a team of Educational Psychologists, Specialist Teachers for Inclusive Practice and Speech and Language Therapists worked together build an evidence based approach to reading in a small number of Surrey schools. Early data from the trial demonstrates significant progress in reading for the pupils involved in just a short amount of time. The intervention uses early identification, along with good quality assessment and intervention to promote the literacy skills of all young people.	1
Interventions – Little Wandle Catch Up	Education Endowment Foundation evidence +4 months Rapid Catch Up – Year 3	1
EIIF scheme	Support for children in Early Years	1, 4 & 5

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

Budgeted cost: £9,985

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA for ELSA training	The programme aims to meet the emotional needs of children. It recognises that children learn better and are happier in school if their emotional needs are also addressed. This intervention is now widely implemented by educational psychologists across Britain.	1
Inclusion – funding of trips, Early Birds and After School Club, school uniform	Inclusion manager has a list of PP pupils attending and supported through payment. Feedback from staff, pupils and parents. Removing barriers to participation improves attendance.	2 & 4
Engagement with parents to promote the importance of a healthy diet	SENCo and inclusion officer working closely with families, supporting and promoting healthy eating	3
Reading parent workshop	SENCo to run a reading workshop for parents to attend. Showing parents how to encourage their child to read and strategies to support they reading.	
Pastoral support for our parents and carers	SENCO to continue to support parents and carers, especially vulnerable families.	1,2,3,4 and 5
Introduction of after school clubs run internally by Sports Coach		

**Total budgeted cost: £34,040**

## **Part B: Review of the previous academic year**

### **Outcomes for disadvantaged pupils**

Review of Expenditure – Previous Academic Year			
Academic Year	2023-24	Total PP budget based on 2023-24 financial year	£30,555
Total number of pupils - September 2023	87	Number of pupils eligible for PP – Sept 2023	23
Objective	Action	Outcome	
1. Higher rates of progress across KS1 for pupils eligible for PP.	Literacy interventions- SENCo and SEND TA targeted support.	Fischer Family Trust reading and writing interventions run by SENCo and SEND trained TA. 1:1 tuition for pupils who need extra support in reading. Disadvantaged children were supported and this intervention has helped targeted children to lessen the gap due to COVID-19	
	Maths interventions	SENCo run interventions. Targeted support in 10 week programme accelerated progress. Numeracy skills were disseminated to staff to ensure effective support was provided to disadvantaged pupils.	
2. Social and Emotional issues addressed	Additional TA Support.	Targeted individual support for vulnerable children through social and emotional interventions, by a trained HLTA. 'Transition Day' - Pupils spend a day in their new class with their new teacher and peers where they interacted together in supportive groups undertaking transition activities. Pupils eligible for PP have confidently transitioned to KS2 at junior school, and are thriving in their new class. Pupil's social and emotional literacy improved. Pupils were more regulated and socialised well during break and playtimes and returned to class ready to learn. Pupils were more able to engage with learning and school, had increased resilience, a stronger growth mind-set and were positive about challenge.	
3: Increased attendance rates for pupils eligible for PP.	Breakfast Club	Sessions funded for early morning child care for disadvantaged families and children were enabled to have the best possible start to the day when this facility was required. Wrap around care facilitated improvement in the overall attendance of pupils eligible for PP.	
4. Inclusion of pupils eligible for PP in extra-curricular activities.	Subsidised participation in After School and Extra-Curricular Clubs	Subsidised places in enrichment and extended school clubs for pupils eligible for PP ensured that disadvantaged pupils were able to access and enjoy extra-curricular clubs, which lead to improved social skills. After School Club Enrichment Clubs (Football, Street Dance, Spanish, Multi Sports).	
	Subsidised School Trips	Class trips were subsidised for pupils eligible for PP to ensure that disadvantaged children were not excluded from the benefits of social experiences and learning about the wider community.	
5. Promotion of nutrition and healthy eating of pupils eligible for PP	Food bank subscriptions and Coolmilk at School fees	Food bags were offered to all disadvantaged children in holiday periods to promote their nutrition and healthy eating. Coolmilk was funded for those pupils eligible for PP and over the age of 5 who chose to have milk in school.	