

Meridian Primary School Pupil Premium Strategy Statement 2021/22 - 2023/24

This statement details our school's use of pupil premium (and recovery premium for the 2021-22 academic year) funding to help improve attainment of our disadvantaged pupils.

It outlines our strategy for the next three years, 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	Meridian Primary School
Number of children in school	225
Proportion (%) of pupil premium eligible pupils	20% (45/230)
Academic years that our current pupil premium plan covers	2021/22 - 2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Jo Graham - Headteacher
Pupil Premium Lead	Jane Sneddon - Deputy Head
Governor	Philippa Peto

Funding Overview

Detail	Data
Pupil premium funding allocation this academic year (2021/22)	£49,765
Recovery premium funding allocation this academic year (2021/22)	£4,379
Pupil Premium funding carried forward from previous years	£0
Total budget this academic year (2021/22)	£54,144

Part A: Pupil premium strategy plan

1. Statement of intent

As recognised by Ofsted in May 2019, we "have the highest **aspirations** for disadvantaged children". Driven by our whole school values, our aim is to challenge any **inequalities** which may exist and close the achievement gap between children who are disadvantaged and those who are not, thereby improving children's life chances. We work hard to ensure the **inclusion** of all children and to accelerate progress for our pupil premium children. To this end, we strive to **nurture** the children in our care and use current research and evidence to **creatively** explore new and innovative ways to support children's social and emotional development and the quality of their learning so that they become resilient, lifelong learners.

By the end of KS2, we have closed the attainment gap between Meridian children who are eligible for the PP funding and other non-disadvantaged children nationally (see below*). Our aim is to continue to challenge social inequality by accelerating progress for our disadvantaged children further, thereby narrowing the in-school achievement gap.

2. Challenges

This details the key challenges to achievement that we have identified amongst our disadvantaged children:

A.	Children can lack resilience for learning which can slow their progress over time and hinder their capacity to demonstrate their potential in formal assessments. In addition, lockdown has resulted in increased social and emotional challenges for children.
B.	A significant proportion of our disadvantaged children have additional needs, such as Special Educational Needs and Disabilities (including deafness and SEMH difficulties) and/or English as an additional language. A significant proportion of our disadvantaged children join Meridian during KS1 and KS2 and they often have additional needs. This intersection of need further impacts on children's achievement.
C.	Challenging family circumstances can lead to low attendance/poor punctuality for some of our disadvantaged children and persistent absence is more prevalent amongst this group of children. This leads to lost learning time and gaps in knowledge . In addition, for a range of reasons, a small number of disadvantaged children did not take up offered places in the school's hub during lockdown or access home learning which has widened pre-existing learning gaps.
D.	Some of our disadvantaged children are not exposed to the rich and varied life experiences provided to other children in the school. This can put them at a disadvantage when accessing the curriculum and making links across different aspects of learning. In turn, it can be difficult for these children to access challenging reading texts and higher level maths reasoning skills, which are necessary to achieve greater depth by the end of KS2.
E.	During the pandemic, some disadvantaged children have missed out on much of the high-quality language and communication support that pre-school settings would normally provide. This has impacted on EYFS children's speaking and listening and early phonics skills .

3. 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.

<i>Intended outcomes</i>	<i>Success Criteria (what this will look like by the end of 2023/24)</i>
A. Disadvantaged children demonstrate the Meridian characteristics of effective learners.	Disadvantaged children show increased resilience in their learning over time, as shown by achievement data, and are therefore better prepared for the next stage of their learning. They are demonstrably more able to name, regulate and manage their emotions. A greater proportion of disadvantaged children make accelerated progress over time, in line with their peers.
B. The progress of “new to school” children matches that of “full life” Meridian children. Similarly, the progress of PP children with SEND matches that of non-PP children with SEND.	Assessment on entry identifies gaps in learning and emotional well-being. Ongoing assessments for disadvantaged children swiftly identify specific needs; interventions are even more precisely targeted and measured. At the end of Y6, the progress of disadvantaged children is greater than that of other children nationally and more closely matches the progress of Meridian ‘other’ non-disadvantaged children.
C. Improved attendance and punctuality for disadvantaged children.	Disadvantaged children rarely miss a day at school. No disadvantaged child is a persistent absentee (except for exceptional medical reasons).
D. Accelerated maths and reading progress for disadvantaged children.	Increased reasoning opportunities across the school lead to disadvantaged children being able to explain their reasoning and use a wider maths vocabulary. Through exposure to rich experiences, children are able to confidently access challenging literature. As a result, more disadvantaged children attain the higher standard in reading and maths by the end of KS2.
E. The language, communication and phonics skills of EYFS children are boosted.	Nursery children start Reception from September 2022 onwards with the essential speaking and listening skills they need in order to learn and to interact with their peers. Phonics outcomes by the end of Y1 remain in line with post Covid national results.

4. Activity in this academic year: 2021/22

This details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above. We have drawn on research and evidence to plan approaches which are most likely to have an impact on improving achievement. We will use our pupil premium funding to contribute to the following initiatives:

(i) Teaching (e.g. CPD, recruitment and retention)

Budgeted cost: £27,000

Activity	Evidence that supports this approach	Challenge addressed
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<p>Purchase of Little Wandle - a DfE validated systematic synthetic phonics programme - to secure stronger phonics teaching and assessment for all children.</p> <ul style="list-style-type: none"> - Whole school INSET for all teachers and TAs. - Release time for leaders to monitor implementation and for staff to observe good practice. - Release time for leaders to support teachers in using assessment to inform teaching practice. 	<p>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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>B. Identifying gaps in learning D. Reading E. Early phonics skills</p>
<p>As part of a project with RBG, we will take part in Early Talk Boost in Nursery. This will boost the language and communication skills of targeted disadvantaged children.</p> <ul style="list-style-type: none"> - Release time for the class teacher and NNEB to attend training so they can deliver this programme. 	<p>Early Talk Boost has been designed by specialist speech and language therapists and a highly experienced nursery teacher. It is based on strong evidence of what is known to support language development in the early years. Early Talk Boost Evaluation Report 2015</p>	<p>E. Language and communication support EYFS</p>
<p>Immersing children in high quality classic literature through the annual Arts Festival:</p> <ul style="list-style-type: none"> - CPD for staff and sessions for all classes with drama specialist Susanna Harding (Festival Director, North West Drama) - Purchase books and other resources 	<p>Research, including the DfE Reading Framework, highlights the importance of staff having a knowledge of traditional and contemporary children's literature. Children's knowledge is enriched and their vocabulary widened. .gov.uk/government/uploads/system/uploads/attachment_data/file/1050849/Reading_framework_Teaching_the_foundations_of_literacy - July 2021 Jan 22 update.pdf</p>	<p>A. Resilience in learning D. Reading</p>
<p>Continue our membership of the CLPE so teachers can access high quality planning resources and continue to train at least one member of staff on The Power of Reading to support the teaching of reading in a language rich curriculum through the use of high quality texts.</p> <ul style="list-style-type: none"> - Membership and training costs - Release time for one teacher 	<p>The Centre for Literacy in Primary Education is a UK based children's literacy charity working with primary schools. Their work raises the achievement of children's reading (and writing) by helping schools to teach literacy creatively and effectively, putting quality children's books at the heart of all learning. Their work is based on ongoing research. Research Centre for Literacy in Primary Education</p>	<p>D. Reading</p>
<p>Strengthen subject leadership through work with the PTI (Princes Trust Institute). HT to</p>	<p>The GCSP - Greenwich Community Schools Partnership - is an informal partnership of local Greenwich</p>	<p>B. Accelerate progress/ access to curriculum</p>

<p>lead GCSP PTI hub which will provide access for all staff to high quality training across the curriculum and four bespoke hub days on RE, DT, Science and Geography. Focus on understanding of progression of skills and access to the curriculum for disadvantaged children.</p> <ul style="list-style-type: none"> - Release time for subject leaders to attend days and strengthen collaboration with other schools. - Time for HT to lead the hub. 	<p>schools working together to ensure positive outcomes for all Greenwich children.</p> <p>Evaluations from hub schools demonstrates positive impact: teachers increase the range of challenging and enriching materials and activities to children, enrich and develop teacher subject knowledge and share best practice, motivate teachers to consider how to develop engagement, curiosity and independence within the curriculum.</p>	
<p>Building on our previous research with the IoE and other local schools, we will pursue the Primary Science Quality Mark and a Science Capital approach to support access for disadvantaged children and raise aspirations. We will use our PP funding to contribute to</p> <ul style="list-style-type: none"> - Release time for subject leaders - The cost of the PSQM accreditation, including access to assessment materials 	<p>Evidence shows that the science capital teaching approach and PSQM has a range of benefits, impacting on children's engagement, behaviour and attitudes to Science.</p> <p>The Science Capital Teaching Approach IOE - Faculty of Education and Society - UCL - University College London</p> <p>http://www.psqm.org.uk/</p>	<p>B. Accelerate progress/ access to curriculum</p>
<p>Further enhancement of our Maths teaching and curriculum in line with DfE and EEF guidance. Working with the NCETM maths hub, we will increase reasoning opportunities across the school so that children are better able to explain their reasoning and use a wider Maths vocabulary:</p> <ul style="list-style-type: none"> - Release time for subject leader to attend/monitor/support other teachers - Release time for teachers to attend training 	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in thin the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</p>	<p>D. Maths</p>

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

Budgeted cost: £17,143

Activity	Evidence that supports this approach	Challenge addressed
<p>As part of a project with RBG, we will take part in Early Talk Boost in Nursery. This will boost the language and communication skills of targeted disadvantaged children.</p> <p>- Release time for the class teacher and NNEB to attend training so they can deliver this programme.</p>	<p>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:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Early Talk Boost has been designed by specialist speech and language therapists and a highly experienced nursery teacher. It is based on strong evidence of what is known to support language development in the early years.</p> <p>Early Talk Boost Evaluation Report 2015</p>	<p>E. Language and communication support EYFS</p>
<p>Additional phonics sessions targeted at disadvantaged children who require further phonics support.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>B. Gaps in learning / accelerate progress</p>
<p>High quality 1:1 and small group interventions within and outside the school day in English and Maths by teachers and TAs targeted at teaching/closing gaps. A significant proportion of the children who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both 1:1:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>and in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>B. Gaps in learning / accelerated progress</p>
<p>CAMHS/Music Therapy Project for 9 families (3 per term).</p>	<p>Research pedagogy related to children's social and emotional development and their readiness for learning (e.g. Boxall profile, attachment theory, Leuven scales)</p>	<p>A. A large proportion of our disadvantaged children also have additional needs</p>

		related to their emotional well-being.
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(iii) Wider strategies (for example, related to attendance, behaviour and well-being)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge addressed
Free places at Breakfast Club and after school clubs for disadvantaged families.	<p>Research suggests offering free breakfast club places to persistent latecomers can help particular children get to school on time: Evaluation of breakfast clubs in schools with high levels of deprivation</p> <p>Taking part in after school clubs is thought to have a range of positive benefits for disadvantaged children, and would therefore further increase children's motivation to come to school: The value of after school clubs for disadvantaged children</p>	C. Improved attendance and punctuality
Enrichment opportunities within and outside school are planned to meet needs of disadvantaged children and are subsidised as appropriate (including taking part in school journeys).	<p>We believe that it is important to ensure that all children have access to wider opportunities and experience new challenges; the DfE recognises 'the enormous benefits overnight residential educational visits can provide for children'.</p> <p>Pupil voice - Children talk very positively about their achievements in relation to enrichment activities such as Camp, Y5 trip to Wiltshire, instrumental and choir performances.</p>	D. Accelerated progress
<p>Member of SLT to work with new Admin Officer to ensure a robust monitoring and support programme is in place for families whose attendance is giving cause for concern.</p> <ul style="list-style-type: none"> - Embedding principles of good practice set out in the DfE's Improving School Attendance advice. <p>This will involve training and release time for staff to develop and implement new procedures and appointing</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	C. Improved attendance and punctuality

attendance/support officers to improve attendance.		
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Total budgeted cost: £54,143

Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The impact of the national lockdown on children's learning was mitigated by our resolution to maintain a high quality curriculum. Online learning was provided by Google Classroom and laptops, paper copies of home learning and other resources were regularly delivered. Targeted interventions of disadvantaged and SEND children not attending the reduced provision continued through small group and 1:1 Google Meets and phone calls to support their learning. As a result:

- Engagement in home learning across the school was high, with over 95% of children accessing and regularly completing their home learning.
- All of the PP children in Year 2 achieved the expected standard in RWM.

Attendance at the reduced provision (face-to-face education) was higher than other schools locally (25% of children in school) and disadvantaged children were targeted for places.

- Many disadvantaged children were able to receive high quality face-to-face teaching.

In Year 6, significant intervention was put into place to target the gaps in learning of disadvantaged children. Three disadvantaged children with SEND received 1.5 hours of daily English teaching in a small group (1:4) with the deputy headteacher and twice weekly 1:1 Maths tuition with the Maths Specialist teacher.

- As a result, all these children attained the expected standard in RWM as per internal assessments and made a successful transition to secondary school.

Due to the high proportion of disadvantaged children with SEND in Year 4, the cohort was split into two smaller classes for the duration of the Autumn term - each was taught by an experienced Meridian teacher.

- Being taught in two smaller groups helped to fill gaps in children's learning resulting from the first national lockdown and supported children who were struggling to return to school with anxiety, thereby having a positive impact on the attendance of these children.

Although attendance in 2020/21 was lower than in the preceding years, it was higher than the national average.

Families were supported remotely by the wellbeing project and phone calls with the music therapist supported some children and their parents during lockdown.

How pupil premium spending contributed to outcomes for disadvantaged children in the school over time

(i) *KS2 Attainment over time compared to other 'other' non-disadvantaged children nationally

Over time, a greater proportion of Meridian disadvantaged children have achieved the expected standard in RWM than is the case for 'other' non-disadvantaged children nationally.

	2016 Meridian PP	2016 'other national'	2017 Meridian PP	2017 'other national'	2018 Meridian PP	2018 'other national'	2019 Meridian PP	2019 'other national'
% achieving expected standard in RWM combined	77%	60%	83%	67%	89%	70%	79%	71%
% achieving the higher standard/greater depth in RWM combined	0%	7%	8%	11%	22%	12%	0%	13%

(ii) Progress between KS1 and KS2 in 2019

Historically, Meridian disadvantaged children have outperformed other non-disadvantaged children nationally. Whilst there was a dip in pupil premium progress in 2019, this was specific to a cohort with a high proportion of SEMH and CP needs.

	<i>Pupils <u>not</u> eligible for PP - Meridian</i>	<i>Pupils eligible for PP - Meridian</i>	<i>Pupils <u>not</u> eligible for PP - Nationally</i>
Progress score reading	+0.4	-1.7	+0.3
Progress score writing	+3.2	+1.4	+0.3
Progress score maths	+2.2	-1.1	+0.4