

London Meed Pupil premium strategy statement 2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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	London Meed Primary School
Number of pupils in school	401
Proportion (%) of pupil premium eligible pupils	15% (59 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sep 2021 - Sep 2024
Date this statement was published	13.12.22
Date on which it will be reviewed	December 2023
Statement authorised by	Natalie Langtree - Headteacher
Pupil premium lead	Jake Terrill - Deputy Headteacher
Governor / Trustee lead	Sylvia Cooper

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71993
Recovery premium funding allocation this academic year	£7540
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2,621
Total budget for this academic year	£82,154

Part A: Pupil premium strategy plan

Statement of intent

At London Meed it is our intention that all of our pupils, irrespective of their background or needs, are included as part of our school community and make a good level of progress throughout their time at the school. The strategic use of Pupil Premium funding will enable us to achieve the best learning experiences and outcomes for all of our pupils, ensuring that they are challenged and moved on at each step of their learning. Quality teaching, support, provision and an engaging curriculum will ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes consistently ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. In making provision for disadvantaged pupils we recognise that not all pupils who receive free school meals will be disadvantaged, and not all pupils who are disadvantaged are eligible for free school meals.

Our approach begins with high quality teaching, experiences and support in the classroom as this has been proven to have the greatest impact upon all learners. Following on from regular assessments, we then look at which children would benefit from additional teaching and learning through interventions. We also consider additional needs of our disadvantaged learners that may stop them from being fully integrated into school life. These may include: having access to resources at home; having the necessary clothing and equipment for school life; being able to join in with extra curricular activities and trips.

Our entire approach is based around our disadvantaged learners, and their families, as individual cases, not making assumptions about who they are and what they need in order to succeed at London Meed. Our entire staff endeavour to get to know our disadvantaged learners and their families, and continually assess their needs, adapting provision and practise accordingly. Ultimately our entire staff want our disadvantaged children to be supported, nurtured and challenged throughout their time at London Meed.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment upon entry to the school. Teacher assessments and the accompanying data suggests that historically our disadvantaged learners often

	start school behind their peers in respect to academic achievement and levels of development. This 'late start' can often mean that disadvantaged pupils are constantly trying to catch up with their peers.
2	Gaps in learning / attaining age related expectations following the pandemic. Assessments and observations following on from school closures and lockdowns reveal that disadvantaged pupils have gaps in their learning, particularly in relation to key skills eg age related spellings, multiplication tables. These have resulted in some pupils falling behind age related expectations in Maths and English.
3	Oracy. Data from children's entry at school, coupled with teacher observations and conversations with pupils, has revealed that many of our pupils lack basic oracy skills; poor grammar in speech; struggling to use new or technical vocabulary. This has become more evident following lockdowns, when children have spent large amounts of time not in school.
4	Children understanding what they have learnt, and why. Discussions with our pupils have shown that they often struggle to link areas of learning, or articulate why they have learnt something. This then links to disadvantaged children finding it difficult to identify what they need to do next in order to improve their learning, including understanding feedback from teachers.
5	Attendance and punctuality. Attendance data shows that on average, that of disadvantaged pupils is lower than their peers. Consistent absenteeism negatively affects these children's progress in school.
6	Access to learning resources and experiences. Discussions with children and monitoring of home learning, both in and out of lockdowns, has revealed that our disadvantaged learners often do not engage with home learning or have access to resources to help them with their learning at home. Resources that are sent home are not used. Many disadvantaged pupils also have not experienced aspects of life that might be seen as integral to their learning (eg visiting particular places, or taking part in certain events outside of school). Club attendance by children in receipt of PP has historically been significantly lower than that of their peers.
7	Early reading. Assessments and discussions with pupils have shown that our disadvantaged learners often struggle to engage with reading at an early age, and subsequently they find it difficult to master the use of phonics. This can have a negative effect upon their ability to read fluently and access all parts of the curriculum independently.
8	Being aspirational. Conversations with pupils and observations from staff have revealed that our disadvantaged pupils often lack aspiration in terms of what they can do, and what they might go on to do. This might also include certain experiences and events outside of school.

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>London Meed curriculum is broad and balanced, while accommodating the needs of all children, and being aspirational for all. Children have ownership over the content of their learning.</p>	<p>All children have taken part in the specified '40 Experiences', as well as all school trips and visitors (funded as appropriate). All children will have taken part in two residential trips. Clubs attendance for children in receipt of PP will be in line with their peers. All children in receipt of PP will have had the opportunity to learn a musical instrument.</p> <p>Children can talk during pupil interviews about how the experiences have helped them to learn, and can identify what they have learnt / what they would like to learn about.</p>
<p>Improved reading attainment for disadvantaged pupils at the end of KS1</p>	<p>74% of disadvantaged pupils attain a good level of development in reading at the end of EYFS.</p> <p>82% of disadvantaged pupils pass the phonics screening check in Year 1.</p> <p>End of KS2 data 2024 shows that 74% of disadvantaged learners have reached age related expectations in Reading, and 78% in Writing. .</p> <p><i>Above percentages are inline with non-disadvantaged pupils in 2019 / 2022 National Data (whichever is greater)</i></p>
<p>Children can speak articulately about their learning, utilising new and technical vocabulary</p>	<p>Lesson observations show that teachers are explicitly teaching new / technical vocabulary and modelling how to use it. In their writing children can correctly employ the use of new vocabulary.</p> <p>Children can use new / technical vocabulary when speaking in class, and when talking about their learning in pupil interviews.</p>
<p>Improved English and Maths outcomes for disadvantaged pupils at the end of Key Stage Two in Summer 2024.</p>	<p>End of Key Stage and NFER tests / teacher assessments show good levels of progress from pupils during termly assessment periods.</p> <p>KS2 outcomes in 2024 show that 65% of disadvantaged pupils have met or exceeded age related expectations.</p> <p><i>Above percentages are inline with non-disadvantaged pupils in 2019 / 2022 National Data (whichever is greater)</i></p>

To improve attendance of all pupils, and particularly disadvantaged pupils. Disadvantaged families are engaged with all aspects of school life.	Attendance data shows overall attendance remains above 97%, and the attendance gap between disadvantaged pupils and their peers is reduced by 5%
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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: £ 25,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruiting and retaining experienced members of staff.	Our provision for our disadvantaged pupils begins with strong teaching in the classroom, and this can only take place if we are able to recruit and retain capable and / or experienced teaching staff. The Recruitment Gap - Sutton Trust	2, 4
Developing good classroom practice from teachers	Evidence suggests that teachers can improve their classroom practice through the observation of other teachers, coaching and feedback from monitoring. We will fund opportunities to release teachers so that they can observe one another, or work together following on from this. Developing Teachers - Sutton Trust What makes great teaching? - Sutton Trust Evidence insights - EEF Feedback - EEF	1, 2, 4, 7
Purchase of a DFE validated phonics scheme, a reading intervention scheme, and subsequent training needs, to ensure strong phonics provision and teaching for all pupils.	Phonics has been shown to have a strong impact on getting pupils to read fluently at an early age. Phonics - EEF The Reading Gap - Sutton Trust	1, 7

Developing and then embedding activities / approaches to teaching that allow pupils to clearly articulate ideas and learning, employ new vocabulary and construct sentences in a grammatically correct way. Funding will be used for staff Voice 21 training, and release time / further training needs.	Evidence suggests that children's use of and understanding of language correlates directly to success in early reading and attainment in many areas of school / adult life. Oral language interventions - EEF	3
Purchase of NFER tests to support teacher's assessment of children's attainment and progress.	Tests can be used to identify which areas of learning have been successful, and which areas will need to be revisited by particular children.	2, 4

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

Budgeted cost: £ 35,790

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing 'same day' interventions / pre teaching within all classes. Funding will be used for training / release time to imbed the 'Reading Fluency Project'.	Evidence suggests that immediate feedback has a greater impact upon children's learning in terms of correcting mistakes and identifying next steps. Specific reading interventions have been shown to have a high impact upon reducing the gap between those who make a slow start to reading and their peers. TA interventions - EEF Feedback - EEF The Reading Gap - Sutton Trust	1, 2, 4, 7
Running of nurture groups / using learning mentors for children who have shown difficulties regarding social and emotional aspects of their lives	Evidence suggests that children who have improved social and emotional skills will experience greater levels of success later in life. Social and Emotional learning - EEF Mentoring - EEF	6

1:1 tutoring and Small group interventions	<p>Specified small group or 1:1 tuition allows for targeted support for children who are at risk of falling behind.</p> <p>1:1 tuition - EEF TA interventions - EEF</p>	1, 2, 4, 7
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £21,164

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a member of staff to act as a regular liaison with disadvantaged families.	<p>Feedback from disadvantaged families during two lockdowns has suggested that they appreciated regular support and advice from the school. Teachers also reported greater levels of engagement from these families when regular contact took place.</p> <p>Parental engagement - EEF</p>	5, 6
Employment of staff for early drop offs, pick ups and breakfast.	Following lockdowns, several children expressed anxiety about coming into school, or found mornings difficult meaning that they had sporadic attendance. Having individual arrangements for mornings (including breakfast for some) has meant that these children are coming into school on a regular basis.	5
<p>Purchasing supplies / paying for educational visits and trips.</p> <p>In addition to pencil cases, uniform and trips, we have bought ebooks to accompany our phonics scheme. This was done in order to engage parents with reading with their child at home. We have also purchased additional copies of key texts that are being used in class for pre/post teaching use.</p>	<p>At the heart of our disadvantaged provision is the intent that all members of our school community have the resources that they need to learn, including the chance to engage with experiences and trips.</p> <p>Homework - EEF School uniform - EEF Life Lessons - The Sutton Trust</p>	6, 7, 8

Contingency fund	Based on past experiences, we feel that it is necessary to put some funding aside to support training or resources that have not yet been identified.	

Total budgeted cost: £ 82,154

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 2021 to 2022 academic year.

The purchase of NFER tests has supported staff in making accurate assessments of children's learning throughout the 2021-22 academic year, and has allowed them to pinpoint gaps / areas of learning that need further consolidation following on from lost teaching and learning time during the pandemic.

Work scrutinies, Deep Dives and planning scrutinies have shown that subject leaders now have a secure grasp on provision within their subject, and that they have been able to support other teachers in terms of identifying gaps and next steps in all subject areas.

The structuring of a new curriculum through staff training and INSET days has ensured that not only is it now more coherent, but that it now contains explicit provision for all pupils to experience key events and activities (London Meed's 40 Experiences, trips or visitors every term) which contribute directly to their learning. The introduction of 'Knowledge Organisers' has enabled teachers and pupils to pinpoint key vocabulary and knowledge that needs to be retained and used. Termly opportunities for pupil input into their curriculum (through Class Learning Forums and group discussions with disadvantaged pupils) has allowed for a great level of pupil ownership with respect to their learning.

Progress was made with many of our disadvantaged families regarding attendance:

In 2021-22 PP attendance was 90%, compared to 95% for the whole school.

In 2022-23 PP attendance was 92%, compared to 94% for the whole school (Autumn term only).

In 2021-22, 7 disadvantaged pupils were persistently absent (below 85%).

In 2022-23, 6 disadvantaged pupils were persistently absent (below 85%) (Autumn term only).

Investment in nurture groups and counselling programs last year had a positive impact upon pupils' mental health and wellbeing. Assessments, observations and conversations with pupils and their families showed that children had been particularly impacted by the pandemic, and that these interventions helped them to deal with anxieties arising from it. However, these children and families will need ongoing

support, and this is something that we will need to continue with as a school this academic year.

Since 2021 disadvantaged pupils have been targeted through School Led Tuition to enable them to catch up, and keep up.

With regard to attainment in reading in EYFS, 25% of children in receipt of PP attained GLD in Reading, compared to 69% of their peers. At the end of KS2, 45% of children in receipt of PP attained age related expectations in Reading, compared to 77% of their peers. In Writing, this was 45%, compared to 72% of their peers.

In the Year 1 Phonics Screening Check, 75% of children in receipt of PP passed, which was directly in line with their peers.

Two members of staff received training on the 'Reading Fluency Project', a reading intervention designed to decrease the attainment gap between those who have made a slower start in reading and their peers. The first cohort to be part of the project were comprised of Year 2 and 3 pupils, with 80% of them in receipt of PP. Initial feedback has shown accelerated progress for all children, though the school is currently awaiting analysis of the results.

With the restart of school clubs following the pandemic, ensuring that children in receipt of PP were part of the school community through their attendance of clubs was a priority. In April 2022, 19% of children in receipt of PP in KS1 were attending a club or music lesson. In Autumn of 2022 this was 67%. In April 2022, 44% of children in receipt of PP in KS2 were attending a club or music lesson. In Autumn of 2022 this was 81%. In April 2022, for both key stages, 35% of children in receipt of PP attended a club or music lesson. In Autumn of 2022 this was 68%.

During each term of the academic year 2021-22, all children in receipt of PP went on an external trip, or had a visitor come into school. 100% of Year 4 and 6 children in receipt of PP attended a residential trip. These were paid for through PP funding.

In order to support children's oracy throughout the school, London Meed have bought into the Voice 21 oracy programme, recommended by the local authority. During Autumn 2022, two members of teaching staff have begun the initial training for this. The school is due a visit by a Voice 21 lead in January 2023, which will set the agenda for how the school will develop oracy moving forward.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Mathletics Maths program	Mathletics
Voice 21 Oracy program	Voice 21

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

In addition to the intentions outlined above we have areas of development which are not dependent upon Pupil Premium funding:

-Aspirational assemblies and 'Life Skills Week'. We contacted members of our local community to speak to our pupils about their jobs / careers, with a particular focus upon how particular aspects of their education supported them with this. There were numerous successful assemblies held through Autumn 21 and Spring 22. Feedback from pupils regarding these was very positive. In Summer 2022 we held a Year 6 'Life Skills Week', where members of our school community came in to run workshops with pupils. These included mental health, public speaking, computer programming, floristry and bike maintenance. Every pupil had the opportunity to attend at least two workshops, and, again, feedback was positive.

-As a school we have delivered / have planned whole staff training on the structure of lessons and giving quality feedback, both of which will have a positive impact on all learners. These have not been explicitly identified above as the training took place 'in house', and therefore did not involve Pupil Premium funding.