

London Meed Pupil premium strategy statement 2024-2025

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	414
Proportion (%) of pupil premium eligible pupils	15% (61 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sep 2023 - Sep 2026
Date this statement was published	19.12.2024
Date on which it will be reviewed	December 2025
Statement authorised by	Fiona Dowley - Headteacher
Pupil premium lead	Kirsteen Griffiths
Governor / Trustee lead	Sylvia Cooper

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,880
Recovery premium funding allocation this academic year	£5,239.25
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1,082
Total budget for this academic year	£89,201

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 make progress at each step of their learning. Quality teaching, support, provision and a well planned and 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 quality first teaching 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, as well as what support we can give to children to enable them to be independent learners and access the support that they need in their classrooms.

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 and support with home learning.

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	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 and have a reduced vocabulary, poor grammar in speech and struggle to use new or technical vocabulary.
3	Children's understanding of 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.
4	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.
5	Access to learning resources and experiences. Many disadvantaged pupils have not experienced aspects of life that might be seen as integral to their learning (e.g. visiting particular places, or taking part in certain events outside of school). Club attendance, and take up of music lessons, by children in receipt of PP has historically been significantly lower than that of their peers.
6	Early reading. Assessments and discussions with pupils have shown that our disadvantaged learners often struggle to engage with reading at an early age, often due to lack of support at home as well as early experiences with language and vocabulary. This can have a negative effect upon their ability to read fluently and access all parts of the curriculum independently.
7	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>All children have access to a broad, balanced and aspirational curriculum and are supported appropriately to access this curriculum.</p> <p>Children have ownership over the content of their learning.</p>	<ul style="list-style-type: none"> ● Children can talk during pupil interviews about their learning and can identify what they have learnt / what they would like to learn about. ● Children can talk about how they are supported, and how they can support themselves to access learning. As a result of this they are able to access all learning to make progress from their starting points.
<p>Disadvantaged children have access to opportunities beyond the curriculum and are encouraged to engage in extracurricular activities.</p>	<ul style="list-style-type: none"> ● 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 over the course of their time in school. ● 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 with some funding.
<p>Improved reading attainment for disadvantaged pupils at the end of KS2</p>	<p>Data at the end of 2025 should be...</p> <ul style="list-style-type: none"> ● 67% of disadvantaged pupils attain a good level of development in reading at the end of EYFS. ● 80% of disadvantaged pupils pass the phonics screening check in Year 1. ● End of KS2 data will show that 76% of disadvantaged learners have reached age related expectations in Reading.in line with summer 2024 <p>2024 results were 50% for PP children - 2025 should be in line with or above.</p>
<p>Children can speak articulately about their learning, utilising new and technical vocabulary.</p>	<ul style="list-style-type: none"> ● Lesson observations show that teachers are explicitly teaching new / technical vocabulary and modelling how to use it.

	<ul style="list-style-type: none"> • In their writing children can correctly employ the use of new vocabulary. • Children can use new / technical vocabulary when speaking in class, and when talking about their learning in pupil interviews.
Improved English and Maths outcomes for disadvantaged pupils at the end of Key Stage Two in Summer 2025.	<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 2025 show that 57% or more of disadvantaged pupils have met or exceeded age related expectations.</p> <p><i>Above percentages are inline with non-disadvantaged pupils in 2024 National Data</i></p>
<p>To improve attendance of all pupils, and particularly disadvantaged pupils.</p> <p>Disadvantaged families are engaged with all aspects of school life.</p> <p>Disadvantaged families are supported by the school through a variety of channels.</p>	<p>Attendance data shows overall attendance remains above 97%, and the attendance gap between disadvantaged pupils and their peers is reduced by 5%</p>

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: £ 27,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruiting and retaining experienced members of staff.	<p>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.</p> <p>The Recruitment Gap - Sutton Trust</p>	2, 4

Developing good classroom practice from teachers	<p>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.</p> <p>Developing Teachers - Sutton Trust What makes great teaching? - Sutton Trust</p> <p>Evidence insights - EEF Feedback - EEF</p>	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.	<p>Phonics has been shown to have a strong impact on getting pupils to read fluently at an early age.</p> <p>Phonics - EEF The Reading Gap - Sutton Trust</p>	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.	<p>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.</p> <p>Oral language interventions - EEF</p>	3
Purchase of NFER tests to support teacher's assessment of children's attainment and progress.	<p>Tests can be used to identify which areas of learning have been successful, and which areas will need to be revisited by particular children.</p>	2, 4
Training for PP lead and Deputy Head on 'The Thinking Classroom'(1 Year course)	<p>Training will support whole school with quality first teaching approaches and better support disadvantaged children to be successful in the classroom.</p>	2,3

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

Budgeted cost: £ 39,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing 'same day' interventions / pre teaching within all classes.</p> <p>Funding will be used for training / release time to imbed the 'Reading Fluency Project'.</p>	<ul style="list-style-type: none"> • 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. <p>TA interventions - EEF Feedback - EEF The Reading Gap - Sutton Trust</p>	1, 2, 4, 7
<p>Running of nurture groups / using learning mentors for children who have shown difficulties regarding social and emotional aspects of their lives</p>	<p>Evidence suggests that children who have improved social and emotional skills will experience greater levels of success later in life.</p> <p>Social and Emotional learning - EEF Mentoring - EEF</p>	6

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

Budgeted cost: £ 22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of a member of staff to act as a regular liaison with disadvantaged families.</p>	<p>Feedback from disadvantaged families suggests that they appreciate regular support and advice from the school. Teachers also reported greater levels of engagement from these families when regular contact took place. This has been of use to disadvantaged families, particularly in relation to gaining support from outside agencies, as well as working with persistent absentees.</p> <p>Parental engagement - EEF</p>	5, 6
<p>Purchasing supplies / paying for educational visits and trips.</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,</p>	6, 7, 8

<p>In addition to pencil cases, uniform, trips, and music lessons, 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>including the chance to engage with experiences and trips.</p> <p>Homework - EEF School uniform - EEF Life Lessons - The Sutton Trust</p>	
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Total budgeted cost: £ 89,000

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.

The purchase of NFER tests has supported staff in making accurate assessments of children's learning throughout the 2023 - 2024 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 better 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 (as commented upon by Ofsted in their June 2023 report on London Meed), 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 further development of 'Knowledge Organisers' has enabled teachers and pupils to pinpoint key vocabulary and knowledge that needs to be retained and used. Continued 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.

Following regular attendance meetings, and follow up work with specific families, progress was made with many of our disadvantaged families regarding attendance:

In 2022-23 PP attendance was 92%, compared to 94% for the whole school.

In 2023 - 24 PP attendance was 92% compared to 95% for the whole school.

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

In 2023-24, 7 disadvantaged pupils were persistently absent (below 85%) 1 of these children was and continue to be on part time timetable.

Ongoing 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 they valued this input, and thought that it has had a positive impact. 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.

With regard to attainment in reading in EYFS, 67% of children in receipt of PP attained GLD in Reading, compared to 82% of their peers. At the end of KS2, 50% of children in receipt of PP attained age related expectations in Reading, compared to 76% of their peers. In Writing, this was 50%, compared to 67% of their peers.

In the Year 1 Phonics Screening Check, 45% of children in receipt of PP passed, compared to 80% of their peers.

With regards to the 'Reading Fluency Project', 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. Analysis showed accelerated progress (at least two book bands) for all children.

Supporting children in receipt of PP to access to music and clubs was a priority in 2023-2024.

66% of PP attended clubs across the school in 2023-2024.

By September 2024 53% of KS1 children and 72% of KS2 were accessing clubs.

During each term of the academic year 2023-24, all children in receipt of PP went on an external trip, or had a visitor come into school each term. 100% of Year 4 and 6 children in receipt of PP attended a residential trip. These were paid for through PP funding.

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

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'. For the third successive year, 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. Feedback from pupils regarding these was very positive. In Summer 2024 we held our third successive Year 6 'Life Skills Week', where members of our school community came in to run workshops with pupils. Every pupil had the opportunity to attend at least two workshops, and, again, feedback was positive.