Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the **2025 to 2026** 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	Meadow Farm Community Primary School
Number of pupils in school	156 including nursery
Proportion (%) of pupil premium eligible pupils	59% excluding nursery
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	September 2024-July 2027.
Date this statement was published	Updated December 2024
Date on which it will be reviewed	September 2025 September 2026 September 2027
Statement authorised by	Governing Body
Pupil premium lead	Headteacher, S Eyre
Governor lead	Mrs Melanie Gaiderman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140,895
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0.00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£140,895

Statement of intent

At Meadow Farm Community Primary School we have seen an increase in the number of pupils in receipt of pupil premium year on year funding since 2017. We acknowledge that some of our disadvantaged pupils are high achievers whilst other pupils are facing additional challenges which may impact on their achievements.

Our school community is more deprived than most neighbourhoods in England. 82% of neighbourhoods in England are less deprived. 103/152 neighbourhoods in Derby are less deprived than our local community. This means deprivation income is affecting our pupils – we are in the bottom 20% for deprivation in England.

At Meadow Farm Community Primary School we experience a high level of pupil mobility and a large proportion of these families are also on a low income. Our pupil premium strategy aims to be imaginative and tailored to the needs of our pupils. For example, we apply appropriate academic interventions but alongside this we implement wider strategies such as attendance solutions or social and emotional support as these can often be a barrier to learning at our school.

Our interventions can be less literal that extra Literacy or Numeracy sessions. At Meadow Farm Community Primary School, it may be more likely that our pupil premium pupils have social and emotional difficulties and so we place a heavy focus on embedding strategies to raise pupil awareness of how to self-regulate and also build self-awareness and social awareness.

Effective use of pupil premium can be difficult to measure with some of our interventions having an immediate impact whilst others have a longer term impact. High quality teaching is at the heart of our approach, with a focus on areas where disadvantaged pupils require the most support. This has proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit is the intended outcomes as detailed below, is the intention that our non disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Building secure relationships with our pupils is embedded within the culture of our school. We are a small community school and as a result we are able to get to know our children well. We aim to gather information about our pupil's interests and learn more about what they enjoy. Understanding the learning habits and behaviours of our pupils makes for better teaching ensuring our approach is responsive to common challenges and individual needs.

We adopt a whole school approach to raising attainment for our learners and what they can achieve. This includes intervening early at the point need is identified and building into our teaching appropriate levels of challenge. We train staff to deliver high impact teaching and learning strategies and draw on research evidence and best practice.

Pupil Premium Strategy Plan

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

Challenge number	Detail of challenge
1	Sustaining attendance and readiness to learn for our most disadvantaged pupils so that attendance continues to exceed PP attendance national data.
2	Sustaining attainment in reading at the end of Y6 so that attainment is in line with other core subject and progress for disadvantaged pupils is similar.
3	Gaps in learning between disadvantaged/all pupils in core subjects which have emerged for our transient pupils including social and emotional difficulties/ low attainment and historical poor attendance. Mobility is high but plateauing.
4	Improving our pupil's skills in self regulation and their general well being particularly in our early years.
5	Low entry baseline in all EYFS strands, especially communication and language. Wide PP and non PP gap on entry. Cohort variation observed.
6	Within writing outcomes, SPAG and spelling appear to be the greatest area of weakness which hinders the progress of pupils to reach ARE.
7	Significant Language Gap on School Entry: Disadvantaged children start school with significantly lower spoken language development, with the gap in vocabulary development being wide by age five. Pupils from some low-income backgrounds often have fewer opportunities for "rich language experience" and high-quality, back-and-forth conversations with adults and peers.

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
To sustain attainment outcomes in phonics in Y1 and Y2 for disadvantaged pupils.	Attainment in phonics is in line with national at the end of the academic year in Y1 and Y2 year on year.
To support disadvantaged pupils to attend school.	Attendance remains higher than FFT national data for disadvantaged pupils and this continues to be consistent.

To close the reading attainment gap between disadvantaged and all pupils.	Disadvantaged pupils make the same progress as their peers in reading fluency and KS2 reading end of year assessments.
Disadvantaged pupils in year 6 make average progress in reading, writing, maths by the end of the year.	Achieve national average progress scores (0) or better.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of well being over the year demonstrated by: Pupils using and applying regulation strategies that have been taught. Increase in participation of enrichment activities, particularly among disadvantaged pupils. Pupil, staff, parent voice data.
To diminish the difference between PP and all pupils in EYFS, particularly in core subjects.	Progress will be good or better for disadvantaged pupils. The difference will be diminishing from baseline to the end of the year.
To raise attainment in grammar and spelling outcomes across school.	Spelling and grammar outcomes at the end of Y6 will be in line with national expectations or better. Pupil progress in spelling accelerates so the gap between the pupils age and spelling age is decreased on average by at least 9 months.
To introduce an oracy programme to pupils to boost attainment and improve confidence, wellbeing and engagement.	Overall attainment acceleration of 6 months from pupil starting point.

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: £ 65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raise attainment for disadvantaged pupils by refreshing our teaching toolkit to support the delivery of a range of WALKTHRUs and embedding metacognitive strategies. A strong	WALKTHRUs contains a range of teaching strategies that aims to improve the delivery of QFT for all learning via retrieval, scaffolding, questioning, dual coding etc. Better teaching for all is aimed at accelerating the progress of all pupils regardless of their ability. Evidence suggests the use of metacognitive strategies, which get	2,3,4,5,7

focus on **oracy** to be introduced.	pupils to think about their own learning, can lead to up to seven months' additional progress when used well. Join the Voice 21 programme - **Academic progress:** 77% of teachers said oracy boosted student attainment, and 89% of students agreed that speaking and listening helped them make progress with their schoolwork. Some studies show up to six months of additional progress for disadvantaged pupils. **Engagement:** 75% of teachers reported that their students were more engaged in school. **Confidence:** Oracy education boosts social and emotional confidence. 35% of students in Voice 21 schools who were asked about why oracy is important, chose to write about confidence. **Wellbeing:** Students report that oracy helps them share their emotions and build supportive classroom environments. 78% of students agreed speaking and listening helped them share how they feel at school.	
Staff training to improve the quality of the delivery of 1:1 and small group reading sessions.	Reciprocal Reading is a highly effective programme to accelerate the progress of pupils who have fallen behind/low attaining pupils. EEF trial. Little Wandle is a DFE validated programme. The reading practice sessions focus on fluency and automacity with the aim of pupils blending in their heads.	4.7
Staff training to introduce and refresh expectations to deliver Little Wandle phonic programme including in nursery. This includes reading and fluency elements.	High quality consistent phonic teaching every day and early phonics delivery in EYFS. It is a DFE validated programme. High quality consistent reading teaching in EYFS and key stage one every day.	3,7
Staff training to improve the delivery of GP and spelling techniques within writing.	SPaG stands for spelling, punctuation and grammar. These are the basic foundations for writing. Without them it is difficult for children to take part in and access other subjects	6
To train staff to know and apply strategies in	According to studies between 10% and 20% of people in the U.K have dyslexia.	3,4,5,7

their teaching that are dyslexia friendly.	That's potentially 13.33 million people in the U.K. alone. Though each person with a special educational need such as dyslexia is unique and the way their dyslexia manifests varies, there are key themes that are common for dyslexic students. These include difficulties with memory, reading, writing, oral communication and processing information. All these difficulties are challenged during a school day, causing stress and potentially anxiety for a dyslexic student. Without the necessary support in the classroom children with dyslexia are at a higher risk of falling behind and may suffer from long term negative impacts. Also, dyslexic students may suffer from emotional problems due to difficulties stemming from their dyslexia, such as anxiety and low self-esteem, making learning even more difficult. By creating a dyslexia-friendly classroom, you help reduce the barriers to learning, providing students with dyslexia the opportunity to learn at faster rates and participate effectively with other students in the same classroom. Creating a dyslexia-friendly classroom doesn't take away from other students; in fact, our experience suggests that both dyslexic and non-dyslexic students benefit equally from just a few adjustments.	
Emotion coaching	Emotion Coaching (EC) is an approach that fosters teachers' and early years staff's warm and responsive relationships with children through self-regulation and co-regulation of both children and adults. EC supports children to understand the different emotions they experience, why they occur and how to handle them.	2,5,7

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

Budgeted cost: £ 60,000.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raise attainment in reading, writing and Maths in Y6 via targeted interventions for disadvantaged pupils.	The EEF report that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Pupils can make up to 4 months accelerated progress.	4
Provide targeted reading support for disadvantaged pupils including those with SEND.	The EEF report that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Pupils can make up to 4 months accelerated progress. We are delivering reciprocal reading and fluency.	4
1:1 tutoring of learning programme to improve fluency and decoding of pupils in year one.	Little Wandle is a highly effective programme to accelerate the progress of pupils who have fallen behind/low attaining pupils.	4
Create a database of need to ensure we have an up to date profile of our pupils.	Studies have shown that a personalised learning approach yields better learning results. This approach elevates learning and provides content that is relevant, engaging, actionable, and memorable. The end result is a learner who is pleased with their interaction with the material and who becomes a better learner.	1,2,3,7

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Holistic support for Wellbeing through Compass. A wellbeing charity who provide early intervention for children and young people. To embed the consistent application of ZOR.	The Zones of Regulation is a metacognitive framework for regulation and treatment approach that is based on immense evidence in the fields of autism, attention deficit disorders (ADD/HD), and social-emotional theories. It integrates best practices around Trauma Informed Care and mental health supports. The Zones integrates Systemizing Theory, Central Coherence Theory and Cognitive Behavior Management. It ties in Social	5,2

In addition, support for families and pupils to manage their well being.	Thinking®, visual supports and is a tool to build self-management skills. Some of these evidence-based practices are developmental in nature, while others are related to learning-styles, concepts or characteristics important to neurodiverse populations.	
Whole school staff training to support pupils to manage their emotional well being.	Unmet mental health needs cause avoidable distress and disrupt a child or young person's development at a crucial time in their lives. The case for early intervention is powerful, not only to prevent conditions from worsening but to improve the outcomes for people who develop enduring mental ill health.	5
To ensure that disadvantaged pupils have equal access to wider enrichment opportunities across the curriculum.	The disadvantage gap index rose to **3.21** in 2022, up from 2.91 in 2019. It is the highest figure since 2012, when the gap was 3.23. Since 2012 the gap had continued to shrink year on year. The disadvantage gap index summarises the attainment gap between disadvantaged pupils and all other pupils. **A person's social status in a group or society** influences their ability to access and develop cultural capital. This is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.	1,4,5

Total budgeted cost: £ 150,000

Part B: Review of outcomes in this academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Wellbeing support for pupils entitled to pupil premium has improved their self-regulation via the embedding of our Zones of Regulation programme. This amongst other programmes have been instrumental in supporting those pupils with social and emotional difficulties. It is a whole school approach that we will continue to embed next year. 61% of PP pupils achieved the early learning goal in building relationships, managing self and self regulation.

Outcomes in Communication, attention and understanding in EYFS for PP pupils show that 61% of PP pupils met this target. In personal development, 61% of PP pupils achieved the objective.

In **EYFS** core subjects, the following data was achieved at the end of the year for PP pupils:
Reading 61%
Writing 61%
Number 61%

QFT is embedding well and being sustained over time. The quality of teaching across school is good or better. Teachers are applying many pedagogical strategies that are effective in supporting all pupils including those who are the most vulnerable. These also support our disadvantaged learners well including those who are SEND.

Outcomes in Y6 (PP) – Pupil mobility significantly affects this data set and this should be factored into our context. Attainment scores for all PP pupils:

RWM – 67% EXP (School) Above National PP
Reading – 67% EXP (School) Above National PP
Writing – 75% EXP (School) Above National PP
Maths – 67% EXP (School) Above National PP

9 pupils who are entitled to PP funding took part in the year one phonic check. Of those 9. 88% reached or exceeded the 32 mark. By the end of Year 2, 92% of pupils who are disadvantaged reached or exceeded 32 marks.

We continue to prioritise the needs of our home grown and transient disadvantaged learners from their starting points when they enter our school. Our transciency data is becoming more stable – currently 83.85 in our most recent ISDR.

In short, those disadvantaged learners who have been at our school for a longer period of time, achieve higher and in line with their national peers.

Attendance data is above national for PP pupils. See below our attendance data compared to FFT.

FSM6	FSM6	91	School	93.9%	93.1%	90.3%	95.0%	94.4%	95.1%	92.5%	94.3%
			FFT National	92.1%	90.2%	91.3%	92.2%	92.4%	92.6%	92.4%	92.2%
			Difference	+1.8%	+2.9%	-1.1%	+2.9%	+1.9%	+2.5%	+0.1%	+2.1%
	Not FSM6	67	School	95.5%	94.9%	96.9%	96.4%	97.9%	96.3%	96.8%	90.6%
			FFT National	95.5%	94.2%	95.2%	95.7%	96.0%	96.0%	95.9%	95.7%
			Difference	-0.1%	+0.7%	+1.7%	+0.7%	+1.9%	+0.2%	+0.9%	-5.1%

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
Kinetic Letters handwriting programme	Kinetic Letters
Zones of Regulation	Zones of Regulation
Emotion coaching	Emotion coaching project
Reciprocal reading	FFT
Fluency programme	HFL education
Little Wandle reading and phonics	Wandle Learning Trust
Voice 21 Oracy programme	Voice 21
BDA award	British Dyslexia Association