

Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Meanwood Church of England Primary School
Number of pupils in school	217
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 2024-2025 2025-2026
Date this statement was published	September 2023
Date on which it will be reviewed	October 2026
Statement authorised by	Mr J Chapman
Pupil premium lead	Mrs E Parker
Governor / Trustee lead	Mrs V Stewart

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,470
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£43,470

Part A: Pupil Premium Strategy Plan

Statement of intent

The Ultimate Objectives for our Disadvantaged Pupils

- To help vulnerable or disadvantaged children to reach their potential.
- To close the attainment gap between Pupil Premium children nationally and Pupil Premium children within school achieving GDS in writing and maths at KS2.
- Ensure that Pupil Premium children in school attain above national scores in reading and maths at KS2.
- To ensure that Pupil Premium children have full access to all the opportunities offered by school, so they have a full and broad experience.
- That trauma informed approaches including restorative practice give Pupil Premium children the toolkit to operate successfully in the modern world.

This is reflected through our vision and values which are to enable children to flourish emotionally, physically, spiritually and academically: providing the best opportunities and experiences through our wide and varied curriculum.

We are committed to ensuring that every child has the opportunity to succeed by maximising potential, overcoming all barriers and closing gaps in achievement. We therefore use the Pupil Premium to make a difference to the lives of young people by setting out a comprehensive strategy to make the best possible use of the additional funding the Pupil Premium provides.

What is the Pupil Premium?

‘The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.’ Department of Education (2014)

What is Pupil Premium Plus?

‘Pupil Premium plus should be used to help children emotionally, socially and educationally by providing specific support, to raise their attainment and address their wider needs.’ Department of Education (2014).

How the Pupil Premium makes a difference at Meanwood Church of England Primary School

At Meanwood C of E Primary School we take a holistic approach to children's physical, personal, social, emotional and spiritual wellbeing as well as cognitive aspects of

learning. They receive enjoy academic, enrichment and well-being learning opportunities to unlock their potential.

Identification and development of provision

The Senior Leaders in school monitor the progress and attainment of all Pupil Premium children. Any gaps or areas for development will be identified in pupil progress meetings on a termly basis. Analysis of tracking and progress is used as a vehicle to identify concerns, presenting issues and as a measure of impact during the review process.

Challenges

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

Challenge number	Detail of challenge
1	The % of Pupil Premium children gaining GDS in writing and maths is below national in end of KS2 assessments.
2	The standardised score for Pupil Premium children in maths is below national.
3	High social and emotional needs of Pupil Premium + children in school.
4	There are gaps in the knowledge and understanding of the word for most pupil premium children because of the lack of opportunities to build on their cultural capital.

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
Attainment in Reading	That Pupil Premium children attain above the national average standardised score compared to Pupil Premium children nationally. For Pupil Premium children to achieve above the national average for the phonics screening test nationally.
Attainment in Writing	For a greater % of Pupil Premium children to achieve GDS at KS2 in writing.
Attainment in Maths	That Pupil Premium children attain above the national average standardised score

	<p>compared to Pupil Premium children nationally.</p> <p>The maths curriculum will be tailored for the needs of all learners, so children gain a deeper understanding.</p>
<p>To meet the social and emotional needs of Pupil Premium plus children.</p>	<p>Pupil Premium plus children will have open access to support.</p> <p>Additionally, their views and opinions of the opportunities offered in school will be positive.</p>
<p>To improve the cultural capital for all children through the opportunities provided through our curriculum.</p> <p>Pupil Premium children will develop their knowledge and understanding of the world to be in line with their peers.</p>	<p>Develop the role of subject leaders to ensure that the whole school curriculum is high quality.</p> <p>Develop pupil voice and talk through a whole school approach to oracy so that all children are empowered to feel confident and have their voice heard.</p> <p>Expose children to language rich learning in all areas of the curriculum and school life.</p> <p>Opportunities to take part in extracurricular activities such as music tuition and after school clubs.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD around high quality teaching:</p> <p>Primary TfM Year 3 – implementation year 2025/26</p> <p>Maths Hub primary focus groups: Times Table and EYFS</p> <p>Pedagogical training around effective teaching strategies.</p> <p>FFT: SfA phonics training</p> <p>Teaching and learning lesson observations linked to TLRs and SDP</p> <p>SLT monitoring</p> <p>HART: subject leadership training programme – writing a progressive writing curriculum</p> <p>2gether Cluster standards meetings</p>	<p>“High quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds... Quality first teaching is a style of teaching that emphasises high quality, inclusive teaching for all pupils in a class.”</p> <p>Early Career Framework (publishing.service.gov.uk)</p>	1, 2
<p>Continue to increase opportunities for oracy across school and adopting the ShREC approach.</p>	<p>“On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress.”</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	3, 4
<p>Annual subscription for SSP to secure stronger phonics teaching for all pupils including those children in year 2.</p>	<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:</p>	1

	Phonics EEF (educationendowmentfoundation.org.uk)	
<p>Improve the quality of SEMH learning.</p> <p>SEMH approaches will be embedded into routine educational practices and supported by the learning mentor and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	3, 4
Continued CPD of a new to post SENDCO.	<p>Provision for SEND is prioritised in the 'Quality of Education' section of the School Development Plan for 2022- 2023 with disadvantaged children highlighted as a priority group. It remains a priority in 2024-25.</p> <p>Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,4

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

Budgeted cost: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of a SEND TA working with vulnerable and disadvantaged children across school.</p> <p>Teaching assistant deployment and intervention.</p>	<p>"Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact"</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3
Additional phonics sessions targeted at pupil premium pupils who require further phonics support. This will be	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	1, 2

delivered through the KS1 phonics intervention FFT: Success for All.	regular sessions over a period up to 12 weeks: Phonics EEF educationendowmentfoundation.org.uk	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extended School Services: subsidised breakfast club.	<p>“Breakfast clubs can boost children’s reading writing and maths results by up to 2 months progress by the end of the year.”</p> <p>Breakfast clubs found to boost primary pupils' reading writing... EEF educationendowmentfoundation.org.uk</p>	1,2
Contribution to Cluster support-external agencies including counselling and family support.	<p>“Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year.”</p> <p>Social and emotional learning EEF educationendowmentfoundation.org.uk</p>	3
Targeted lunchtime activities led by learning mentor, 1:1’s and external agency.	<p>“There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupil’s access to high quality physical activity for the other benefits and opportunities it provides.”</p> <p>Physical activity EEF educationendowmentfoundation.org.uk</p>	1,2,3
After school clubs and extra-curricular tuition including music tuition.	<p>“Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. ess to high quality physical</p>	1,2,3

	<p>activity for the other benefits and opportunities it provides.”</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	
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Total budgeted cost: £43,000

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 2024 to 2025 academic year.

Phonics

Phonics Benchmark														
Estab. No.	Estab. Name	Cohort	No Score	Mark					APS	Outcome				
				0-15	16-23	24-31	32-36	37-40		Q	A	D	WT	WA
-	NCER National	601,000	3.6%	8.1%	3.7%	4.7%	30.1%	49.8%	33.3	-	0.2%	3.4%	16.5%	79.9%
	Disadvantaged	130,020	5.9%	15.4%	5.9%	6.0%	30.7%	36.1%	29.9	-	-	5.5%	27.4%	66.8%
	Non Disadvantaged	442,000	3.0%	6.1%	3.2%	4.3%	30.0%	53.4%	34.2	-	-	2.8%	13.6%	83.4%
	Unknown	28,980	3.2%	5.7%	2.7%	4.0%	28.6%	55.7%	34.6	-	-	3.0%	12.4%	84.4%
-	DfE Region - Yorkshire and the Humber	54,400	3.4%	8.1%	3.7%	4.4%	31.1%	49.2%	33.3	-	0.2%	3.2%	16.2%	80.3%
	Disadvantaged	12,110	5.1%	14.3%	5.8%	5.7%	32.9%	36.1%	30.3	-	-	4.8%	25.9%	68.9%
	Non Disadvantaged	41,920	2.9%	6.4%	3.1%	4.0%	30.6%	53.0%	34.1	0.0%	0.2%	2.7%	13.5%	83.6%
	Unknown	360	11.8%	5.8%	1.9%	3.6%	29.7%	47.3%	34.2	-	-	11.0%	11.3%	76.9%
-	Local Authority	9,429	3.2%	8.0%	3.8%	4.6%	29.9%	50.5%	33.4	0.0%	0.1%	3.1%	16.3%	80.4%
	Disadvantaged	1,895	4.6%	14.9%	6.6%	7.0%	32.3%	34.6%	29.9	0.0%	0.2%	4.4%	28.5%	66.9%
	Non Disadvantaged	7,523	2.9%	6.2%	3.1%	4.0%	29.3%	54.6%	34.3	0.0%	0.1%	2.8%	13.3%	83.8%
	Unknown	11	0.0%	18.2%	0.0%	0.0%	36.4%	45.5%	30.4	0.0%	0.0%	0.0%	18.2%	81.8%
3907	Meanwood Church of England Primary School	31	0.0%	6.5%	0.0%	3.2%	12.9%	77.4%	36.4	0.0%	0.0%	0.0%	9.7%	90.3%
	Disadvantaged	1	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	15.0	0.0%	0.0%	0.0%	100.0%	0.0%
	Non Disadvantaged	30	0.0%	3.3%	0.0%	3.3%	13.3%	80.0%	37.1	0.0%	0.0%	0.0%	6.7%	93.3%

KS2

Estab. No.	School	Cohort	RWM*		READING			WRITING TA			MATHS			GPS				
			≥Exp	High	Avg. SS	<Exp	≥Exp	High	≥Exp	GDS	Avg. SS	<Exp	≥Exp	High	Avg. SS	<Exp	≥Exp	High
-	NCER National	576,650	62.1%	8.3%	105.6	24.3%	75.0%	33.2%	72.2%	12.7%	104.7	25.2%	74.0%	26.2%	105.3	26.7%	72.6%	29.4%
	Disadvantaged	180,070	47.2%	3.5%	103.0	35.8%	63.1%	21.2%	59.3%	6.5%	101.8	38.4%	60.5%	15.0%	102.6	39.1%	59.7%	18.6%
	Non Disadvantaged	378,620	68.8%	10.5%	106.7	19.0%	80.5%	38.7%	78.1%	15.5%	106.0	19.2%	80.2%	31.3%	106.5	21.0%	78.4%	34.4%
	Unknown	17,970	68.3%	10.7%	106.6	19.0%	80.4%	38.2%	78.2%	15.6%	105.8	19.5%	79.9%	30.6%	106.5	20.7%	78.8%	34.3%
-	DfE Region - Yorkshire and the Humber	56,350	60.6%	7.2%	104.9	26.0%	73.3%	30.3%	70.9%	11.5%	104.3	26.3%	73.0%	24.5%	104.6	29.0%	70.3%	26.1%
	Disadvantaged	18,730	45.6%	-	102.3	-	-	19.6%	57.5%	-	101.5	-	-	-	101.8	-	-	16.0%
	Non Disadvantaged	37,590	-	9.3%	106.2	20.0%	79.5%	35.6%	77.6%	14.4%	105.6	19.7%	79.8%	29.5%	105.9	22.6%	76.9%	31.1%
	Unknown	30	-	-	107.3	-	-	32.1%	71.4%	-	106.5	-	-	-	106.7	-	-	32.1%
-	LA	10,189	60.0%	8.5%	105.2	26.2%	73.2%	32.1%	69.1%	13.1%	104.5	26.3%	73.0%	25.8%	105.1	27.6%	71.8%	28.8%
	Disadvantaged	3,387	42.2%	3.0%	102.2	40.0%	59.1%	19.3%	53.1%	5.8%	101.1	41.8%	56.8%	13.5%	101.9	42.0%	57.2%	16.9%
	Non Disadvantaged	6,774	69.0%	11.3%	106.6	19.4%	80.2%	38.6%	77.1%	16.7%	106.1	18.5%	81.1%	32.0%	106.6	20.5%	79.1%	34.7%
	Unknown	28	64.3%	3.6%	107.3	17.9%	82.1%	32.1%	71.4%	7.1%	106.5	14.3%	85.7%	17.9%	106.7	17.9%	82.1%	32.1%
3907	Meanwood Church of England Primary School	30	90.0%	23.3%	107.8	6.7%	93.3%	40.0%	93.3%	40.0%	106.7	6.7%	93.3%	36.7%	108.8	3.3%	96.7%	40.0%
	Disadvantaged	2	100.0%	0.0%	102.5	0.0%	100.0%	0.0%	100.0%	0.0%	109.5	0.0%	100.0%	50.0%	101.5	0.0%	100.0%	0.0%
	Non Disadvantaged	28	89.3%	25.0%	108.2	7.1%	92.9%	42.9%	92.9%	42.9%	106.5	7.1%	92.9%	35.7%	109.3	3.6%	96.4%	42.9%

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
N/A	

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

<u>Key Dates for Pupil Premium Strategy Reviews</u>
Termly Teaching and Learning Committee meetings
Termly whole school assessments – Assessment weeks (December 25, March 26, July 26)
Termly SLT assessment reviews – Assessment weeks (December 25, March 26, July 26)