



Meath Green Infant School Pupil Premium Strategy Statement 2022-2025

This statement details our school's use of Pupil Premium Funding (and Recovery Premium) 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 (2023-2024).

School Overview

Detail	Data
School Name	Meath Green Infant School
Number of pupils in school	267
Proportion (%) of pupil premium eligible pupils	7.5% (20 pupils)
Academic years that our Pupil Premium Strategy plan covers	2022 - 2025
Date this statement was published	Updated November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs H Powell
Pupil Premium Lead	Mrs K Lang
Governor Lead	

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,285
Recovery premium funding allocation this academic year (estimated)	£ 4,060
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£43,345

Part A: Pupil Premium Strategy Plan

Statement of Intent

Pupil Premium funding is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. This includes pupils who have been entitled to free school meals (FSM) at any one time in the last six years, children who are in care and those whose parents are in the armed forces.

At Meath Green Infant School, we value children's individual skills and strengths and work collaboratively to identify and address any barriers to their learning. We feel passionately that every child should enjoy school and overcome any challenges.

The key principles of our Pupil Premium Strategy are to enhance teaching, provide targeted support where required and support wider areas of development, in order to raise attainment to improve life chances.

Using this three-tiered approach, our strategy outlines the key challenges some of our vulnerable learners face, our intended outcomes and the approaches we are taking to address these challenges.

Challenges

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

Challenge Number	Details of Challenge
1	54% of our disadvantaged pupils either have, or are being monitored for, a Special Educational Need and Disability (SEND).
2	Reduced Speech and Language Development – through observations and assessment, more pupils' early communication skills such as attention and listening and interaction, through to speech sounds, are delayed and therefore this impacts on their cognition and learning.
3	Fewer pupils are achieving age related expectation in writing and maths at the end of Key Stage 1 (2022- 2023).
4	Pupils' ability to understand and begin to manage their own emotions - we have seen a change in some pupils' play and emotional regulation in school and more parents are contacting the school for advice on how to support their children's mental health at home.
5	Low attendance - 60% of disadvantaged pupil's attendance was below 90% in 2022 – 2023.

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
Teaching: To further embed Maths Mastery across all year groups.	<ul style="list-style-type: none">• Mastery approach will be evident throughout the school.• Consistency in methods and terminology will be evident in lessons and children's work.• Improved maths attainment for disadvantaged pupils at the end of Key Stage 1.• All pupils will meet age-related expectations in maths or make at least 6 steps of progress throughout the year.
Teaching Support: To build on phonics and early reading to improve writing.	<ul style="list-style-type: none">• Early reading will be observed as a priority through school.• Improved reading/writing attainment among disadvantaged pupils.• All pupils will meet age-related expectations in maths or make at least 6 steps of progress throughout the year.
Targeted Support: To develop pupils' early communication skills.	<ul style="list-style-type: none">• Through Quality First Teaching, opportunities to model good communication skills will be planned for.• Pupils will access high quality interventions.• All pupils will make at least 6 steps of progress throughout the year in core subjects.
Wider Strategies: To promote the well-being of all pupils.	<ul style="list-style-type: none">• Through observation and conversation, pupils will demonstrate a strong growth mindset by showing resilience and confidence in their learning.• Pupils will be able to articulate how they are feeling.• Pupils will be 'equipped for learning' and families will feel supported.
Wider Strategies: To improve and sustain attendance percentages for our disadvantaged pupils.	<ul style="list-style-type: none">• Reduced attendance gap between disadvantaged pupils and their non-disadvantaged peers.

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: £ 22,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>By delivering First Quality Teaching, teachers will:</p> <ul style="list-style-type: none"> use a range of learning strategies differentiate/ personalise learning appropriately use a variety of resources to aid learning <p>Subject leaders and SLT will ensure high-quality teaching is consistent between classes by carrying out regular observations and learning walks</p>	<p>Education Endowment Fund (EEF): As Rauch and Coe (2019) explain, 'The quality of teaching is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning. The difference between really good teaching and less effective teaching makes more difference to learning than any other factor within school. High-quality teaching narrows the advantage gap. Crucially, it is also something that can be changed: all teachers can learn to be better (William, 2016)'. Maximizing the quality of teaching through the effective deployment and development of teachers and teaching assistants will therefore be at the top of any school's priorities.</p>	<p>1, 2, 3, 4 & 5</p>
<p>Enhance our maths curriculum by ensuring there is a consistent approach throughout the school</p>	<p>National Centre for Excellence in the Teaching of Mathematics (NCETM):</p> <p>Children's chances of success are maximized if they develop deep and lasting understanding of mathematical procedures and concepts.</p> <p>Mastering maths means pupils acquiring a deep, long-term, secure and adaptable understanding of the subject.</p> <p>The phrase 'teaching for mastery' describes the elements of classroom practice and school organisation that combine to give pupils the best chances of mastering maths.</p> <ul style="list-style-type: none"> • Achieving mastery means acquiring a solid enough understanding of the maths that has 	<p>1, 2 & 3</p>

	<p>been taught to enable pupils to move on to more advanced material.</p> <p>Department for Education (DfE): https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p>	
<p>Teachers to have the opportunity to team teach or observe colleagues teaching early reading/writing and maths</p> <p>Subject leaders will receive adequate release time to plan and monitor their subject:</p> <p>Current handwriting and spelling schemes will be reviewed.</p> <p>Teachers to have access to The National College's remote CPD.</p>	<p>Feedback from teachers suggests that team teaching and observing colleagues gives teachers an opportunity to develop and enhance their own teaching approaches.</p> <p>The National College is a multi-award winning video CPD providing essential knowledge for busy school leaders and teachers, fast.</p> <p>Each webinar is delivered by education experts with a specialism in their topic area.</p> <p>https://thenationalcollege.co.uk/about</p>	1, 2, 3, 4, 5

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

Budgeted cost: £ 9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Group and one-to-one support from ELKAN trained staff to develop pupils' early communication skills, vocabulary and understanding of language. (SALT)</p>	<p>EEF – “studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills.”</p> <p>Oral language Intervention: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</p>	1, 2, 3, 4 & 5

Pre-teaching of skills and vocabulary	Pre teaching is a teaching strategy that enhances overall understanding of the academic content, introduces vocabulary as well as supporting mastery of the language.	1, 2, 3, 4 & 5
Feedback	EEF- “Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.”	1, 2, 3, 4 & 5
Literacy for All Intervention	Impact evidence for this approach to reading from other areas of England has been reported in literature (O’Connor & Solity, 2020; Ward, Crawford & Solity, 2017). In the summer term of 2021, a group of Surrey primary schools worked with Surrey EPs and Specialist Teachers for Inclusive Practice to gather information about the impact of this intervention in real school situations in our local context. For six weeks, as best they could and despite COVID19 interruptions, staff worked with children to develop their phonic skills, sight word skills and to read more words correctly overall when reading an everyday reading book. All findings were statistically significant- on average children were able to read more words, making fewer errors.	1, 2, 3

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

Budgeted cost: £ 11,745

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce Zones of Regulation as a whole school approach	EEF - Evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of a pupils learning can be effective. Teachers should demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes.	1, 2, 3, 4 & 5
Supporting families with wrap around care and school uniform	EEF – “Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes.”	1, 2, 3, 4 & 5

Providing enrichment activities.		
Giving identified children access to breakfast club		

Total Budgeted Cost: £43,345