

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 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	Meadowdale Academy
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2025
Statement authorised by	Annalei Bartlett
Pupil premium lead	Rachel Morgan
Governor / Trustee lead	Kim Bennett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,123
Recovery premium funding allocation this academic year	£5,764
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	£65,887

Part A: Pupil premium strategy plan

Statement of intent

Meadowdale Academy has a Pupil Premium Grant and Recovery Premium allocation of £65,887 for the academic year 2024-2025. This funding is given with a specific remit of diminishing any differences between disadvantaged pupils and those who are not disadvantaged. Meadowdale Academy is working to support disadvantaged pupils in all areas of their education from the moment that they arrive in school. Our aim is that every disadvantaged pupil will achieve at least as well as their peers and have every opportunity to excel.

Some disadvantaged pupils face many and complex barriers in during their education which make effective learning very difficult. Other pupils have very specific needs and still others, have few barriers at all. Below are some of the main difficulties faced, although it must also be said that the difficulties encountered are not unique to those who are disadvantaged.

Common barriers to learning for disadvantaged pupils include less support at home, especially during the pandemic, weak language and communication skills, fewer opportunities to read books, fewer resources to help with learning (e.g. laptop / internet access), lack of confidence, more frequent behaviour difficulties and attendance and punctuality concerns. Some pupils have struggled with their physical and mental well-being and this has been exacerbated as a result of the pandemic. There may be complex family situations that prevent children from flourishing. Some pupils have limited opportunities to experience cultural trips and visits. Some have fewer opportunities to learn about the wide range of opportunities once they leave school for higher education and employment. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To make or exceed nationally expected progress rates.
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level.
- To experience a wealth of enrichment experiences to widen their horizons and unlock future opportunities.

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We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed through additional targeted teaching and support.
- A clear focus on increasing the resilience of pupils, building their self-esteem and also enabling them to develop those skills that will enable them to learn effectively in the classroom environment.
- Instilling high aspirations for all pupils so that they are able to experience, first-hand, the wide range of opportunities available to them.

- Ensuring enrichment programmes are accessed by all, providing financial support to enable pupils to participate.

Achieving these objectives:

Additional targeted teaching and support

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- A dedicated intervention lead teacher.
- All teachers focus on language and literacy development. Vocabulary banks are commonly used, and new language carefully introduced. Enriching and extending the wealth of language used by pupils is a key focus for staff, understanding that this will provide a route to access learning and a wider range of future career options.
- Additional 1:1 support with early talk, phonics and early reading.

Pastoral Support

- Pupils work individual or in small groups with external support agencies in order to support their needs and to build their self-respect and resilience.
- The Emotional Learning Support Assistant to work with targeted children to improve outcomes which enable pupils to progress in all aspects of their development.

Behaviour Management

- For a whole range of reasons some pupils struggle to accept boundaries and manage their own behaviour. Extensive support is provided by Senior Leadership Team and where appropriate external support agencies.

Curriculum Programmes

- Identified children receive 1 to 1 support or intervention within smaller groups. For some pupils this is planned on a regular basis and for others, it is managed by each teacher in conjunction with the SENDCO / DSL, according to needs as they arise during the year.
- Small group support to focus on addressing specific needs of pupils is planned as pupils' approach key assessment points.

High Aspirations

- For some pupils, careers visits are planned into their learning programs so that they are able to experience, first-hand, the wide range of opportunities available to them.

Enrichment Programmes – beyond the curriculum

- School Trips / Theatre Visits / Residential Visits/ Visitors to School – financial support is provided to enable pupils to participate. These will have a focus on raising aspirations and widening experience.
- Music: provision of instrument-based tuition.

Family & Community Programmes

- Support for transport costs for disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Impact of school closure on all pupils.
2	Narrowing the attainment gap across Reading, Writing, Maths and Science
3	Some children enter the Early Years provision knowing significantly fewer words than their peers and with significant speech and language difficulties. This persists into KS1 for some children, and they need significant support to develop as confident speakers who are able to express themselves clearly and with an appropriate range of vocabulary for their age.
4	Some pupils struggle to attend regularly, and some are persistently absent
5	Some pupils need extensive pastoral support for a variety of reasons.
6	Some pupils face significant challenges in their lives and have social, emotional, and mental health needs that prevent them from learning. The pandemic has caused significant difficulties for some children including loss of family members.
7	Some pupils have very low expectations of themselves. In order to respond to the school's high expectations, and this needs constant re-enforcement and encouragement. Some families need support so that they are able to raise their expectations for their children and this may require targeted intervention and support.
8	Some pupils need to experience a wealth of enrichment experiences and a wide, rich curriculum, in order to widen their horizons and unlock future opportunities.
9	Some pupils do not have access to a healthy diet which impacts on their general well-being. Some do not participate regularly in sports and need proactive, individual support in order to overcome barriers.

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
Pupils make at least expected progress in reading, writing and maths.	<ul style="list-style-type: none"> Gap will close in progress made between PP and non-PP.
Attendance	<ul style="list-style-type: none"> Average attendance of disadvantaged cohort is in line with the national average or above.
Health and Well-Being	<ul style="list-style-type: none"> Increased capacity on the pastoral team to support vulnerable families and children
Raising aspirations and broadening experiences	<ul style="list-style-type: none"> Increased social and cultural exposure through educational visits and visitors into school.

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: **£32,941**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality professional development for all staff so that outstanding practice is maintained in all classrooms.</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD Sutton Trust – quality first teaching has direct impact on student outcomes.</p>	<p>1, 2, 3, 7, 8</p>
<p>Deepen teacher’s understanding of pedagogy across each curriculum by engagement with subject specialists in their field.</p> <p>Visits to a main feeder secondary to observe Y7/8 pupils from Bedlington Academy, following transition, will be undertaken to enhance teacher’s understanding of how knowledge builds in readiness for the next key stage and make amendments as needed to the curriculum.</p>	<p>EEF: Effective Professional Development EEF: Teaching and Learning Toolkit Ofsted: Curriculum research reviews</p>	<p>1,2, 3, 7, 8</p>
<p>Wellbeing Lead to work alongside pupil and staff wellbeing champions across school.</p> <p>Jigsaw PSHE teaching programme used to provide teachers with the skills, knowledge and resources to deliver learning that improves social and emotional literacy and consequently improves wellbeing.</p>	<p>EEF: Social and Emotional Learning</p>	<p>5,6,7</p>
<p>Disadvantaged pupils who are entitled to Pupil Premium Funding will be offered free spaces at after school clubs to enable them to access enrichment and social activities without the barrier of cost.</p>	<p>EEF: Life Skills and Enrichment</p>	<p>8,9</p>

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

Budgeted cost: **£16,532**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils to learn how to employ cognitive and metacognitive strategies to support them to remember more.	EEF guide to improving working memory Training and supporting highly qualified teachers deliver targeted support.	1,2,7,8
Lexia	Targeted intervention programme to support reading comprehension.	1,2
NELI Intervention BLAST Intervention	EEF: Oral language interventions	2,3
Psychotherapeutic Counsellor, inclusive of art and play therapy	EEF: Social and Emotional Learning	6,7,9
Mental Health Training		

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

Budgeted cost: **£16,414**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for families from the attendance team	DfE: Improving school attendance: support for schools and local authorities Sutton Trust: Learning in Lockdown	4,5
School Trips/Visits	EEF: Life Skills and Enrichment	8
Milk	DfE: School Milk Scheme Strategy	9
Uniforms	DfE: Education (Guidance about Costs of School Uniforms) Act 2021	5,6
Music SLA	EEF: Life Skills and Enrichment	8
Ed Psych SLA	EEF: Social and Emotional Learning	5,6,7

Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
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Total budgeted cost: £65,887

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils (2023-2024)

The impact of that expenditure on pupil premium children:

- All children received specific individual support with core intervention sessions. This targeted provision was successful in enabling pupils to catch up with other pupils if they had fallen behind and for others, the progress accelerated further.
- There was a slight variation in attendance between disadvantaged and non-disadvantaged pupils (4%).
- In the Year 1 Phonics Screening Check, a variation of 23% of disadvantaged pupils (67%) achieved the expected standard in comparison to non-disadvantaged pupils (90%).
- In the Year 4 Multiplication Tables Check, an 50% increase in the proportion of disadvantaged pupils achieving full marks from 22-23. A greater proportion of non-disadvantaged pupils (90%) achieved full marks in comparison to disadvantaged pupils (50%).
- From pupil outcomes in Key Stage 2 Statutory Assessments, a greater proportion of non-disadvantaged pupils achieved the expected standard (52%) achieved the expected standard in Reading, Writing and Maths combined in comparison to disadvantaged pupils (25%) – variation of 27%.

Reading – a variation of 24% with a greater proportion of non-disadvantaged pupils (74%) achieving the expected standard in comparison to disadvantaged pupils (50%). The attainment gap between non-disadvantaged pupils and disadvantaged pupils remains similar to that of 22-23.

Writing – a variation of 15% with a greater proportion of non-disadvantaged pupils (65%) achieving the expected standard in comparison to disadvantaged pupils (50%). The attainment gap between non-disadvantaged pupils and disadvantaged pupils remains similar to that of 22-23.

Mathematics – a variation of 2% with a slightly greater proportion of non-disadvantaged pupils (65%) achieving the expected standard in comparison to disadvantaged pupils (63%). There is a significant improvement in the attainment gap compared to 22-23 where a 37% variation was evidenced.

A greater proportion of non-disadvantaged pupils achieved the expected standard in reading, writing and maths in comparison to disadvantaged pupils. A greater proportion of disadvantaged pupils achieved the greater depth standard in writing compared to non-disadvantaged pupils compared to 22-23 outcomes.

- Enrichment activities have continued to support children in the wider curriculum and to support their talents and interests.

- Investment in emotional well-being and mental health ensured children and families have been well supported. School led emotional support sessions continued to provide pupils with intervention to support their mental health and wellbeing.
- Enhanced transitions for pupils moving key stages or to secondary school were effective. They ensured continuity for children and were an important foundation for future learning.
- Continuous professional development on evidence-based classroom approaches is building upon staff knowledge, developed teacher techniques, and embedded practice.
- Educational visits and visitors into school were welcomed by pupils and families. This has widened pupil experiences and knowledge, in addition to building self-confidence, fostering a sense of teamwork and community.