Pupil premium strategy statement

This statement details our school's use of pupil premium (and school led tutoring for the 2023 to 2024 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	Meopham Community Academy
Number of pupils in school	438
Proportion (%) of pupil premium eligible pupils	7.7
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023-24 2024-25
Date this statement was published	December 2023 Reviewed September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Thomas Waterman
Pupil premium lead	Daniel Taylor/Victoria Coombes
Governor / Trustee lead	Katherine Shamsaddini

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,770
Recovery premium funding allocation this academic year	N/A
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	£53,770

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We recognise that disadvantaged pupils may have been disproportionately impacted by the Covid-19 pandemic and associated school closures. This is reflected in gaps in the pupils' learning and also by the negative impact on the wellbeing of some pupils in Years 5 and 6.

We will consider the challenges faced by all our vulnerable pupils, such as those who have a social worker or who are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils need the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap. At the same time, it will also benefit the non-disadvantaged pupils in our school.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations suggest that many disadvantaged pupils enter the EYFS with poor communication skills, vocabulary gaps and underdeveloped oral language skills.
2	Assessments and observations suggest that disadvantaged pupils have greater difficulties in attaining well when compared to their peers. The data shows that children who are pupil premium eligible do not achieve as well as their peers (38.9% combined for PPE vs. 63.3%)
3	Assessment and observations show that the social and emotional needs of disadvantaged pupils are more significant than their peers.

4	Our attendance data shows that attendance among pupil premium eligble pupils is lower than that for non-disadvantaged pupils. (91.92% attendance for PPE children, 95.52 for rest of cohort) The current rate of persistent absence for pupil premium eligible pupils is 16.2%.

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
Improved oral language skills and vocabulary amongst disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantage pupils. This will be evident in a variety of forms – lesson observations, learning walks, pupil voice, book scrutiny and ongoing formative assessment.
Improved attainment among PPE pupils.	KS1 Phonics outcomes, KS1 outcomes and KS2 outcomes show that a higher percentage of disadvantaged pupils met the expected standard (over the next three years).
To achieve and sustain improved wellbeing for all pupils in our school, particularly those who are disadvantaged.	Sustained high levels of wellbeing within the school over the next three years demonstrated by: • Qualitative and quantitative data from pupil voice, pupil and parental questionnaires and teacher observations • Use of Boxall profile to assess the wellbeing of pupils and use this data to plan nurture provisions • An increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustain high attendance by 2024-25 demonstrated by: • The overall absence rate for pupils being no more than 4%. • A significant reduction in the percentage of pupils with persistent absence, particularly those who are disadvantaged.

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.

High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £17,187.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
2023-24: To train and facilitate teaching assistant to lead streamed phonics groups throughout EYFS and KS1. 2024-25: To continue phonics groups in EYFS and KS1. Further streamline Guided Reading + LAL Phonics	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2
2023-24: Embedding Read Write Inc. phonics fully throughout EYFS and KS1 by purchasing new resources. 2024-25: Embedding Read Write Inc. Spellings throughout school by purchasing new resources.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics EEF – explicit teaching of spelling needed for improved transcription and composition. EEF-KS2-lit-2nd-Recommendations-poster.pdf (d2tic4wvo1iusb.cloudfront.net)	1, 2
2023-24: Embedding Read Write Inc. phonics fully throughout EYFS and KS1 by employing a	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading	1, 2

Read Write Inc. consultant to support our KS1 lead and staff. 2024-25: Continue provision	skills, particularly for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
2023-24: Purchase additional phonics based reading books for older pupils. 2024-25: continue as appropriate	It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2
2023-24: To train and facilitate teachers and teaching assistants in The Write Stuff 2024-25: Embed the above.	EEF-KS2-lit-2nd-Recommendations-poster.pdf (d2tic4wvo1iusb.cloudfront.net) EEF – teaching writing through modelling and supported practice.	2
2024-25: Embed new ATOM scheme for Homework.	Homework | EEF (educationendowmentfoundation.org.uk) – high impact.	2

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

Budgeted cost: £17,187.50 (Including of Recovery Premium)

Activity	Evidence that supports this approach	Challenge number(s) addressed
2024-25: PixL introduced to Meopham, therapies implemented informed by assessments.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low-attaining pupils or those falling behind, both one to one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition And in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2

2023-24: Additional 1:1 RWI Phonics sessions targeted at disadvantaged pupils who need further phonics support.	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 regular sessions over a period of up to 12 weeks. Phonics | EEF (educationendowmentfoundation.org.uk)	1,2
2023-24: Purchase of Speech Link and Language Link to assess and target pupils' individual oral language needs. Talkboost sessions for identified pupils following assessment.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking and listening and a combination of the two show positive impacts on attainment. Oral language interventions | EEF (educationendowmentfoundation.org.uk)	1, 3
2023-24: Employment of Speech and Language therapist to work directly with the school once a month. 2024-25: deployment of SEN team member to run SALT interventions.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking and listening and a combination of the two show positive impacts on attainment. Oral language interventions | EEF (educationendowmentfoundation.org.uk)	1,3
2024-25: Deployment of a new SEN team to help run consistent intervention	Social and emotional learning | EEF (educationendowmentfoundation.org.uk) – Zones of Regulation/Social Skill – moderate impact Behaviour interventions | EEF (educationendowmentfoundation.org.uk) – moderate impact Metacognition and self-regulation | EEF (educationendowmentfoundation.org.uk) – high impact	3

2024-25: Writers for Life intervention for Year 5/6 to target those WTS to EXS.	Writers for Life: Enhancing progress in KS2 writing | Primary writing intervention | National Literacy Trust IPEELL: using self-regulation to improve writing (re-grant) | EEF (educationendowmentfoundation.org.uk)	2

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

Budgeted cost: £9,275

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop OPAL (Outdoor Play and Learning) school improvement programme across the school with the support of an OPAL mentor.	Findings from 'The Case for Play in Schools: A review of the literature' • All schools across the entire primary sector should develop a strategic approach to improvements in the quality and diversity of the play opportunities. • Schools should focus on using all available space all year and supporting many diverse forms of play. • Training and mentoring of supervising staff should be embedded in a whole school culture that supports play. • Schools should be required to demonstrate how they support sufficient self-organised play opportunities for all of their children.	1, 3
Family Liaison Officer to continue to support and liaise with vulnerable families.	The FLO allows the school to build strong relationships with those families who may not otherwise engage in discussion / conversation with school staff. This supports wellbeing and attendance.	3, 4
Learning Mentor to deliver ELSA sessions to develop Emotional Literacy, self-regulation and resilience among vulnerable pupils.	The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 3, 4
Counsellor/Play Therapist employed to support pupils, including those who are	Pupil voice and feedback from parents indicates that this is a valued provision within the school. This is reflected by positive levels of engagement and improved wellbeing for pupils.	1, 3, 4

disadvantaged, who are struggling with anxiety or other social and emotional needs.		
Embedding principles of good practice set out in the DfE's 'Improving School Attendance' advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3,4
Music lessons offered to families to develop interest	These lessons will increase the engagement of the pupils and promote their attendance at school. Music lessons will enable children to develop holistically and develop pupil engagement beyond core subjects. The research suggests that participation in the arts improves outcomes by 3 months. Arts participation | EEF (educationendowmentfoundation.org.uk)	

Total budgeted cost: £

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. (% in brackets – 2022/23)

	Below	Working towards	At expected	At Greater Depth
Reading	11.2% (16.6%)	27.8% (23.3%)	41.7% (40%)	19.4% (20%)
Writing	33.4% (33.3%)	22.2% (23.3%)	33.3% (33.3%)	11.1% (10%)
Maths	16.7% (26.6%)	36.1% (13.3%)	25% (50%)	22.2% (10%)

Our assessments and observations indicate that pupil behaviour, wellbeing and mental health and academic achievement continued to be significantly impacted last year, primarily due to Covid-19 related issues, evidenced mostly in the Year 5 and 6 cohorts.

The impact was particularly significant for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for pupils and targeted interventions where required. We are continuing to build on that approach with the activities detailed in this plan.

Analysis of the Reading end of Key Stage data highlights that there is an increase of 10% of disadvantaged pupils achieving ARE at Key stage 2. However, this is still below their peers. In order to improve this, we will use high quality phonics teaching and a targeted vocabulary instruction. The pupil premium funding will also support oral language interventions and speech interventions for those who are identified through Speech and Language link.

Parental engagement will be key in promoting increased attendance and a reduction in persistent absenteeism. The family liaison officer will be crucial in building relationships with parents and our learning mentor will also play a fundamental role in supporting pupils and building their resilience for school. We have been working with Kent to analyse and understand the attendance patterns and how we can support children and parents.