



# Pupil premium strategy statement – Medina Primary School

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	H Payne
Pupil premium lead	R Hammerton
Governor	S Chambers

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£122,775
Recovery premium funding allocation this academic year	£11,502
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£134,277



## Part A: Pupil premium strategy plan

### Statement of intent

At Medina, our aim is to provide an inclusive environment with outstanding teaching and learning. We have high aspirations for all our pupils and as such, we strive to ensure all pupils including those who are disadvantaged, make good progress from their starting points, both socially and academically, despite the challenges that they face. We aim to provide pupils the full curriculum offer and in so doing prepare them for their next step in education; ultimately raising their ambitions.

We are committed to ensuring all pupils, especially those who are disadvantaged achieve well and as such we carefully track, plan and target support and intervention.

This plan links with our school improvement plan and is supported by all members of the school community.

### Challenges

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

Challenge number	Detail of challenge
1	Poor oral language skills and limited vocabulary
2	Low entry in Reading, Writing and Maths
3	Emotional/social behavioural difficulties which impact on pupil's ability to focus on learning
4	Low attendance rates
5	Limited parental engagement in school and learning resulting in reduced homework completion/reading at home, a lack of readiness to learn and, for some, reduced ambition
6	Lacking cultural capital and low aspirations. Financial hardship make enrichment experiences and opportunities to develop cultural capital unaffordable.

### 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
Improve oracy skills and vocabulary among disadvantaged pupils	Planned curriculum is taught well Sufficient time is given for all pupils to have speaking and listening opportunities and to use key vocabulary Pupils use planned vocabulary in both oral classroom and written work
Improve Reading, Writing and Maths	Strong positive progress in reading and writing Teachers have secure subject knowledge so as to ensure good progression in all aspects of the English and Maths curriculum Teachers use formative assessment to carefully plan and teach pupils next steps
Enhance pupils 'cultural capital' by providing rich 'extra-curricular' opportunities	All PP pupils experience the 10 Medina moments PP children attend at least 1 residential PP children have experience of extra-curricular clubs during their time at Medina
Improve attendance rates of disadvantaged pupils	Attendance of disadvantaged pupils is at least in line with National

## 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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide cover for teachers so that they can work with the English leader to	Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged	2



write their English plans	students. – EEF Guide to Pupil Premium School data shows writing is our main area for improvement	
Whole school training of teachers and TAs on oracy skills and adaptive teaching	On average oral language approaches have a high impact on pupil outcomes of 6 months additional progress EEF Teaching and Learning Toolkit	2
Provide CPD and follow up support for all staff on the implementation of maths mastery plans	Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. EEF High-Quality Teaching Internal progress data showed Maths Mastery approach to be successful in identified year groups last academic year.	2
Develop teaching and learning for SEND/PP pupils through a review and subsequent follow up actions which ensure quality first teaching to maximise progress for these pupils	Disadvantaged pupils with SEND have the greatest need for excellent teaching.  To a great extent, good teaching for pupils with SEND is good teaching for all. – EEF Guide to Pupil Premium	2

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide training for EYFS staff on having high quality interactions so that pupils develop oracy	Language provides the foundation of thinking and learning and should be prioritised...Adults have a vital role to play in modelling effective language and communication. EEF	1 and 2



skills and extend their vocabulary	Preparing for Literacy Recommendations	
<p>Through staff training and targeted interventions ensure all pupils achieve the year 1 phonics standard check</p> <p>In KS2, through enhanced classroom provision and targeted intervention (Better Reading ) ensure all pupils are able to read with automaticity</p>	<p>Reading is fundamental to education, Proficiency in reading, writing and spoken language is vital for pupils' success. – DFE Reading Framework.</p> <p>Internal data indicates rapid progress as a result of interventions</p> <p>EEF Improving Literacy in Key Stage 1 'Both decoding and comprehension skills are necessary for confident and competent reading, but neither is sufficient on its own.'</p>	1 and 2

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

Budgeted cost: £44,277

Activity	Evidence that supports this approach	Challenge number(s) addressed
Target key families for Breakfast club to provide support for families as appropriate and to ensure that pupils are ready to learn at the start of the day	Pupils who have historically attended breakfast club in school have a calmer start to the day and a greater readiness to learn	4
Further develop a system of rewards and incentives; provide parental support from school staff and LA to tackle barriers to attendance	Good attendance is linked to good achievement and can improve outcomes for disadvantaged pupils (EEF)	4
Headteacher to work with the LA attendance team to support and challenge PP families	Good attendance is linked to good achievement and can improve outcomes for disadvantaged pupils (EEF)	4



whose attendance is a concern		
Target PP pupils so that they access and regularly attend clubs and additional events	Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extracurricular activities – specifically... playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling.- Social Mobility Commission An Unequal Playing Field	5 and 6
Support available with uniform, cost of trips, residentials, equipment and transport	Removing potential barriers to participation increases attendance. Enables children to feel like they 'fit' and not feel different from their peers.	5 and 6

**Total budgeted cost: £134,277**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Review: last year's aims and outcomes

Aim	Outcome
Vocabulary	Planned vocabulary taught in wider curriculum but less evident in pupil's written work
Phonics	<p>100% of Y1 pupil premium pupils achieved the standard in phonics above National -81%.</p> <p>86% of Y2 pupils retaking the assessment achieved the standard. CPD to continue next year, in light of a number of staff changes including a new leader.</p>
Reading and Writing	<p>62% of PP children achieved ARE in Reading in 2023 compared to 78% of national non disadvantaged.</p> <p>In Writing 38% of PP children achieved ARE compared to 77% of national non-disadvantaged.</p> <p>To continue this academic year.</p> <p>Significant CPD planned with a focus on teacher subject knowledge.</p>
Other	<p>PP attendance 93%. It will continue to be a focus next academic year.</p> <p>PP Breakfast club regular attendees attendance = 96%. Continue to target families to attend.</p> <p>34% of PP children attended 1 extra-curricular club</p> <p>13% of SEND PP children attended an extra-curricular club</p>



## Service pupil premium funding (optional)

<b>: How our service pupil premium allocation was spent last academic year</b>
ELSA time was given to pupils as needed.
<b>The impact of that spending on service pupil premium eligible pupils</b>
Pupils reported that they felt more able to talk about their worries and concerns





## Further information

This plan links with our school improvement plan (SIP)

Our main SIP priorities are:

IMPROVE THE QUALITY OF EDUCATION AND PUPILS' OUTCOMES, ESPECIALLY (but not exclusively)

IN ENGLISH, BY:

- ensuring **all staff are** implement with consistency the school's vision, curriculum intent, our systems and policies.
- improving teachers' **use of formative assessment** so that they know each pupil really well and adapt learning activities to meet needs.
- securing effective **learning through play**, so all Reception children to have strong foundations for their future subject specific learning.
- ensuring systems and procedures support accurate identification of **pupils with SEND and provide** well for their progression.