

Meir Heath Academy

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Meir Heath Academy
Number of pupils in school	328
Proportion (%) of pupil premium eligible pupils	2021-2022 2.1% (7 children) 2022-2023 5% (20 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	15.9.22
Date on which it will be reviewed	1.7.23
Statement authorised by	Melanie Southern
Pupil premium lead	Andrea Turkmen
Governor / Trustee lead	Caroline Thompson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,035(2021-2022) £13,850 (2022-2023)
Recovery premium funding allocation this academic year	£2465
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	£25,555(additional funds from school budget to support increase in number of children eligible for the PP grant)

Part A: Pupil premium strategy plan

Statement of intent

Our expectation at Meir Heath Academy is that all pupils, irrespective of background or the challenges they face, have access to a broad and balanced curriculum which embraces quality first teaching and opportunities for enrichment in order to widen their life experiences.

Our aim is to use pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantaged pupils nationally.

During the period of this strategy plan we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well: oral language and vocabulary, access to wider opportunities, and expectations. Our approach will be responsive to both common challenges and our pupils' individual needs rather than assumptions about the impact of disadvantage.

The approaches we have adopted complement each other to help pupils to excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, discussions and observations have identified social and emotional / self-confidence issues for some disadvantaged pupils. Within our school, a number of our children in receipt of both the pupil premium and service children grant are identified as needing additional support and currently receiving small group interventions. Since the pandemic, teacher referrals for support has increased.
2	A number of our disadvantaged children have slipped back from their prior attainment group. Our assessments, observations and discussions with families show that many of our disadvantaged pupils' education has been disproportionately impacted by partial school closures. These findings

	are backed up by a number of national studies on partial school closures.
3	Our analysis shows some disadvantaged pupils and families need additional support to access wider and extra-curricular opportunities.

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 for disadvantaged pupils.	Teacher assessment of pupils' oral language demonstrate a reduction in the attainment gap between disadvantaged pupils. This is within a context of high attainment for all.
Improved vocabulary for disadvantaged pupils	Teacher assessment demonstrates that children can accurately articulate their learning
Improved access to a range of clubs and extra-curricular opportunities for our disadvantaged children	All of our disadvantaged children will have taken part in instrumental lessons and sports clubs.

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

Budgeted cost: £3660

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers understand the strategies they employ in their teaching and how this impacts on the pupils so that they are able to adapt to meet the needs of all learners	Vocabulary will be taught more explicitly to address the language acquisition of pupils across the school. CPD will focus on the principles of QFT(Mastery teaching; Rosenshine's Principles)	2
review of current phonics provision		2

Embedding the language of learning across all subject areas through adopting the principles of dialogic teaching	Dialogic Teaching	2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost:£12,481

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Socially Speaking' and 'Time to Talk' and emotional coaching weekly session £10591	EEF Social and Emotional Learning Guidance Report	1
Provision of instrument and weekly group teaching £1890	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1/3

Wider strategies

Budgeted cost:£8145

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily Meet, Greet and Check-in with all PP children TA £5645 Breakfast £2500	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast EEF Social and Emotional Learning Guidance Report	1/3

Total budgeted cost: £24,286

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 2021 to 2022 academic year.

Aim	Outcome
Improved oral language for disadvantaged pupils.	Teacher assessment of pupils' oral language demonstrate a reduction in the attainment gap between disadvantaged pupils. This is within a context of high attainment for all. 70% of PP children are on track to achieve ARE in reading and writing
Improved vocabulary for disadvantaged pupils	Teacher assessment demonstrates that children can accurately articulate their learning. 70% of PP children are on track to achieve ARE in reading and writing
Improved access to a range of clubs and extra-curricular opportunities for our disadvantaged children	All of our disadvantaged children have taken part in instrumental lessons and sports clubs. Instrumental progress shows all learners have progressed from beginner to improver standards.

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We hired a Learning Support Assistant dedicated to the emotional wellbeing and academic achievement of service children. They plan and implement sessions for socially speaking and time to talk to help develop confidence in speaking up. They also carried out a daily 'meet and greet' session to aid a smooth transition between home and school.
What was the impact of that spending on service pupil	Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support classes were provided.

premium eligible pupils?	
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