

# Meir Heath Academy

## Pupil premium strategy statement

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 the academic year 2023 – 2024 and the outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	330
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023 - 2026
Date this statement was published	10.7.23
Date on which it will be reviewed	July 2024
Statement authorised by	Melanie Southern
Pupil premium lead	Debra Askey
Governor / Trustee lead	Caroline Thompson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,280.00
Service Children funding allocation this academic year	£1005.00
Recovery premium funding allocation this academic year	£2320.00
Pupil premium (and recovery premium) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£26,605.00</b>

# 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.

2	A number of our pupil premium children are working below ARE in reading and writing.
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 progress and attainment for pupil premium pupils.	Teacher assessment of attainment and progress across the curriculum demonstrates 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: **£24,385.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers and support staff 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.	CPD will continue to focus on the principles of HQFT.	2

<p>Teachers and support staff 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.</p>	<p>CPD will focus on adaptive teaching to ensure that learning is inclusive and accessible to all, whilst continuing to set high expectations for all.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/special-educational-needs-mainstream-schools">Special Educational Needs in Mainstream Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2</p>
<p>Effective deployment of staff, Teaching Assistants to support key children and year groups.</p>	<p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2</p>
<p>Effective deployment of support staff to support SEMH of PP pupil premium pupils, e.g. 'Socially Speaking' and 'Time to Talk' and emotional coaching weekly session</p>	<p><a href="https://www.educationendowmentfoundation.org.uk/improving-social-and-emotional-learning-in-primary-schools">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/oral-language-interventions-toolkit-strand">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>

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

Budgeted cost: **£1440.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of instrument and weekly group teaching <b>£1440</b>	<a href="https://educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a>	1, 3

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

Budgeted cost: **£780.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast/break snacks <b>£780.00</b>	<a href="https://educationendowmentfoundation.org.uk">Magic Breakfast   EEF (educationendowmentfoundation.org.uk)</a>	1, 2

**Total budgeted cost: £26,605.00**

## Part B: Review of the outcomes from the previous academic year

### Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

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 writing and 75% of PP children are on track to achieve ARE+ in reading.
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 writing and 75% of PP children are on track to achieve ARE+ in reading.
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?	Learning Support Assistants 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 the social use of language and emotional literacy. They also carried out a daily 'meet and greet' session to aid a smooth

	transition between home and school. Weekly emotional coaching sessions are delivered weekly in response to identified individual pupil need.																												
What was the impact of that spending on service pupil premium eligible pupils?	<p>Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support classes were provided.</p> <table border="1" data-bbox="596 443 1273 1408"> <thead> <tr> <th colspan="4" data-bbox="596 443 1273 517">Summer 2023 KS2 PP Data</th> </tr> <tr> <th data-bbox="596 517 794 595">4 pupils</th> <th data-bbox="794 517 948 595">NYT</th> <th data-bbox="948 517 1137 595">EXS</th> <th data-bbox="1137 517 1273 595">GDS</th> </tr> </thead> <tbody> <tr> <td data-bbox="596 595 794 741"><b>Reading</b> 75% EXS+</td> <td data-bbox="794 595 948 741">1</td> <td data-bbox="948 595 1137 741">2</td> <td data-bbox="1137 595 1273 741">1</td> </tr> <tr> <td data-bbox="596 741 794 887"><b>Writing</b> 100% EXS</td> <td data-bbox="794 741 948 887">0</td> <td data-bbox="948 741 1137 887">4</td> <td data-bbox="1137 741 1273 887">0</td> </tr> <tr> <td data-bbox="596 887 794 1032"><b>GPS</b> 75% EXS+</td> <td data-bbox="794 887 948 1032">1</td> <td data-bbox="948 887 1137 1032">2</td> <td data-bbox="1137 887 1273 1032">1</td> </tr> <tr> <td data-bbox="596 1032 794 1178"><b>Maths</b> 100% EXS +</td> <td data-bbox="794 1032 948 1178">0</td> <td data-bbox="948 1032 1137 1178">3</td> <td data-bbox="1137 1032 1273 1178">1</td> </tr> <tr> <td data-bbox="596 1178 794 1408"><b>Comments</b></td> <td colspan="3" data-bbox="794 1178 1273 1408"> <p>1 pupil – scored 103 on Feb 2017 paper and 100 on 2019 paper during practice SATS. Unsettled at home.</p> <p>1 pupil made progress from baseline scores for GPS scored 97.</p> </td> </tr> </tbody> </table>	Summer 2023 KS2 PP Data				4 pupils	NYT	EXS	GDS	<b>Reading</b> 75% EXS+	1	2	1	<b>Writing</b> 100% EXS	0	4	0	<b>GPS</b> 75% EXS+	1	2	1	<b>Maths</b> 100% EXS +	0	3	1	<b>Comments</b>	<p>1 pupil – scored 103 on Feb 2017 paper and 100 on 2019 paper during practice SATS. Unsettled at home.</p> <p>1 pupil made progress from baseline scores for GPS scored 97.</p>		
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