



# Pupil premium strategy statement

## 2024-2025

This statement details our school's use of pupil premium (and recovery premium for the 2024 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

Meon Junior School	
Detail	Data
School name	Meon Junior school
Number of pupils in school	351
Proportion (%) of pupil premium eligible pupils	27.4%
Academic year/years that our current pupil premium strategy plan covers	2024/25
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Sara Paine
Pupil premium lead	Christine Turner
Governor / Trustee lead	Matthew Fleet

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£162,190
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

## School overview

Meon Infant School	
Detail	Data
School name	Meon Infant school
Number of pupils in school	158
Proportion (%) of pupil premium eligible pupils	27.8%
Academic year/years that our current pupil premium strategy plan covers	2024/25
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Sara Paine
Pupil premium lead	Ruth Vonk
Governor / Trustee lead	Matthew Fleet

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,500
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

## School overview

Moorings Way Infant School	
Detail	Data
School name	Moorings Way school
Number of pupils in school	128
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers	2024/25
Date this statement was published	December 2024
Date on which it will be reviewed	July 2024
Statement authorised by	Sara Paine
Pupil premium lead	Ruth Vonk
Governor / Trustee lead	Matthew Fleet

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,800
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

## Total Budget for Meon Way Federation

<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£266,490
---	----------

## Part A Funding Strategy

### Statement of Intent

At Meon Way Federation, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress from their starting points during their time at our schools. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our schools serve a diverse community where deprivation is average. We adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. We ensure our disadvantaged children receive the pastoral and emotional support they require. All stakeholders work closely together to identify the needs of our children and families and we are very aware that these needs can differ across our families. We ensure good relationships and pastoral support for our families and we know their needs well.

Unlocking barriers to learning we believe is key to closing the gaps for our disadvantaged pupils. Our intention is to establish a skilled inclusion team that work successfully alongside external agencies. This work will be proactive ensuring early identification of barriers with swift intervention put into place.

We aim to improve our children's cultural capital, providing them with opportunities and experiences they would not normally have. We define 'cultural capital' as the essential knowledge that we want all children to have to be educated citizens, as well as being well-prepared for future success. We therefore ensure that all of our pupils have a broad range of experiences they need to engage fully in the Meon Way Federation curriculum.

Our key objective is to be responsive to the common needs and challenges of our disadvantaged pupils as well as their individual barriers.

### Our Key Principles

- Ensure disadvantaged pupils are challenged in their work across the curriculum.
- Act early to intervene at the point that need is identified

- High expectations and inclusive teaching are imperative. Classrooms provide challenge and support through building trusting relationships.
- Our approach to teaching meta-cognition builds life-long learning habits such as resilience, self-regulation and resourcefulness. Children build self-esteem and confidence through successful engagement with high quality, challenging tasks.
- We continue to target our funding on training additional support staff in **proven** interventions that raise attainment and impact upon pupils' emotional well-being.
- We have a strong inclusion team who work with our families to ensure good attendance and to provide emotional support, as well as support with developing socially.

We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals; we know that our best practice benefits all of our children.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Reading</b></p> <p>Although the achievement of our disadvantaged children is often cohort dependent, children achieve less well than their peers in reading and writing. This has increased during and after the pandemic as phonics teaching is a specific skill which some of our parents find more problematic than other curriculum areas. Some pupils come from homes that are unable to support a positive reading culture and do not have easy access to quality books and reading environments. This adversely impacts children's ability to reach their full potential.</p>
2	<p><b>Mathematics</b></p> <p>Although the achievement of our disadvantaged children is often cohort dependent, current data evidences that some of our disadvantaged pupils are underperforming in Maths. We have evaluated that this is due to gaps in learning in older year groups due to lost learning during the pandemic. For younger year groups pupils' foundations for mathematics are not secure enough for them to make accelerated progress to enable them to catch up.</p>
3	<p><b>Speech and Language</b></p> <p>Our assessments and evaluations show that many of our disadvantaged children have speech and language difficulties. This is due to the ongoing impact of the pandemic and the disruption to quality intervention as well as their exposure to language in the home. This is where language skills are embedded and because of this, children come to school without a good knowledge of specific nouns and unable to talk in full sentences Most children do not receive support with speech and language until they start school.</p>
4	<p><b>Attendance</b></p> <p>Children from our disadvantaged families have lower than average attendance. The attendance of children who received Pupil Premium for the last academic year in Meon Junior School was 94.1% compared with 95.6% for all pupils; in Meon Infant School was 94.1% compared with 95.9% for all pupils; in Moorings Way Infant School was 93.4% compared with 95.7% for all pupils. High levels of intervention from our attendance and welfare lead are needed to maintain this and to continue to improve.</p>
5	<p><b>Emotional and mental health needs</b></p>

	Classroom teachers are reporting that some disadvantaged children have limited resilience, less established metacognitive habits and are less likely to self-regulate. When faced with high expectation and challenge, some children lack self-esteem. Some disadvantaged children have limited resilience, less established metacognitive habits and less likely to self-regulate. Our schools are seeing a rise in the decline of children's mental health. This is impacting of them fully taking part in all the school's curriculum offer due to their attendance at school and engagement in lessons.
6	<b>Emotional/financial family well-being</b> The current cost of living crisis is impacting on all but significantly on those families eligible for pupil premium. This in turn is affecting some of our parents who experience difficulties with their own mental health and this impacts on the child's attitudes, attendance and well-being. Access to resources to support children in their learning at home are limited for these families.
7	<b>Parental Engagement</b> Parental engagement is a barrier to some children's learning. Many families are not able to adequately support their children's home learning or reading on a regular basis. This can be for many reasons including low aspirations, parent confidence, parent capacity, home stability and parents working evening shifts. Children's physical and mental health have been negatively impacted by the pandemic and other factors. Some parents/carers of disadvantaged pupils lack motivation and knowledge to combat this without school intervention.
8	<b>Cultural Capital (experiences)</b> Some of our children do not have the same life experiences as others and this can impact upon their ability to access the school curriculum. This may be due to lack of financial funds and parental motivation. Some families place less value on education than others and this is reflected in the child's experiences. Our disadvantaged children do not have many opportunities to improve their cultural capital. This is a barrier to them fully engaging in the Meon Way Federation curriculum.

## 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
<b>1. Reading</b> <b>SIP - Every child is a reader</b> Improved reading attainment among disadvantaged pupils. Improve quality of teaching in early reading and have interventions in place to allow pupils to catch up.	<ul style="list-style-type: none"> <li>GLD outcome in literacy for comprehension and word reading is above 70%</li> <li>KS1 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils meet the expected standard.</li> <li>KS2 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils meet the expected standard.</li> </ul>
<b>2. Mathematics</b> <b>SIP - Every child will master number</b>	<ul style="list-style-type: none"> <li>Disadvantaged and SEND pupils make good progress from their starting points.</li> </ul>

<p>Improve the quality of teaching in maths to ensure all children have the knowledge and understanding required to be successful in their next stage of mathematical learning.</p>	<ul style="list-style-type: none"> <li>• Disadvantaged pupils are targeted through early identification and intervention.</li> <li>• All teaching staff have the expertise required to deliver maths mastery teaching.</li> </ul>
<p><b>3.Speech and language</b></p> <p>To continue to develop the skill set of staff to deliver speech and language interventions</p>	<ul style="list-style-type: none"> <li>• Early identification of speech and language needs.</li> <li>• Interventions for speech and language are of high quality.</li> <li>• Pupils make good progress as a result of interventions.</li> </ul>
<p><b>4.Attendance</b> <b><i>SIP - Every child has good attendance</i></b></p> <p>To achieve and sustain improved attendance for our disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Attendance for disadvantaged children is in line with other children.</li> <li>• Sustained high attendance from 2024/25 demonstrated by:</li> <li>• The overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers does not increase and further reduces.</li> <li>• The number of persistently absent pupils continues to reduce.</li> </ul>
<p><b>5. Emotional and mental health needs</b> <b><i>SIP - Every child is healthy in body and mind</i></b></p> <p>To achieve and sustain improved wellbeing for our disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Children have a positive view of themselves as learners and will be independent in their learning.</li> <li>• A range of interventions are used throughout the day to target specific areas of need with children who are identified as needing specific support in mental health and self-regulation.</li> <li>• Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul> </li> </ul>
<p><b>6.Emotional/financial family well-being</b> <b><i>SIP - Every child is healthy in body and mind</i></b></p> <p>To continue to develop a strong inclusion team that provides early intervention and support for families</p>	<ul style="list-style-type: none"> <li>• Families can access a range of support from the school inclusion team as well as outside agencies</li> <li>• Families have access to resources to support children in their learning at home</li> <li>• Strong PSHE and RSE curriculum to support all learners with challenges of family life</li> </ul>

<p><b>7. Parental Engagement</b>  <b>SIP – Every child achieves well through a challenging and engaging curriculum</b></p> <p>To embed curriculum principles that ensure we deliver a curriculum that motivates and raises aspirations for all pupils.</p>	<ul style="list-style-type: none"> <li>• Curriculum principles are embedded across all subjects</li> <li>• School communication is good and ensure families are provided with the information they need to help their children be successful</li> <li>• School provides 1:1 support, workshops and whole school initiatives to support families with areas of need identified.</li> <li>• Targeted support to help parents support children with reading.</li> </ul>
<p><b>8.Cultural capital (experiences)</b>  <b>SIP - Every child is transformed through arts and culture.</b></p> <p>To enhance disadvantaged pupils' cultural capital.</p>	<ul style="list-style-type: none"> <li>• Children will take part in activities as outlined on the 'school passport'.</li> <li>• The curriculum will have more planned opportunities for enrichment and all children have access to enrichment activities.</li> </ul>

## 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: £95,839

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To raise attainment by ensuring that all pupils receive challenging and engaging quality first teaching to meet their needs by:</p> <ul style="list-style-type: none"> <li>• Ensuring teaching in all subjects is of the highest quality and PP pupils make progress as a result of this.</li> <li>• Staff development and quality CPD</li> <li>• ECT (Early Career Teachers) are effectively supported</li> </ul>	<p>DFE report: supporting the attainment of disadvantaged pupils: articulating success and good practice. Nov 2015 identifies QFT as the key to ensuring PP pupils make progress.</p> <p><a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/474212/supporting-the-attainment-of-disadvantaged-pupils-articulating-success-and-good-practice.pdf">Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk)</a></p> <p>School continues to support those teachers who took part in the DFE Early Career teachers' framework – staff are supported by colleagues across the trust. The school supports 1x ECT.</p> <p><a href="https://www.gov.uk/guidance/guidance-for-mentors-how-to-support-ecf-based-training">Guidance for mentors: how to support ECF-based training - GOV.UK (www.gov.uk)</a></p>	<p>1, 2, 7</p>

<p>High quality texts in class used in guided reading, across the curriculum and in our library</p>	<p>The Centre for Literacy in Primary Education states that ‘the use of high quality books within the reading curriculum is at the heart of a school’s successful approach to become motivated and independent readers. If children enjoy reading, they read more frequently and become better readers.’</p> <p><a href="https://www.clpe.org.uk/what-we-know-works-choosing-using-quality-texts.pdf">What We Know Works - Choosing &amp; Using Quality Texts.pdf (clpe.org.uk)</a></p> <p>Using high quality texts in reading linked to topics in the past has improved children’s understanding of the topics they are learning.</p>	<p>1</p>
<p>Jigsaw curriculum to be used across the school for SRE</p>	<p>The DFE RSE and Health Education guidance states that ‘in primary schools, subjects need to put in place the building blocks of healthy, respectful relationships, focussing on families, in all contexts, including online.’</p> <p><a href="https://www.gov.uk/guidance/relationships-and-sex-education-rse-and-health-education">Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk)</a></p> <p>We have looked at a range of PSHE schemes to meet the statutory requirements, whilst also meeting the needs of our children and we believe Jigsaw does this: ‘The Jigsaw curriculum is a unique, spiral, progressive and effective scheme of work, aiming to prepare children/young people for life, helping them really know and value who they are and understand how they relate to other people in this ever-changing world.’</p>	<p>6</p>
<p>Curriculum leader drives curriculum principles across all subjects to ensure we deliver a curriculum that motivates and raises aspirations for all pupils.</p>	<p>Leadership CPD for Curriculum lead and subject leaders.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/effective-professional-development-eeef">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Dedicated release time for coaching and mentoring subject leaders to improve individual subject curriculums.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/1-high-quality-teaching-eeef">1. High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>7, 8</p>
<p>Core expert group provide ongoing support and quality CPD for teaching and learning.</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>1, 3</p>



	<a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	
To use digital technology to improve learning Pupil particular SEND to have increased access to 1:1 devices	Review of the evidence commissioned used to inform the Using Digital Technology to Improve Learning.  <a href="#">Using Digital Technology to Improve Learning   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 6, 7
Whole school participation on maths Solent hub group. Embed consistency of the implementation of new maths scheme through CPD, coaching and mentoring.	<a href="#">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a>  Implementing Mastering Number addition lessons in Year 1,2,4 and 5.  Implementing Mastering Number curriculum in EYFS  <a href="#">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a>	2
High quality CPD and support from Springhill English hub for all schools  Ongoing CPD for support staff to deliver phonics sessions and fast track tutoring	Phonics lead will provide coaching and team teaching for all staff delivering phonics teaching  English leads released to work with Springhill English hub  <a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	1
Quality questioning CPD for staff.	CPD for all staff on using quality questioning in the classroom.  <a href="#">The Art of Questioning - Evidence Based Education</a>	1, 2, 7

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

Budget costs £69,498

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ level 3 teaching assistant to provide 1:1 tuition  HLTAs and TAs to provide 1:1 and small group interventions	<a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  The EEF shows that small groups tuition has an average impact of four months' additional progress over the course of a year.  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2

	<a href="https://www.educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	
TA interventions to take place focusing on misconceptions in lessons	EEF shows +4 months progress and a large positive impact on learner outcomes, as long as they are deployed effectively.  We have used same day interventions for maths previously and there is clear evidence of progress in their books when using this approach so we will transfer this to other subjects.  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,
Additional phonics sessions targeted at disadvantaged pupils who require 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 up to 12 weeks:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1
Speech and language interventions	CPD from Speech and Language therapist/director provided for dedicated speech and language support staff across the schools. Identified children have regular, dedicated SALT time.  <a href="https://publishing.service.gov.uk">The Better Communication Research Programme (publishing.service.gov.uk)</a>	3

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

Budgeted cost: £101,153

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of social and emotional (SEL) learning. Dedicated staff to deliver ELSA interventions	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	5
Establish an experienced and well-	Many of our disadvantaged children have high emotional need, which may not have been identified out of school and can sometimes result in poor learning behaviours in	6

<p>trained inclusion team</p>	<p>school, which need specialist support. From our own experience in school, having good communication with families improves their attendance and learning in school.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/parental-engagement-eeef">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Visitors, trips, Field Gun and other experiences to be planned throughout the curriculum to enhance children's cultural capital</p>	<p>Many of our disadvantaged children do not have the experiences which will help with social mobility and Ofsted have identified this as a key area in their judgements of schools' effectiveness. The Sutton Trust recommends that schools' pupil premium money could be used for enrichment vouchers to offer middle class experiences to those who actually need them most. Creating Cultural Capital (2015)</p> <p><a href="#">Creating cultural capital - Sutton Trust</a></p>	<p>6, 7</p>
<p>Provision of free or reduced cost places at Breakfast Club or before sports School Clubs for disadvantaged pupils who need it.</p>	<p>Gov guidance Breakfast Clubs Programme 2021-2023 states that 'the evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.'</p> <p>Provide free milk for FSM children in KS2</p> <p>From past experience in our school, providing some children with breakfast club places has improved their attendance.</p>	<p>6, 7</p>
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice through attendance officer and inclusion team.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="https://www.gov.uk/guidance/improving-school-attendance-support-for-schools-and-local-authorities">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p>	<p>4</p>
<p>Improve parental engagement</p>	<p>Provide opportunities for parents to engage with their children's learning in school including open afternoons, curriculum workshops that include time in classrooms with children and Arts open events. Aspirations week with visitors across a spectrum of careers including strong communication with parents. In KS2 a librarian available daily to work with parents.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/aspiration-interventions-eeef">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>7, 8</p>

<p>In- school reviews with outside agencies: MABs (Multi Agency Behaviour Support Service), EP (educational psychologist), MHST (Mental Health Support Team), School nurse</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>MABs and School nurse drop in established to enable early intervention and low stakes support. Workshops run by MHST, MABs and School Nurse team. Workshops for support your children with phonics, reading and maths.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/parental-engagement">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 5, 6, 7</p>
--	--	----------------------

Total budgeted cost: £266,490

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

### Pupil Premium Outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Number of pupils			
School	2023-2024	National 2023-2024	December 2024
Moorings Way Infant School	14.9%	25.9%	18%
Meon Infant School	25.1%		27.8%
Meon Junior School	27.8%		27.4%

- Reading**

*SIP- Every child is a reader*

Improved reading attainment among disadvantaged pupils. Improve quality of teaching in early reading and have interventions in place to allow pupils to catch up.

- Phonics and English leads worked with Springhill as well as received additional training to cascade to all teachers.
- Curriculum development took place through visits to other settings to learn about best practice.
- GLD was above national averages for both infant schools
- Read Write Inc assessment showed that children made good progress through the phases.
- The pace of the teaching in phonics has improved over the year due to the phonics lead released to coach and team teach daily.

- Phonics groups took place in years 3 and 4 using the Read Write Inc Scheme from the Infant School.
- KS2 reading outcomes in 2023/24 show that the average reading score for disadvantaged pupils was 102.

## 2. Mathematics

*SIP - Every child will master number*

Improve the quality of teaching in maths to ensure all children have the knowledge and understanding required to be successful in their next stage of mathematical learning.

- Maths leads and additional teachers attended training and this was cascaded to all teachers
- CPD was continuous for maths throughout the year.
- Curriculum development took place through visits and links to other settings to learn about best practice.

### Multiplication Check

All Pupils' Results	Meon Junior - All Pupils		
Multiplication Tables Check Attainment	2021/22 Final	2022/23 Final	2023/24 Provisional
Number of pupils	88	89	88
Number of pupils who took the check	88	89	87
Percentage of pupils who scored 25	18	11	33
Mean average score	17.5	17.3	20.8
Result by Disadvantaged Status	Meon Junior - Disadvantaged Pupils		
Multiplication Tables Check Attainment	2021/22 Final	2022/23 Final	2023/24 Provisional
Number of pupils	28	17	32
Number of pupils who took the check	28	17	31
Percentage of pupils who scored 25	25	18	34
Mean average score	15.7	17.0	18.8

- This gap between the school's disadvantaged pupils and national non disadvantaged pupils was narrower than the national gap between disadvantaged pupils and non disadvantaged pupils (13 percentage points)

### KS2 Attainment

- KS2 maths outcomes in 2023/24 show that the average maths score for disadvantaged pupils was 102, 3 points higher than 22/23

## 3. Speech and language

To continue to develop the skill set of staff to deliver speech and language interventions

- Initial assessments are carried out through outside agencies to ensure interventions are impactful
- Interventions across the school for SALT have been supported by outside agencies to increase schools' capacity to meet the needs of our children.

- Early identification of pupils requiring intervention is ensuring speech and language difficulties are addressed swiftly.
- Parent engagement in supporting their child is good.

#### 4.Attendance

*SIP - Every child has good attendance*

To achieve and sustain improved attendance for our disadvantaged pupils

##### Attendance Data

School	All pupils	Disadvantaged pupils	Gap
Meon Junior School	95.6%	94.1%	-1.2
Meon Infant School	95.9%	94.1%	-1.8
Moorings Way Infant School	95.7%	93.4%	-2.3

Data for all persistently absent pupils:

% Persistent Absentees		
[2]	MIS	Nat
23-24	8.7%	15.2%
22-23	4.1%	16.2%
21-22	6.6%	17.7%
Trend	↘↗	↘↘

% Persistent Absentees		
[2]	MWI	Nat
23-24	9.7%	15.2%
22-23	7.3%	16.2%
21-22	21.2%	17.7%
Trend	↘↗	↘↘

% Persistent Absentees		
[2]	MJS	Nat
23-24	7.2%	15.2%
22-23	8.9%	16.2%
21-22	11.5%	17.7%
Trend	↘↘	↘↘

A variety of strategies are in place to support families with attendance. Attendance for our disadvantage pupils has significantly improved and well above national averages.

#### 5.Emotional and mental health needs

*SIP - Every child is healthy in body and mind*

To achieve and sustain improved wellbeing for our disadvantaged pupils.

- Children have a positive view of themselves as learners and will be independent in their learning.
- High quality relationships between staff and pupils facilitates mental health support as pupils say they feel happy in school and feel safe
- A range of interventions are used throughout the day to target specific areas of need with children who are identified as needing specific support in mental health and self-regulation.

## **6.Emotional/financial family well-being**

*SIP - Every child is healthy in body and mind*

- A strong inclusion team provides early intervention and support for families
- Families can access a range of support from the school inclusion team as well as outside agencies
- Families have access to resources to support children in their learning at home
- Strong PSHE and RSE curriculum to support all learners with challenges of family life

## **7. Parental Engagement**

*SIP – Every child achieves well through a challenging and engaging curriculum*

To embed curriculum principles that ensure we deliver a curriculum that motivates and raises aspirations for all pupils.

- Curriculum principles are embedded across all subjects
- School communication is good and ensure families are provided with the information they need to help their children be successful
- School provides 1:1 support, workshops and whole school initiatives to support families with areas of need identified.
- Targeted support to help parents support children with reading.

## **8.Cultural capital (experiences)**

*SIP - Every child is transformed through arts and culture.*

To enhance disadvantaged pupils' cultural capital.

- Children will take part in activities as outlined on the 'school cultural passport'.
- The curriculum will have more planned opportunities for enrichment and all children have access to enrichment activities
- Children took part in a range of enrichment activities and had different visitors and experiences. Lots of these activities took place in the local area improving the children's knowledge of their own environment.
- In pupil interviews, children will often refer to enrichment activities when talking about memorable moments.
- Internal data evidence that service family pupils' attainment is in line with attainment of non-service family pupils.

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Read, Write INC books	Ruth Miskin INC

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We provide them with extra-curricular activities We ran a specialist activity called 'field gun' targeting our service children. Learning support assistants target these children for extra interventions.
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support classes were provided.



## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.