

Pupil premium strategy statement – Medway Community Primary School

This statement details our school's use of pupil 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	465
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2022 - 2025
Date this statement was published	31 st December 2024
Date on which it will be reviewed	31 st December 2024
Statement authorised by	Steve Williams
Pupil premium lead	Sian Elton
Governor / Trustee lead	Osman Khatri

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£162,800
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£162,800

Part A: Pupil premium strategy plan

Statement of intent

At Medway, we aim to develop our pupils into active, thoughtful members of our society, who articulate their own opinions and listen critically to the ideas and opinions of others. We achieve this by bringing our 'Medway Values' (Belonging, Trust, Knowledge, Respect and Equality) into every aspect of our school day. The overriding ambition of our staff, our school and our curriculum is to address the particular needs of our community to ensure that all children are happy, healthy and have a bright future. We aim to do so by broadening pupils' habitus and addressing specific social disadvantages.

At Medway, we thus utilise the Pupil Premium Grant (PPG) to ensure that all our pupils have the opportunity and support needed to achieve to their full potential and that every child at our school has the opportunity to experience the breadth of literary, cultural, historical and social diversity of our city and country in order to give them equality of experience and opportunity with their peers nationally.

While the PPG is designed to benefit the most disadvantaged pupils, our school is in an area of high deprivation and we believe many children to be eligible for additional benefits without claiming them. Therefore, we aim to utilise the PPG to ensure the success of all of our pupils, not just those identified as eligible for the funding.

Challenges

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

Challenge number	Detail of challenge
1	Pupils join the school with low levels of oracy and limited vocabulary (including in pupils' home language), which impacts upon attainment.
2	Pupils join the school from a low starting point both academically and socially.
3	High numbers of pupils have additional speech, language and communication needs (SLCN).
4	Pupils have social, emotional and welfare requirements that need to be met by the school. For example, lacking a healthy, balanced diet; limited safe spaces for physical exercise; poor environmental conditions as a consequence of inner-city living; living in overcrowded housing; and high street crime within the local area.
5	Pupils' poor attendance and regular lateness impacts upon their learning time and progress.
6	Many pupils are from low-income families.

7	Pupils lack experiences with their families outside of the school day that will support the development of their cultural capital and broaden their habitus.
8	Substantial language and/or literacy barriers mean parental engagement is challenging.
9	Not all pupils who are eligible for additional funding are registered to receive it.

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
Embedded culture of collaboration within classrooms.	LA/MA pupils are supported by others within the classroom and developing an independent approach to their learning. - HA pupils are challenged through deepening their understanding, reasoning and articulation.
New teaching members of staff are introduced to the high expectations and ways of working at Medway.	NQTs are effectively supported with moving from good to outstanding practice. - Best practice for PPG eligible pupils is established in all classrooms.
Improved oral language skills and vocabulary	High standards of oracy noted in learning walks. - MTPs demonstrate planned-for, varied and purposeful opportunities for pupils to learn to talk and learn through talk across the curriculum. - High-quality discussions occurring during 'learning through talk' opportunities within lessons. - Older pupils are able to articulate links within concepts, across lessons and make cultural allusions, demonstrating higher order thinking.
Improved phonics attainment of PP pupils in Y1 and Y2.	Attainment of PP pupils in line with their peers in reading. - Improved attainment of phonics screening results for PP pupils, closer to the national average.
Fortnightly CPD sessions for all teaching staff to develop the curriculum and ensure that implementation matches intent.	- Taught curriculum matches planned curriculum. - PP pupils are exposed to the breadth of the national curriculum in an engaging, thoughtful manner. - The intended curriculum broadens pupils' cultural capital and habitus. - Areas to challenge and develop HA PP pupils in foundation subjects have been identified.
Regular forest school sessions for EYFS and	- A trained forest school teacher is

Y1.	<p>employed to work with EYFS and Y1.</p> <ul style="list-style-type: none"> - Children have opportunities to gain new experiences linked with the awe and wonder of the natural world. <p>5</p> <ul style="list-style-type: none"> - The social interaction and communication skills of the youngest pupils is developed. - The social and emotional mental wellbeing of PP pupils is supported. - Opportunities are provided to develop and apply problem solving skills in real-life situations.
Improved provision for SEND pupils within school.	<ul style="list-style-type: none"> - Clear individualised pupil profiles outlining specific needs. - Classroom practice and interventions clearly support progress towards academic and personal targets. - Wealth of resources to support pupils' needs. - TAs confident in supporting identified pupils.
Targeted intervention groups effectively narrow the gap in attainment between those working below age related expectations and their peers.	<ul style="list-style-type: none"> - Pupils to make rapid progress against focused objectives in order to return to the classroom. - HLTAs confident in supporting the progress of these pupils. - Targeted pupils are heard read daily.
A wide offering of extra-curricular clubs, including a reading club.	<p>Pupils have access to a wide range of activities beyond the classroom.</p> <ul style="list-style-type: none"> - Additional opportunities for pupils to be heard read by an adult. - Children have access to the resources they need to complete reading homework.
All disadvantaged pupils are in receipt of PPG funding.	<ul style="list-style-type: none"> - Higher percentage of PP pupils, in line with true suspected numbers of disadvantaged students. - Improved access to FSM applications for families.
Strong collaborative relationships between the school and families of PP eligible pupils.	<ul style="list-style-type: none"> - Trusting and supportive networks exist between PP families and the school. - PP families are aware of support networks available to them within school. - Provision has been extended beyond the school day (when/where possible). - Families are encouraged to engage in activities outside of the school day that will support pupils' learning/broaden their habitus.
All pupils are adequately dressed in appropriate school uniform.	<ul style="list-style-type: none"> - All PP pupils will be provided with a school jumper or cardigan from the recently updated uniform at the start of each year.
Improved attendance amongst PP pupils.	<ul style="list-style-type: none"> - Established attendance reward and support system. <p>6</p> <ul style="list-style-type: none"> - No PP eligible pupils fall below the 96% bench mark without extenuating

	<p>circumstances.</p> <ul style="list-style-type: none"> - When these circumstances exist, a rigorous support system is put in place both for the pupil and their family. <p>Designated staff members knock on doors in the mornings to ensure full attendance of persistent absentees.</p>
Designated Community Family Welfare CFW team continues to work effectively.	<ul style="list-style-type: none"> - All PP pupils have their basic needs met. - All pupils feels welcomed and supported at school, impacting upon both their attendance and attitude within lessons. - PP eligible families are provided with an additional network of support.
All pupils have a substantial breakfast to prepare them for learning.	<ul style="list-style-type: none"> - An established and well-attended breakfast club is run. - All PP pupils are encouraged to attend.
A designated staff member has oversight of the PP strategy and provision across the school.	<ul style="list-style-type: none"> - This member of staff has oversight of the needs of PP pupils, the PP spend within the school, and the progress and attainment of PP pupils.
Children have access to a wide range of reading books.	<ul style="list-style-type: none"> - A range of texts are available, pitched at an appropriate level to enable pupils to apply their phonetic knowledge and/or developing comprehension. - Children are encouraged to read regularly, both in school and at home. <p>A new library area has been created for children to enjoy a range of texts and be read to.</p>
All PP children will attend school trips	The costs of trips for PP pupils will be covered so that they can all attend.
Non class -based Deputy Head	<p>Deputy Head will support individuals with academic and social issues.</p> <p>Disadvantaged children can seek advice and support at all times.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £72,905

Activity	Evidence that supports this approach	Challenge number(s) addressed
To sustain peer support systems within	Evidence suggests that carefully considered, well-structured	1, 2, 3

individual classrooms and across the school. Release time for observations	collaborative learning approaches have a positive impact on children's attainment. https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/collaborative-learningapproaches	
To induct new, but experienced, teachers and train NQTs. Mentor/Deputy Head Teacher time	It is expected that teachers are consistently performing well and providing high-quality learning experiences, which in turn will have an impact on attainment. Inducting new teachers develops additional capacity or expertise that can enrich curriculum delivery and support the development of extra-curricular activities and clubs. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/921286/Schools_Experiences_of_Hosting_Trainees_and_Employing_Newly_Qualified_Teachers.pdf	1, 2, 3, 4
To continue to allocate a teacher to lead the oracy driven curriculum across the school. Release time	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. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/oral-language-interventions	1, 2, 3
To improve the phonics attainment of PP pupils in Y1 and Y2 through daily sessions and additional support. TA support	Phonics has a positive impact overall 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/teachinglearning-toolkit/phonics	1, 2, 3
To carry out curriculum in action CPD meetings. Release time for teachers, DHT time	Research suggests that teacher CPD has a positive impact on pupil attainment by ensuring that teaching practice and implemented curricula are effective. https://www.seced.co.uk/news/research-teacher-schoolcpd-impact-student-exam-outcomes/	1, 2, 3, 8

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

Budgeted cost: £44,948

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To review the provision for SEND pupils within school. Development of specialist SEND room, HLTA time, release time, 2 additional lunchtime supervisors</p>	<p>There is a large evidence base for the effectiveness of different approaches to supporting children with SEND in mainstream schools. Reviewing our school's provision with this research in mind will allow us to ensure our practise remains of the highest quality. https://d2tic4wvo1iusb.cloudfront.net/gui/dancereports/send/EEF_SEND_Evidence_Review.pdf</p>	<p>3</p>
<p>To use HLTAs to provide targeted support for pupils who may be working below age related expectations across the curriculum. HLTA time</p>	<p>Research suggests that there is moderate positive impact of deploying teaching assistants to provide one to one or small group targeted interventions. https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/teaching-assistantinterventions</p>	<p>1,2,3,</p>
<p>To provide targeted 1:1 reading intervention for those pupils attaining below the year group expectations TA time</p>	<p>Research suggests that there is moderate positive impact of deploying teaching assistants to provide one to one or small group targeted interventions. https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/teaching-assistantinterventions</p>	<p>1,2,3</p>
<p>To provide a range of extra-curricular clubs, including a reading club and various sports clubs. Additional TA time Holiday clubs are provided for PP pupils with qualified teachers.</p>	<p>Taking part in after school clubs has a range of positive benefits. These include providing access to enriching new experiences, providing opportunities for children to succeed, fostering selfesteem and confidence, supporting the academic curriculum, improving fitness, providing opportunities to socialise, as well as opportunities for relaxation and enjoyment. https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf</p>	<p>1,2,3,7</p>

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

Budgeted cost: £44,947

Activity	Evidence that supports this approach	Challenge number(s) addressed
. Identify and actively target children who may be eligible for a PPG	Research suggests that there are many children across the country who are eligible for Free School Meals but not claiming them. If families do not register for FSM, they are not entitled to a Pupil Premium grant. We believe this to be the case for a large number of families at our school; thus, we want to encourage more eligible families to register. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/183380/DFERR235.pdf	9
To strengthen the collaboration with parents of PP eligible pupils.	There is strong evidence to suggest that parental engagement has a positive impact on children's academic progress, particularly for those with low prior attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	6,7,1,2,4,8
Provide all PP pupils with school uniform at the start of the academic year.	Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms, which could lead to these pupils feeling excluded from a whole school culture. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	6
To investigate patterns in attendance and punctuality associated with PP pupils and explore possible incentives with which to improve these.	Evidence demonstrating the link between low attendance and low academic attainment is strong. Effective practice should seek to improve attendance for all pupils. https://schoolleaders.thekeyssupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/	5
To continue to employ a designated Community Family Welfare team (CFW team).	There is strong evidence to suggest that parental engagement has a positive impact on children's academic progress, particularly for those with low prior attainment. Developing a	4

	designated team can help to overcome barriers in parental engagement. https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/parental-engagement	
To run a breakfast club and highly encourage all PP pupils to attend.	Evidence suggests that breakfast clubs can have a positive impact on academic outcomes in KS1, and on improved pupil behaviour and attendance throughout the school. https://educationendowmentfoundation.org.uk/news/eef-statementrepublication-of-the-evaluation-ofschool-breakfastclubs?utm_source=/news/eefstatement-republication-of-theevaluation-of-school-breakfastclubs&utm_medium=search&utm_campaign=site_search&search_term=breakfast%20clubs	6,5,4
To purchase additional reading books for both in-school and at home reading.	Having access to resources has an impact on children's attainment, and an important factor in developing reading for pleasure is choice. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf	1,2,3
To establish a school library	Having access to resources has an impact on children's attainment, and an important factor in developing reading for pleasure is choice. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf	1,2,3
PP pupils will attend all school trips	Lack of funds at home should not impede full access to costed trips for all pupils. Trips can be valuable learning experiences and enhance an understanding of the curriculum. Therefore the school will cover the costs in full.	

Total budgeted cost: £ 162,800

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

	School disadvantaged	Local authority	England
Number of pupils KS2	18	3252	459173
Percentage of pupils meeting the expected standard in reading, writing and maths	50%	47.8%	46%
Percentage of pupils achieving at a higher standard in reading, writing and maths	0%	7%	10%
Average score in reading	100	106	106
Average score in maths	102	106	106

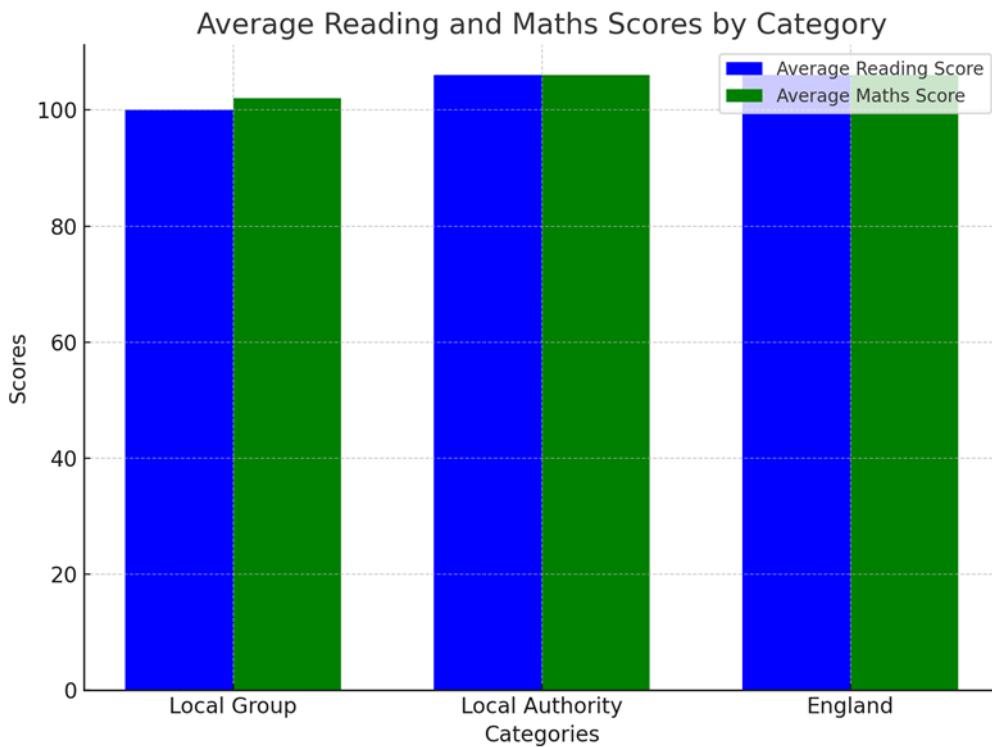
The above table presents data comparing the performance of a group of pupils at Key Stage 2 (KS2) against broader benchmarks at the local authority and national levels in England. It should be considered that pupils included in the performance data will have experienced some disruption due to Covid 19 earlier in their schooling. This still impacts on the disadvantaged pupils who may not have access to reading materials at home. To address this the school has made reading a strong focus for the school in its SIP which has been considered in the implementation of strategies as outlined in this document. Nationally attainment last year was slightly higher than the previous year but still lower than pre pandemic levels.

There has also been a subtle change in the definition of disadvantaged over the past year. In the past this has been defined as being eligible for FSM at any point during the past 6 years. But due to transitional protections bought about by the rollout of Universal credit, all pupils eligible for FSM since 1st April 2018 are now in the disadvantaged group as they have remained eligible since then. This has heightened the need to support parents to claim this benefit as there are many of our disadvantage pupils who no longer meet the criteria.

Medway results show a slightly higher percentage of pupils meeting expected standards compared to the local and national averages.

In the 2024 Key Stage 2 assessments, 46% of disadvantaged pupils—those eligible for the pupil premium—met the expected standard in reading, writing, and maths combined. This is in contrast to 67% of their non-disadvantaged peers, resulting in a 21 percentage point attainment gap. This gap has remained consistent since 2023.

The average reading scores made clearer in the table below demonstrates that Medway pupils are only slightly below the local and national averages for reading and maths.



Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Created art ambassadors from years 1 to 6	Artist school Mentoring programme
Creating artwork to be displayed around the city	Art Rethread Programme
Artist visits every fortnight to prepare for performance in summer term	Safe Space Art project
Music – children learn to play a musical instrument in weekly lessons	Leicestershire Music