

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	349
Proportion (%) of pupil premium eligible pupils	28.1%
Academic year/years that our current pupil premium strategy plan covers	2023/24
Date this statement was published	31.12.23
Date on which it will be reviewed	July 2024
Statement authorised by	Sara Paine
Pupil premium lead	Christine Turner
Governor / Trustee lead	Zoe Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 130,950
Recovery premium funding allocation this academic year	£12,035
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£142,985

Meon Infant School	
Detail	Data
School name	Meon Infant school
Number of pupils in school	169
Proportion (%) of pupil premium eligible pupils	24.9%
Academic year/years that our current pupil premium strategy plan covers	2023/24
Date this statement was published	31.12.23

Date on which it will be reviewed	July 2023
Statement authorised by	Sara Paine
Pupil premium lead	Ruth Vonk
Governor / Trustee lead	Zoe Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 49,470
Recovery premium funding allocation this academic year	£4,930
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£54,400

Moorings Way Infant School	
Detail	Data
School name	Moorings Way school
Number of pupils in school	120
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers	2023/24
Date this statement was published	31.12.23
Date on which it will be reviewed	July 2043
Statement authorised by	Sara Paine
Pupil premium lead	Ruth Vonk
Governor / Trustee lead	Zoe Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 40,740
Recovery premium funding allocation this academic year	£4,930
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£45,670

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	£ 243,055
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Part A: Pupil premium strategy plan

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 serves 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>Reading</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.</p> <p>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>Mathematics</p> <p>Although the achievement of our disadvantaged children is often cohort dependent, current data evidence 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>Speech and Language</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>Attendance</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 94.7% compared with 95.3% for all pupils; in Meon Infant School was 96.1% compared with 96.9% for all pupils; in Moorings Way Infant School was 94.9% compared with 96.4% 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>Emotional and mental health needs</p> <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</p>

	fully taking part in all the school's curriculum offer due to their attendance at school and engagement in lessons.
6	<p>Emotional/financial family well-being</p> <p>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.</p>
7	<p>Parental Engagement</p> <p>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.</p>
8	<p>Cultural Capital (experiences)</p> <p>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.</p>

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
<p>1. Reading</p> <p><i>SIP - Every child is a reader</i></p> <p>Improved reading attainment among disadvantaged pupils. Improve quality of teaching in early reading and have interventions in place to allow pupils to catch up. *</p>	<ul style="list-style-type: none"> GLD outcome in literacy for comprehension and word reading is above 70% KS1 reading outcomes in 2023/24 show that more than 70% of disadvantaged pupils meet the expected standard. KS2 reading outcomes in 2023/24 show that more than 70% of disadvantaged pupils meet the expected standard.
<p>2. Mathematics</p> <p><i>SIP - Every child will master number</i></p> <p>Improve the quality of teaching in maths to ensure all children have the knowledge and understanding required to be</p>	<ul style="list-style-type: none"> Disadvantaged and SEND pupils make good progress from their starting points. Disadvantaged pupils are targeted through early identification and intervention.

<p>successful in their next stage of mathematical learning. *</p>	<ul style="list-style-type: none"> All teaching staff have the expertise required to deliver maths mastery teaching.
<p>3.Speech and language</p> <p>To continue to develop the skill set of staff to deliver speech and language interventions *</p>	<ul style="list-style-type: none"> Early identification of speech and language needs. Interventions for speech and language are of high quality. Pupils make good progress as a result of interventions.
<p>4.Attendance</p> <p><i>SIP - Every child has good attendance</i></p> <p>To achieve and sustain improved attendance for our disadvantaged pupils. *</p>	<ul style="list-style-type: none"> Attendance for disadvantaged children is in line with other children. Sustained high attendance from 2023/24 demonstrated by: 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. The number of persistently absent pupils continues to reduce.
<p>5. Emotional and mental health needs</p> <p><i>SIP - Every child is healthy in body and mind</i></p> <p>To achieve and sustain improved wellbeing for our disadvantaged pupils. *</p>	<ul style="list-style-type: none"> Children have a positive view of themselves as learners and will be independent in their learning. 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. Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>6.Emotional/financial family well-being</p> <p><i>SIP - Every child is healthy in body and mind</i></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"> 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
<p>7. Parental Engagement</p>	<ul style="list-style-type: none"> Curriculum principles are embedded across all subjects

<p>SIP – Every child achieves well through a challenging and engaging curriculum</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"> • 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.
<p>8.Cultural capital (experiences)</p> <p>SIP - Every child is transformed through arts and culture.</p> <p>To enhance disadvantaged pupils’ cultural capital. *</p>	<ul style="list-style-type: none"> • Children will take part in activities as outlined on the ‘school passport’. • The curriculum will have more planned opportunities for enrichment and all children have access to enrichment activities.

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: £81,537

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"> • Ensuring teaching in all subjects is of the highest quality and PP pupils make progress as a result of this. * • Staff development and quality CPD * • ECT (Early Career Teachers) are effectively supported* 	<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>Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk)</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>Guidance for mentors: how to support ECF-based training - GOV.UK (www.gov.uk)</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>What We Know Works - Choosing & Using Quality Texts.pdf (clpe.org.uk)</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>Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk)</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>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>Dedicated release time for coaching and mentoring subject leaders to improve individual subject curriculums.</p> <p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</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>

	Oral language interventions Toolkit Strand Education Endowment Foundation EEF	
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. Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)	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. *	Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk) Implementing Mastering Number addition lessons in Year 1,2,4 and 5. Implementing Mastering Number curriculum in EYFS Mastery learning EEF (educationendowmentfoundation.org.uk)	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 Phonics EEF (educationendowmentfoundation.org.uk)	1
Quality questioning CPD for staff. *	CPD for all staff on using quality questioning in the classroom. The Art of Questioning - Evidence Based Education	1, 2, 7

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

Budgeted cost: £115,048

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ teacher to provide 1:1 tutoring for year 6 pupils	One to one tuition EEF (educationendowmentfoundation.org.uk)	1, 2

<p>HLTAs and TAs to provide 1:1 and small group interventions *</p>	<p>The EEF shows that small groups tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	
<p>TA interventions to take place focusing on misconceptions in lessons *</p>	<p>EEF shows +4 months progress and a large positive impact on learner outcomes, as long as they are deployed effectively.</p> <p>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.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,</p>
<p>Purchase of a spelling program to support pupils with dyslexia (Nessy) *</p>	<p>EEF toolkit: Phonics (spelling intervention) high impact low cost +5ths</p> <p> EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. *</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>Speech and language interventions *</p>	<p>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.</p> <p>The Better Communication Research Programme (publishing.service.gov.uk)</p>	<p>3</p>

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

Budgeted cost: £46,470

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional (SEL) learning. Dedicated staff to deliver ELSA interventions *</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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>5</p>
<p>Establish an experienced and well-trained inclusion team *</p>	<p>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 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>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>6</p>
<p>Visitors, trips 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>Creating cultural capital - Sutton Trust</p>	<p>6, 7</p>
<p>Provision of free or reduced cost places at Breakfast</p>	<p>Gov guidance Breakfast Clubs Programme 2021-2023 states that 'the evidence shows that providing a healthy school breakfast at the</p>	<p>6, 7</p>

<p>Club or before sports School Clubs for disadvantaged pupils who need it. *</p>	<p>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>Embedding principles of good practice set out in the DfE’s Improving School Attendance advice though 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>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p>	4
<p>Developing Arts curriculum to offer wider opportunity to disadvantaged pupils *</p>	<p>Arts and culture drive team established to work towards Arts Mark accreditation</p> <p>Arts specialist teacher to teach arts curriculum</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	8
<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>Aspiration interventions EEF (educationendowmentfoundation.org.uk)</p>	7, 8
<p>In- school reviews with outside</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life</p>	1, 2, 5, 6, 7

<p>agencies: MABs (Multi Agency Behaviour Support Service), EP (educational psychologist), MHST (Mental Health Support Team), School nurse *</p>	<p>(e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</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>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	
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Total budgeted cost: £243,055

NB: * indicates those activities approved in the PP Guidance document “Menu of Approaches”

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 2022 to 2023 academic year.

Number of pupils

School	2022-2023	November 2023												
Moorings Way Infant School	<p>Ever 6 FSM</p> <table border="1"> <tr> <th>Category</th> <th>Percentage</th> </tr> <tr> <td>School</td> <td>19.6%</td> </tr> <tr> <td>National</td> <td>25.9%</td> </tr> </table>	Category	Percentage	School	19.6%	National	25.9%	<p>Ever 6 FSM</p> <table border="1"> <tr> <th>Category</th> <th>Percentage</th> </tr> <tr> <td>School</td> <td>15.0%</td> </tr> <tr> <td>National</td> <td>25.9%</td> </tr> </table>	Category	Percentage	School	15.0%	National	25.9%
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EYFS Attainment
Moorings Way Infants:

Result by Disadvantaged Status	Moorings Way - Disadvantaged Pupils		Moorings Way - Not Disadvantaged Pupils	
	2021/22 Final	2022/23 Provisional	2021/22 Final	2022/23 Provisional
Early Years Foundation Stage				
Number of pupils	4	4	46	32
Good Level of Development (%)	50	75	65	69
Percentage achieving expected in all 17 goals	50	75	57	66
Average number of ELGs at expected level per child	13.5	16.0	14.8	13.8

- MWI disadvantaged pupils achieved 75% increase of 25% from 2021/22 and higher than non-disadvantaged pupils.

Meon Infant School:

Result by Disadvantaged Status	Meon Infant - Disadvantaged Pupils		Meon Infant - Not Disadvantaged Pupils	
	2021/22 Final	2022/23 Provisional	2021/22 Final	2022/23 Provisional
Early Years Foundation Stage				
Number of pupils	7	10	53	49
Good Level of Development (%)	43	60	64	76
Percentage achieving expected in all 17 goals	43	60	60	76
Average number of ELGs at expected level per child	11.0	14.2	13.8	15.2

- MIS disadvantaged pupils achieved 60% increase of 17% from 2021/22

Phonics Attainment

Moorings Way Infants:

All Pupils' Results	Moorings Way - All Pupils		
	2018/19 Final	2021/22 Final	2022/23 Provisional
Phonics Attainment			
Number of pupils - NCY1	45	53	51
Number of pupils - NCY2 retakes	7	10	19
NCY1 pupils working at the expected level (%)	58	66	76
NCY2 retake pupils working at the expected level (%)	14	50	53
Result by Disadvantaged Status	Moorings Way - Disadvantaged Pupils		
Phonics Attainment			
Number of pupils - NCY1	8	14	4
Number of pupils - NCY2 retakes	4	6	6
NCY1 pupils working at the expected level (%)	63	57	100
NCY2 retake pupils working at the expected level (%)	25	67	67

- MWI 100% of disadvantaged pupils in year 1 achieved the expected level in phonics, increase of 43% from 2021/22 and higher than non-disadvantaged pupils.

Meon Infant School:

All Pupils' Results	Meon Infant - All Pupils		
Phonics Attainment	2018/19 Final	2021/22 Final	2022/23 Provisional
Number of pupils - NCY1	60	60	59
Number of pupils - NCY2 retakes	12	12	26
NCY1 pupils working at the expected level (%)	85	58	75
NCY2 retake pupils working at the expected level (%)	67	25	65
Result by Disadvantaged Status	Meon Infant - Disadvantaged Pupils		
Phonics Attainment	2018/19 Final	2021/22 Final	2022/23 Provisional
Number of pupils - NCY1	17	12	11
Number of pupils - NCY2 retakes	2	4	7
NCY1 pupils working at the expected level (%)	88	58	55
NCY2 retake pupils working at the expected level (%)	100	0	57

- MIS 55% of disadvantaged pupils in year 1 were working at the expected level in phonics this is 20% lower than all pupils.

KS1 Attainment

Moorings Way Infant School:

All Pupils' Results	Moorings Way - All Pupils			National - All pupils		
Key Stage 1 Attainment	2018/19 Final	2021/22 Final	2022/23 Provisional	2018/19 Final	2021/22 Final	2022/23 Provisional
Number of pupils	39	49	58	666,393	639,415	643,040
RWM - reaching the expected standard (%)	62	47	48	65	53	56
Reading - reaching the expected standard (%)	74	65	62	75	67	68
Writing - reaching the expected standard (%)	67	49	53	69	58	60
Maths - reaching the expected standard (%)	74	57	67	76	68	70
Science - reaching the expected standard (%)	87	67	67	82	77	79
RWM - reaching the higher standard (%)	15	2	0	11	6	6
Reading - reaching the higher standard (%)	31	24	7	25	18	19
Writing - reaching the higher standard (%)	18	2	0	15	8	8
Maths - reaching the higher standard (%)	33	4	2	22	15	16
Result by Disadvantaged Status	Moorings Way - Disadvantaged Pupils			National - Not Disadvantaged Pupils		
Key Stage 1 Attainment	2018/19 Final	2021/22 Final	2022/23 Provisional	2018/19 Final	2021/22 Final	2022/23 Provisional
Number of pupils	10	14	16	524,452	478,275	-
RWM - reaching the expected standard (%)	50	21	44	-	-	-
Reading - reaching the expected standard (%)	70	36	50	78	72	-
Writing - reaching the expected standard (%)	60	21	50	73	63	-
Maths - reaching the expected standard (%)	60	36	63	79	73	-
Science - reaching the expected standard (%)	90	50	63	85	82	-
RWM - reaching the higher standard (%)	0	0	0	-	-	-
Reading - reaching the higher standard (%)	10	7	13	28	21	-
Writing - reaching the higher standard (%)	0	0	0	17	10	-
Maths - reaching the higher standard (%)	20	0	0	24	18	-

- MWI disadvantaged pupils' attainment in reading up 14% from 2021/22
- MWI disadvantaged pupils' attainment in writing up 29% from 2021/22
- MWI disadvantaged pupils' attainment in maths up 27% from 2021/22

Meon Infant School:

All Pupils' Results	Meon Infant - All Pupils			National - All pupils		
	2018/19 Final	2021/22 Final	2022/23 Provisional	2018/19 Final	2021/22 Final	2022/23 Provisional
Key Stage 1 Attainment						
Number of pupils	59	60	59	666,393	639,415	643,040
RWM - reaching the expected standard (%)	66	52	61	65	53	56
Reading - reaching the expected standard (%)	78	68	71	75	67	68
Writing - reaching the expected standard (%)	69	62	66	69	58	60
Maths - reaching the expected standard (%)	78	68	81	76	68	70
Science - reaching the expected standard (%)	80	90	88	82	77	79
RWM - reaching the higher standard (%)	12	5	0	11	6	6
Reading - reaching the higher standard (%)	25	12	3	25	18	19
Writing - reaching the higher standard (%)	14	5	0	15	8	8
Maths - reaching the higher standard (%)	24	15	2	22	15	16
Result by Disadvantaged Status	Meon Infant - Disadvantaged Pupils			National - Not Disadvantaged Pupils		
Key Stage 1 Attainment						
Number of pupils	6	14	14	524,452	478,275	-
RWM - reaching the expected standard (%)	33	29	50	-	-	-
Reading - reaching the expected standard (%)	67	57	64	78	72	-
Writing - reaching the expected standard (%)	50	50	57	73	63	-
Maths - reaching the expected standard (%)	33	36	79	79	73	-
Science - reaching the expected standard (%)	50	71	86	85	82	-
RWM - reaching the higher standard (%)	17	7	0	-	-	-
Reading - reaching the higher standard (%)	17	7	0	28	21	-
Writing - reaching the higher standard (%)	17	7	0	17	10	-
Maths - reaching the higher standard (%)	17	14	0	24	18	-

- MIS disadvantaged pupils' attainment in reading up 7% from 2021/22
- MWI disadvantaged pupils' attainment in writing up 7% from 2021/22
- MWI disadvantaged pupils' attainment in maths up 43% from 2021/22
- MIS Upward trend for disadvantaged pupils in maths (79%) and above national for all pupils.

KS2 Attainment

- 41% of Meon Junior disadvantaged pupils reached the expected standard in KS2 reading, writing and maths. This was 25 percentage points lower than national not disadvantaged pupils (66%).
- This gap between the school's disadvantaged pupils and national not disadvantaged pupils was wider than the national gap between disadvantaged pupils and not disadvantaged pupils (22 percentage points).
- The gap between the school's disadvantaged pupils and national not disadvantaged pupils was wider than the national gap between disadvantaged pupils and not disadvantaged pupils (7 percentage points)
- Meon Junior disadvantaged pupils had an average KS2 reading scaled score of 103. This was 3 points lower than national not disadvantaged pupils (106).
- This gap between the school's disadvantaged pupils and national not disadvantaged pupils was narrower than the national gap between disadvantaged pupils and not disadvantaged pupils (4 points).

Result by Disadvantaged Status	Meon Junior - Disadvantaged Pupils			National - Not Disadvantaged Pupils		
	2018/19 Final	2021/22 Final	2022/23 Provisional	2018/19 Final	2021/22 Final	2022/23 Provisional
Key Stage 2 Attainment						
Number of pupils	22	22	22	447,153	467,319	469,504
RWM - reaching the expected standard (%)	50	45	41	71	66	66
Reading - reaching the expected standard (%)	55	64	64	78	80	78
Writing - reaching the expected standard (%)	73	59	55	83	75	77
Maths - reaching the expected standard (%)	55	50	59	84	78	79
GPS - reaching the expected standard (%)	68	55	45	83	78	78
RWM - reaching the higher standard (%)	5	5	0	13	9	10
Reading - reaching the higher standard (%)	27	14	27	31	33	34
Writing - reaching the higher standard (%)	5	5	0	24	16	16
Maths - reaching the higher standard (%)	9	14	9	32	27	29
GPS - reaching the higher standard (%)	18	5	14	41	33	35

- Meon Junior disadvantaged pupils had an average KS2 maths scaled score of 100. This was 5 points lower than national not disadvantaged pupils (105).
- This gap between the school's disadvantaged pupils and national not disadvantaged pupils was wider than the national gap between disadvantaged pupils and not disadvantaged pupils (4 points).

Result by Disadvantaged Status	Meon Junior - Disadvantaged Pupils			National - Not Disadvantaged Pupils		
	2019/20 Final	2021/22 Final	2022/23 Provisional	2019/20 Final	2021/22 Final	2022/23 Provisional
Key Stage 2 Attainment						
Number of pupils	22	22	22	447,153	467,319	469,504
Reading average scaled score	103	103	103	105	106	106
Maths average scaled score	101	100	100	106	105	105
GPS average scaled score	102	99	99	107	106	106

- Meon Junior disadvantaged pupils had a KS1 to KS2 reading progress score of -1.4.
- Meon Junior disadvantaged pupils had a KS1 to KS2 writing progress score of -4.2.
- Meon Junior disadvantaged pupils had a KS1 to KS2 maths progress score of -3.4
- National results by disadvantaged status are not currently available

KS1-2 progress summary trend table by disadvantaged 2023 / KS2 status

Meon Junior School: 2715

	Disadvantaged Pupils				Not Disadvantaged Pupils				
	2019	2022	2023	Trend	2019	2022	2023	Trend	
KS1 to KS2 reading progress	Number of pupils in progress measure	22	20	22		63	63	58	
	School progress score	-3.0	0.3	-1.4	↘	-2.1	1.5	-0.8	↘
	Upper confidence limit	-0.4	3.0	1.2		-0.6	3.0	0.8	
	Lower confidence limit	-5.6	-2.5	-4.0		-3.7	-0.1	-2.4	
	School progress significantly different to national all pupils	Sig -	Not Sig	Not Sig		Sig -	Not Sig	Not Sig	
	Portsmouth progress score	-2.4	-1.3	-2.4	↗	-1.3	-0.5	-0.8	↗
	Upper confidence limit	-2.0	-0.9	-2.0		-1.0	-0.1	-0.5	
	Lower confidence limit	-2.8	-1.7	-2.8		-1.6	-0.8	-1.2	
	Portsmouth progress significantly different to national all pupils	Sig -	Sig -	Sig -		Sig -	Sig -	Sig -	
	National progress score	-0.6	-0.8	-	↘	0.3	0.4	-	↗
KS1 to KS2 writing progress	Number of pupils in progress measure	22	21	22		63	64	58	
	School progress score	-4.1	0.1	-4.2	↗	-1.1	0.4	-2.0	↗
	Upper confidence limit	-1.7	2.7	-1.7		0.3	1.9	-0.4	
	Lower confidence limit	-6.5	-2.5	-6.8		-2.5	-1.1	-3.5	
	School progress significantly different to national all pupils	Sig -	Not Sig	Sig -		Not Sig	Not Sig	Sig -	
	Portsmouth progress score	-2.7	-2.4	-2.7	↗	-1.4	-1.8	-1.6	↘
	Upper confidence limit	-2.3	-2.0	-2.4		-1.1	-1.5	-1.3	
	Lower confidence limit	-3.1	-2.8	-3.1		-1.7	-2.1	-2.0	
	Portsmouth progress significantly different to national all pupils	Sig -	Sig -	Sig -		Sig -	Sig -	Sig -	
	National progress score	-0.5	-0.8	-	↘	0.3	0.4	-	↗
KS1 to KS2 maths progress	Number of pupils in progress measure	22	21	22		63	63	58	
	School progress score	-5.4	-1.3	-3.4	↗	-2.4	-0.9	-0.1	↗
	Upper confidence limit	-3.2	1.2	-0.9		-1.0	0.5	1.4	
	Lower confidence limit	-7.7	-3.8	-5.8		-3.7	-2.4	-1.6	
	School progress significantly different to national all pupils	Sig -	Not Sig	Sig -		Sig -	Not Sig	Not Sig	
	Portsmouth progress score	-2.4	-2.1	-2.3	↗	-1.0	-1.1	-0.9	↘
	Upper confidence limit	-2.1	-1.7	-1.9		-0.7	-0.8	-0.6	
	Lower confidence limit	-2.8	-2.5	-2.7		-1.3	-1.4	-1.3	
	Portsmouth progress significantly different to national all pupils	Sig -	Sig -	Sig -		Sig -	Sig -	Sig -	
	National progress score	-0.7	-1.1	-	↘	0.4	0.5	-	↗

Sig + Progress score is above national average and is statistically significant.

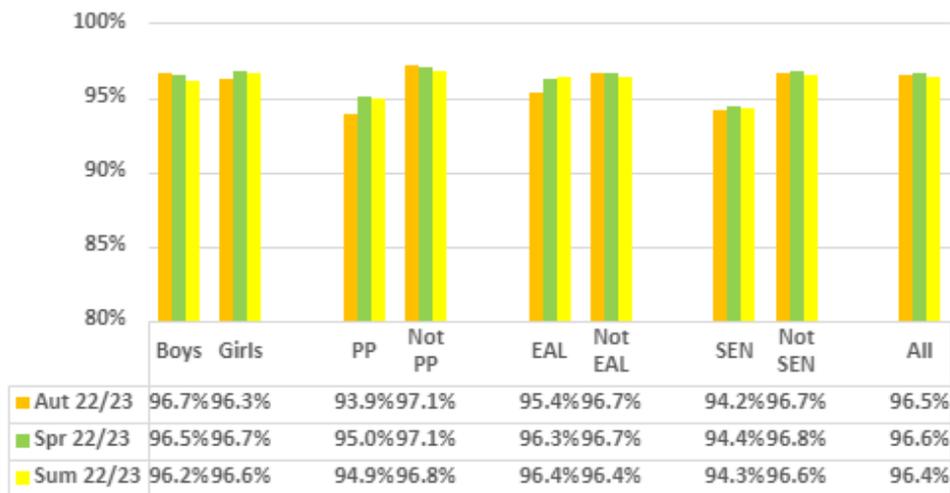
Sig - Progress score is below national average and is statistically significant.

Not Sig Progress score is not significantly different to national average.

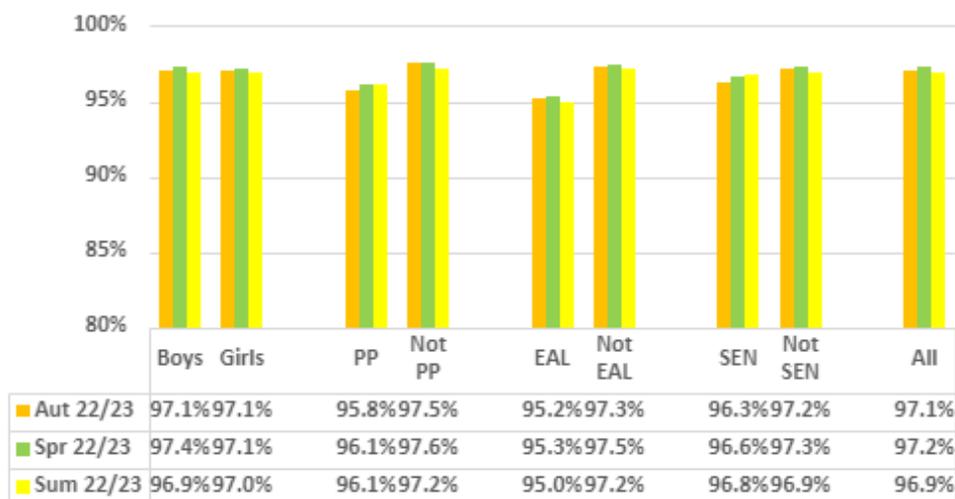
Attendance Data

Attendance	2018/19	2019/20	2020/21	2021/22	2022/23
MWI	96.6%	93.0%	96.6%	93.9%	96.4%
MIS	97.7%	97.2%	97.3%	95.4%	96.9%
MJS	96.1%	95.7%	96.0%	95.5%	95.3%

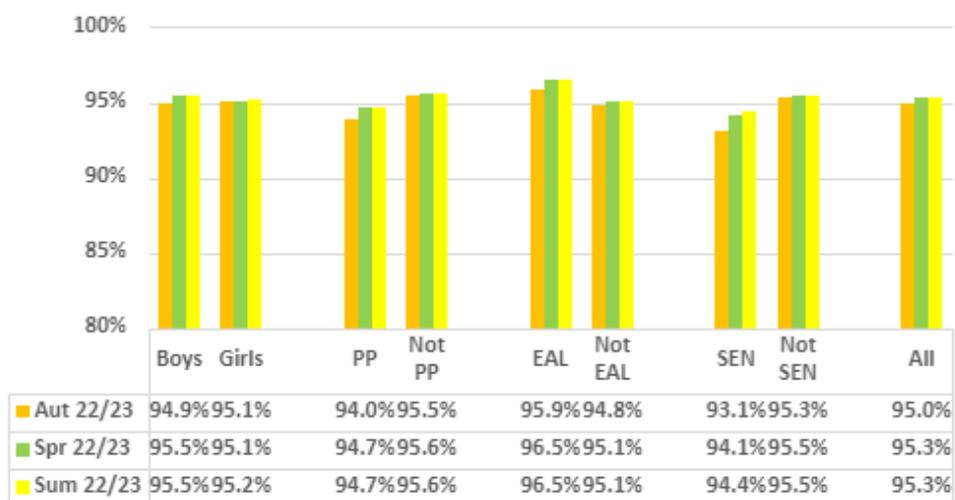
MWI Attendance by Sub-Group



MIS Attendance by Sub-Group



MJS Attendance by Sub-Group



Data for all persistently absent pupils:

Persistent absence >10%	MWI		
	22/23		
	Aut	Spr	Sum
Pupils	13	8	9
Total pupils	150	152	148
Percentage	8.7%	5.3%	6.1%

National		
22/23		
Aut	Spr	Sum
-	-	-
-	-	-
21.3%	18.5%	17.2%

Persistent absence >10%	MIS		
	22/23		
	Aut	Spr	Sum
Pupils	13	8	5
Total pupils	179	179	177
Percentage	7.3%	4.5%	2.8%

National		
22/23		
Aut	Spr	Sum
-	-	-
-	-	-
21.3%	18.5%	17.2%

Persistent absence >10%	MIS		
	22/23		
	Aut	Spr	Sum
Pupils	52	39	30
Total pupils	347	352	349
Percentage	15.0%	11.1%	8.6%

National		
22/23		
Aut	Spr	Sum
-	-	-
-	-	-
21.3%	18.5%	17.2%

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.

Staff know pupils well and any who need additional help are identified quickly. The new pastoral team works together effectively to make sure pupils, and their families, get the support they need to learn as well as their peers. Leaders do their best to get support for pupils from other agencies where it is needed. (Meon Infant School Ofsted Report November 2022)

Staff are knowledgeable about the safeguarding risks pupils may face. Leaders reinforce training through regularly discussing case studies, so safeguarding is kept high on the agenda. The new inclusion team works effectively to establish a strong culture of early identification. When pupils and their families need help, staff make sure this happens quickly. There are well-established systems in place for reviewing cases to make sure pupils stay safe. (Meon Infant School Ofsted Report November 2022)

Interventions across the school for SALT have been supported by outside agencies to increase schools capacity to meet the needs of our children. High quality relationships between staff and pupils facilitates mental health support as pupils say they feel happy in school and feel safe.

Internal data evidences 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
Nessy	Nessy learning

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 'gun run' 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.