



The Meadows Primary School Pupil Premium Strategy Statement

1. Summary information					
Academic Year	2020-2021	Total PP budget	£25,000	Date of most recent PP Review	Nov 2021
Total number of pupils	167	Number of pupils eligible for PP	12	Date for next internal review of this strategy	Nov 2022

July 2021

EYFS end of year	PP School (1 Pupil)	Other Pupils School	School Gap	PP National	Other national (2019)	National Gap
Good Level of Development	0%	76%	+76%	%	71.8%	

	School PP at expected standard	School Other at expected standard	School gap	Other national at expected standard	Gap between school PP and national other
Year 1 phonics (1 Pupil)					

Progress KS2 2021	Reading	Writing	Maths
Disadvantaged (5 pupils)			
Non-disadvantaged (National)			
Gap			

Attainment KS2 2021	Reading	Writing	Maths
Disadvantaged (5 pupils)	100%	80%	100%
Non-disadvantaged (2019 National)	73%	78%	79%
Gap	27%	2%	21%

Attainment KS1 2021	Reading	Writing	Maths
Disadvantaged (5 pupils)	20%	20%	20%
Non-disadvantaged (2019 National)	75%	69%	76%
Gap	-55%	-49%	-56%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	More able pupils eligible for pupil premium do not always achieve GDS.
B.	Children in EYFS and KS1 eligible for pupil premium funding can have poor oral language skills and low levels of literacy.
C.	Children across the school eligible for Pupil Premium funding can lack confidence or the knowledge of how to independently support their learning.

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Some pupils eligible for the Pupil Premium are experiencing difficulties in their home lives and find emotional regulation difficult and this can result in a negative attitude towards their learning.
E.	Some pupils eligible for the Pupil Premium have low attendance rates

3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	More able pupils eligible for pupil premium continue to be challenged to achieve GDS .	More able pupils identified in reading, writing and maths. Boosting/precision teaching as well as pre/post teaching will be given to the children in the areas identified. Children will achieve greater depth by the end of key milestones.
B.	Raise standards of early literacy in EYFS and KS1 to promote good or better outcomes for pupils eligible for Pupil Premium.	Gaps continue to narrow in writing between pupil premium and non-pupil premium children in reading a writing. The number of children achieving reading and writing GLD/ EXS and passing the phonics screening check is in line with peers.
C.	Learning aids are used to scaffold tasks and allow children to access tasks with increasing independence and confidence.	Children report increased confidence and independence when talking about their learning. All pupils can talk about ways they can help themselves if they are stuck or resources that they can use to help them.
D.	Some pupils eligible for the Pupil Premium are experiencing difficulties in their home lives and find emotional regulation difficult and this can result in a negative attitude towards their learning.	ELSA assessments will provide evidence that gaps in emotional development have been addressed and good progress has been made from their starting points. Mentor/ in class support will be given to children who need it and this will enable them to regulate their emotions and access learning. Whole school growth mindset approach and ACE training.
E.	Some pupils eligible for the Pupil Premium have low attendance rates	Careful tracking of attendance by PP champions and our Education welfare officer will show improved attendance for Pupils with low attendance rates. Attendance rates of PP children will be in line with school average within three years.

<p>B) More able pupils eligible for pupil premium continue to be challenged to achieve GDS .</p>	<ul style="list-style-type: none"> • Higher attaining pupils identified and gaps in learning addressed • Teaching providing greater depth opportunities regularly through prove it days • Response to marking – children swiftly follow up feedback • Use of Greater depth resources and challenge activities • Teachers to implement a whole class reading teaching structure focussing on comprehension using Literacy shed and VIPERS. • Reading and Maths lessons to have GDS challenges. • Teachers to have high expectations of all learners. • Models of excellence remove ceiling on learning • TA to deliver catch up reading comprehension programme with small groups • Off track children or borderline children, receive extra support with a TA above the core offer through precision or pre teach. 	<ul style="list-style-type: none"> • EEF research evidence that use of Quality first teaching strategies enables effective instant feedback, flexible groupings and pre/post tutoring to enable challenge for most able PP and all PP pupils • Termly data tracking and pupil progress meetings • EEF toolkit suggest that on average reading comprehension approaches deliver an additional six months progress/ • External moderation identified children who could achieve GDS. 	<ul style="list-style-type: none"> • Teacher teaching the higher attainers. • Flexible grouping • Pupil voice • Lesson observations • Triads • Termly data tracking and pupil progress meetings • Monitor intervention trackers for catch up sessions • Monitor whole class reading, spellings and maths practice EEE form. • 360 profiles • training 	<p>SG RH JC</p> <p>JC</p> <p>PP champions</p>	<p>WMAT training £1,000</p>
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<p>A). Raise standards of early literacy in EYFS and KS1 to promote good or better outcomes for pupils eligible for Pupil Premium.</p>	<ul style="list-style-type: none"> • Core offer followed to ensure quality first teaching • Morning TA support – providing daily pre/post tutoring, instant verbal and written feedback, flexible teaching groups • Precision teaching • Welcomm SALT package- all children to be screened in EYFS. • Tiered approach to vocabulary teaching. • Free write Friday • Individualised spellings • Introduce comparative judgement • Book banding matched to children’s reading attainment. • RWInc phonics groupings flexible across EYFS/ KS1 	<ul style="list-style-type: none"> • Analysis of writing data across the school • Termly data tracking and pupil progress meetings to plan next steps • Book looks termly to monitor outcomes • EEF toolkit suggests that small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. • Research shows precision teaching as an intervention helps learning to be stored in long term memory. • Free write Friday to increase engagement and motivation to write. <p>Whole class spelling tests was not having impact so an individualised approach to spelling homework has been put in place.</p>	<ul style="list-style-type: none"> • Lesson observations/learning walks • Termly data tracking and pupil progress meetings with follow ups • Book scrutiny – progress over time and next steps planned • Monitor EEE form and take action as required. • Pupil 360 profiles • No more marking 	<p>JM/ JC as KS lead pp leaders SLT JC as PP lead</p>	<p>At first data end of Term 2</p>
Total budgeted cost					<p>Cost: £800 PP leader time TAs</p> <p>£1,000 CPD Leadership time for subject leaders 2 pms a week £6,000</p> <p>Welcomm TA</p> <p>£8,395</p>
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>D) Some pupils eligible for the Pupil Premium are experiencing difficulties in their home</p>	<p>ELSA training and whole school approach</p>	<p>EEF Toolkit suggest high quality social and emotional learning programmes appear to be particularly beneficial for</p>	<ul style="list-style-type: none"> • ELSA plans and review data • Pupil conferencing feedback and parental feedback • Behaviour log monitoring 	<p>MR JC</p>	<p>Termly</p>

<p>lives and find emotional regulation difficult and this can result in a negative attitude towards their learning.</p>	<p>Growth mindset whole school approach</p> <p>Weekly ELSA groups</p> <p>TA as mentor as needed</p> <p>Free breakfast club places</p> <p>360 meeting time</p> <p>Behaviour project to focus on restorative conversations.</p>	<p>disadvantaged or low-attaining pupils.</p> <p>It also suggests that social and emotional approaches are more likely to raise attainment when the approaches are embedded in school routine and training for staff.</p> <p>Written feedback from parents provides evidence that this support reduces barriers to learning and raises parental engagement.</p> <p>When the adults change, everything changes. Whole school behaviour project with South Glos</p>	<ul style="list-style-type: none"> • Support logged on EEE form • Learning walks focussed on behaviour during all parts of the day 	<p>SR</p> <p>JM</p>	<p>Lunch ranger time for behaviour project training</p> <p>Cost: £4,386 ELSA cost</p> <p>£1,000 resources</p> <p>TA time - £4,000</p>
<p>E) Some pupils eligible for the Pupil Premium have low attendance rates</p>	<p>Weekly monitoring of PP attendance by PP champions.</p> <p>PP champions to monitor attendance using EEE form.</p> <p>Twice a term EWO review and attendance meetings held</p> <p>TA PP champion to work to support families</p> <p>Breakfast club places for PP children before school</p> <p>Nurture time for PP children who struggle to come in to school in the mornings</p>	<p>Previous monitoring of attendance by EWO showed improved attendance when attendance is tracked and meetings are held</p> <p>Parental voice showed they value a staff member to support them with attendance issues</p> <p>Previous offer of Breakfast club places showed improved attendance for those who accessed it.</p>	<ul style="list-style-type: none"> • Completion of EEE form • Reports from EWO • Parent feedback • Monitoring of breakfast club uptake and impact • PP children settle more quickly to learning in the mornings 	<p>JC</p> <p>SS</p> <p>TA MR</p> <p>TA SR</p>	<p>Termly</p> <p>Cost: £1,500 EWO</p> <p>£3,000 breakfast club offer</p> <p>£13,886</p>
Total budgeted cost					<p>£24,281</p>

4. Review of expenditure

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
C) Learning aids are used to scaffold tasks and allow children to access tasks with increasing independence and confidence.	<ul style="list-style-type: none"> Teachers trained in use of learning aids and walls to scaffold learning. Classrooms well equipped to allow independent access to a range of resources. Children given strategies to use resources Teacher to model using resources	<p>Learning aids and scaffolds supported learning. Pupil voice and lesson drop ins showed the impact of this.</p> <p>Classroom environments are clearly labelled and allow children to access resources. SIV walk confirmed this after input done.</p>	<p>We will continue with this approach as this has helped children feel more independent and also supported their learning.</p> <p>We will work with children on the strategy of no hands up (cold calling) strategy to improve engagement.</p> <p>Work with staff on developing teaching strategies to develop greater independence and to access learning resource available to them. Professional Growth goals will focussed on improved class practice.</p>	£1,150

ii. Targeted support

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B) More able pupils eligible for pupil premium continue to be challenged to achieve GDS.	<ul style="list-style-type: none"> Higher attaining pupils identified and gaps in learning addressed Teaching providing greater depth opportunities regularly through prove it days Response to marking – children swiftly follow up feedback Use of Greater \depth resources and challenge activities Teachers to implement a whole class reading teaching structure focussing on comprehension using 	<p>Year 6 SATs data (internally taken under test conditions. Moderated and validated across Futura Learning Partnership) showed:</p> <table border="1"> <thead> <tr> <th></th> <th>KS1 2017</th> <th colspan="2">Outcomes 2021</th> <th colspan="2">2019 National</th> </tr> <tr> <th></th> <th>EXS+ GDS</th> <th>EX S+</th> <th>GDS</th> <th>EXS+</th> <th>GDS</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>55% 27%</td> <td>96%</td> <td>67%</td> <td>73%</td> <td>27%</td> </tr> <tr> <td>Writing</td> <td>20% 13%</td> <td>85%</td> <td>31%</td> <td>78%</td> <td>20%</td> </tr> </tbody> </table>		KS1 2017	Outcomes 2021		2019 National			EXS+ GDS	EX S+	GDS	EXS+	GDS	Reading	55% 27%	96%	67%	73%	27%	Writing	20% 13%	85%	31%	78%	20%	<p>Targeted Greater Depth questions in maths and reading, boosted GD outcomes in Year 6 SATs. We will continue with this approach and make sure it is embedded across the school.</p> <p>Continued drop ins and monitoring of GDS PP pupils. Aspirational targets given.</p> <p>Trust moderation to eliminate bias</p>	<p>1,480 Training for BRP</p> <p>Release time for benchmarking 12 days of TA time £1050</p> <p>TA time for BRP 7.5 hours a week TA time £4500</p> <p>Teacher release time</p>
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<p>D) Some pupils eligible for the Pupil Premium are experiencing difficulties in their home lives and find emotional regulation difficult and this can result in a negative attitude towards their learning.</p>	<p>ELSA training and whole school approach</p> <p>Growth mindset whole school approach</p> <p>Weekly ELSA groups</p> <p>TA as mentor as needed</p> <p>Free breakfast club places</p> <p>360 meeting time</p>	<p>Additional TA trained in ELSA means more children could be supported.</p> <p>Growth Mindset approach embedded across the school; pupil voice evidence.</p> <p>ELSA supported 19 children. 8 of which were PP children. All children showed improvements in emotional wellbeing following interventions. Catch up time ensured that these benefits continued.</p>	<p>ELSA had a positive impact on all children supported. After lockdown, more children returned with anxiety so we will increase the number of ELSA hours and provide further training for the ELSA lead. We will also employ a pastoral lead to support children who need support to regulate.</p> <p>Thrive training will be delivered across Futura Learning Partnership as we have identified an increased need in SEMH.</p>	<p>ELSA training cost £585</p> <p>ELSA hours 5 hours a week</p> <p>£3200</p>
<p>E) Some pupils eligible for the Pupil Premium have low attendance rates</p>	<p>Weekly monitoring of PP attendance by PP champions.</p> <p>PP champions to monitor attendance using EEE form.</p> <p>Twice a term EWO review and attendance meetings held</p> <p>TA PP champion to work to support families</p> <p>Breakfast club places for PP children before school</p> <p>Nurture time for PP children who struggle to come in to school in the mornings</p>	<p>Breakfast club offer was taken up by 38 % of PP children.</p> <p>The attendance officer worked with 10 children's families to support attendance. 80% of families that were supported saw improved attendance. The 2 children who did not have improved attendance had EHAPs and now have an EHCP to identify learning barriers that were creating school refusal.</p> <p>PP eligible families supported by SG family support had 100% success rate in meeting their targets and no longer required support at this level.</p>	<p>Having a dedicated pastoral lead will help support children come in in the mornings. The school will employ one for 21-22 academic year.</p> <p>EWO will continue to monitor and support families alongside the pastoral lead who will catch up with families early on when we notice increased absence.</p> <p>Breakfast club places will continue to be offered free of charge to ensure children have a good start to their day and be ready for learning and on time for lessons.</p>	<p>Cost: £1,500 EWO</p> <p>£3,000 breakfast club offer</p>

Total spend : £21,290