

# The Meadows Primary School Pupil Premium Strategy Statement



1. Summary information						
Academic Year	2017-2018	Total PP budget	£39,600	Date of most recent PP Review	Nov 2017	
Total number of pupils	175	Number of pupils eligible for PP	27	Date for next internal review of this strategy	Sept 2018	

July 2017

EYFS end of year	PP School (2 Pupils)	Other Pupils School	School Gap	PP National (2016)	Other national (2016)	National Gap (2016)
Good Level of Development	100%	80%	+20%	54.5	78.7	-24.4

	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 (2 Pupils)	100%	50%	+50%	84%	+ 16%

Progress KS2 2017	Reading	Writing	Maths
Disadvantaged (2 pupils)	-2.56	-11.32	-4.99
Non-disadvantaged (National)	+0.33	+0.17	+0.28
Gap	-2.89	-11.49	-5.27

Attainment KS2 2017	Reading	Writing	Maths
Disadvantaged (2 pupils)	0%	0%	50%
Non-disadvantaged (National)	77%	81%	80%
Gap	-77%	-81%	-30%

Attainment KS1 2017	Reading	Writing	Maths
Disadvantaged (3 pupils)	67%	0%	33%
Non-disadvantaged (National)	79%	72%	79%
Gap	-12%	-72%	-46%

## 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)*

<b>A.</b>	Mental Maths skills are lower for pupils eligible for pupil premium. This slows progress in Key Stage 2 and confidence in test situations is low.
<b>B.</b>	Pupils who are eligible for pupil premium and were low/middle prior attainers at KS1 are making less progress in their Reading, Maths and writing, across Key Stage 2.
<b>C.</b>	Pupil's speech and language skills are under developed on entry to primary school (EYFS – Yr 1) and this limits progress in communication, language and literacy.

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

<b>D.</b>	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.
<b>E.</b>	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>
<b>A.</b>	Improve pupils' mental maths skills and develop confidence for pupils to tackle termly Maths tests.	Pupils eligible for pupil premium will make rapid progress in Maths. There will be an increase in the proportion of pupils achieving expected standard and greater depth in Yr 1-6. Differences will diminish between PP and other pupils from end of year 2016-17 to 2017/18. Mental Maths skills will become sharper, with quicker recall of facts. Maths meeting progress scores will increase demonstrating pupils improved mental maths ability.
<b>B.</b>	Pupils who are eligible for pupil premium and were low/middle prior attainers at KS1 are making less progress in their Maths and writing, across Key Stage 2.	Pupils eligible for pupil premium will receive targeted support from, TAs and Teachers. This work will be based on ongoing assessment data. In end of year group tests, pupils who are eligible for the pupil premium will feel well prepared for these tests and gaps between them and their peers will diminish when comparing 2016-17 outcomes to 2017-18 outcomes.
<b>C.</b>	Pupil's speech and language skills are under developed on entry to primary school (EYFS – Yr 1) and this limits progress in communication, language and literacy.	Pupils eligible for pupil premium will be assessed on entry to EYFS. This will enable early identification of need where required and targeted support, in partnership with parents/carers. Across Yr 1 – 6 those pupils eligible for the Pupil Premium who has speech and language barriers, will receive a tailored package of intervention and support.
<b>D.</b>	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.	Thrive 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.
<b>E.</b>	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 for 2017/18 will be better than 2016/17.

3. Planned expenditure					
Academic year	2017-2018				
i. Quality of teaching for all					
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?
A) Improve pupils' mental maths skills and develop confidence for pupils to tackle end of key stage tests.	<p>PP pupils' books marked/assessed first.</p> <p>Teachers to implement a new Maths teaching structure. Assessment to underpin each stage of the lesson (use of hinge questions, guided group work, marking stations, mixed ability grouping).</p> <p>Teachers to have training from SLE.</p> <p>Daily mental maths practice with a TA.</p>	<p>EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p> <p>Visits to Nexus Schools – research provided evidence that use of highly trained adults enables effective instant feedback, flexible groupings and pre/post tutoring to enable challenge for most able PP and all PP pupils.</p> <p>School is part of the Boolean Maths Hub and grant funding is enabling 2 teachers to be trained in Mastery. This approach will ensure barriers are removed and every child has aspirations in Maths (stronger use of assessment in lessons, hinge questions, answer stations, mixed ability grouping).</p>	<ul style="list-style-type: none"> <li>• Boolean Maths training – staff meetings</li> <li>• School Improvement Advisor observations and feedback</li> <li>• Academy review – written reports</li> <li>• Book scrutiny – progress over time</li> </ul>	<p>Head Teacher</p> <p>Maths Leader</p> <p>SENCO/PP Champions</p>	<p>Termly – SLT meeting reviews,</p> <p>Maths leader in school with WMAT lead teacher</p>
<b>Total budgeted cost</b>					£3,000 grant funded £3,998
ii. Targeted support					
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>B) Pupils who are eligible for pupil premium and were low/middle prior attainers at KS1 are making less progress in their Maths and writing, across Key Stage 2.</p>	<p>Team Teacher – Year 6 – targeting low/middle prior attainers who are eligible for Pupil Premium.</p> <p>TA – focusing on pupils in closing the gaps interventions (3 afternoons per week).</p> <p>Morning TA support - Providing daily pre/post tutoring, instant verbal and written feedback, flexible teaching groups.</p>	<p>EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p> <p>TA knows these pupils very well. This approach enables targeted learning and emotional support.</p> <p>Early intervention research – SEN approach. EFF toolkit provides evidence that earlier identification of need and targeted support is effective to close learning gaps.</p>	<ul style="list-style-type: none"> <li>Lesson observations</li> <li>Book Scrutiny</li> <li>Termly data tracking and Pupil Progress Meetings</li> </ul>	<p>HM/PD/SG</p> <p>AM/MR</p> <p>TAs</p>	<p>Termly</p> <p>Termly</p> <p>Termly</p> <p>Termly</p> <p>Cost: £13,500</p>
<p>C) Pupil's speech and language skills are under developed on entry to primary school (EYFS – Yr 1) and this limits progress in communication, language and literacy.</p>	<p>EYFS pupils needs identified and interventions put in place as required.</p>	<p>Data from 2015-2016 and 2016-2017 provided evidence that early intervention and identification of speech and language needs in EYFS had a positive effect on outcomes for pupils in this phase and into KS1.</p>	<ul style="list-style-type: none"> <li>Speech and Language target review and tracking of provision map</li> </ul>	<p>LK - SENDCo</p>	<p>Termly</p> <p>Cost: £5,500</p>
<b>Total budgeted cost</b>					<p>£19,000</p>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<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>Purchase equipment– play therapy.</p> <p>Thrive programme and nurture groups</p> <p>TA as mentor after training from inclusion support</p>	<p>Proven research for the use of Thrive. Assessments, action plans and support for child at home and at school establishes emotional connections in the brain and reduces barriers to learning.</p> <p>Written feedback from parents provides evidence that this support reduces barriers to learning and raises parental engagement.</p>	<ul style="list-style-type: none"> <li>Nurture plans and review data</li> <li>Pupil conferencing feedback and parental feedback</li> <li>Behaviour log monitoring</li> </ul>	<p>LK</p> <p>PP champions</p> <p>WS</p>	<p>Termly</p> <p>Cost: £7,810</p>

<p>E) Some pupils eligible for the Pupil Premium have low attendance rates</p>	<p>Fortnightly monitoring of PP attendance by PP champion.</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"> <li>• Tracking grid from PP champion</li> <li>• Reports from EWO</li> <li>• Parent feedback</li> <li>• Monitoring of breakfast club uptake and impact</li> <li>• PP children settle more quickly to learning in the mornings</li> </ul>	<p>PK SS TA PP TA PP/SR CA</p>	<p>Termly</p> <p>Cost: £8,950</p>
<b>Total budgeted cost</b>					£16,760

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
A) Improve pupils' mental maths skills and develop confidence for pupils to tackle end of key stage tests.	<p>PP pupils' books marked/assessed first.</p> <p>Teachers to implement a new Maths teaching structure. Assessment to underpin each stage of the lesson (use of hinge questions, guided group work, marking stations, mixed ability grouping).</p> <p>Teachers to have training from SLE.</p> <p>Daily mental maths practice with a TA.</p>	<p>Staff say that feedback is given to PP children first.</p> <p>Pupil voice shows that the new maths teaching structure including marking stations and learning pits give children a positive approach to maths. Daily maths meetings were also reported by teachers to improve confidence and rote learning.</p> <p>Staff training on hinge questions and marking stations enabled teachers to assess accurately in a lesson and match tasks to pupils. Evidence in books.</p> <p>80% of children (8 pupils) eligible for PP made expected standard in KS2 SATs 2018. This is a significant improvement on 2017 outcomes. 100% of children (3 pupils) eligible for PP made expected standard in KS1 SATs 2018. This is a significant improvement on 2017 outcomes.</p> <p>An internal research project on pre-teaching in maths this year in Year 3 showed out of the children who received it gained confidence so this approach to intervention will be in place for all next year. PP children will be targeted if lacking confidence in maths</p>	<p>Keep the core offer and ensure that all staff know what this is. Revise it next year.</p> <p>Maths structure will continue with maths meetings.</p> <p>Continue use of hinge questions and marking stations.</p> <p>Pre-teaching and precision teaching introduced next year as intervention strategies.</p>	£5,000
ii. Targeted support				

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
<p>B) Pupils who are eligible for pupil premium and were low/middle prior attainers at KS1 are making less progress in their Maths and writing, across Key Stage 2.</p>	<p>Team Teacher – Year 6 – targeting low/middle prior attainers who are eligible for Pupil Premium.</p> <p>TA – focusing on pupils in closing the gaps interventions (3 afternoons per week).</p> <p>Morning TA support - Providing daily pre/post tutoring, instant verbal and written feedback, flexible teaching groups.</p>	<p>KS2 SATs data showed that 80% of children eligible for PP made the expected standard in maths compared to 85% of non-PP children and 50% of children eligible for PP made the expected standard in writing compared to 73% of non-PP children.</p> <p>The progress made showed significant gains in maths (-1.261) and writing (-3.197) compared to the children eligible for PP in 2017 (-2.56) and (-11.32) respectively, although the progress made is still lower than non-PP children of the cohort.</p> <p>The gap narrowed between PP and non-PP children in reading, writing and maths.            Maths gap narrowed from -2.57 to -1.26            Reading gap narrow from            Writing gap narrowed from -11.32 to -3.19</p> <p>The team teacher in Year 6 had a positive impact on PP children but also raising outcomes for all Year 6 children.</p> <p>LAC – PEPs so show positive impact of strategies</p>	<p>Year 6 booster teacher for 1 day a week next year.</p> <p>TAs to carry out precision teaching across the school. Ensure PP children are discussed first at all PPMs this year.</p> <p>Pre-tutoring for maths to continue.</p> <p>New strategies such as Free Write Friday, individualised spelling homework and Year 6 booster intervention for boys is in place for writing this year as most impact for PP children has been seen in Maths.</p>	<p>£15,500</p>
<p>C) Pupil's speech and language skills are under developed on entry to primary school (EYFS – Yr 1) and this limits progress in communication, language and literacy.</p>	<p>EYFS pupils needs identified and interventions put in place as required</p>	<p>Teachers assessed speech and language skills on entry to EYFS and the children eligible for pupil premium did not show any under developed speech and language skills so is dependent on the individual cohort.</p>	<p>If required we will buy an early intervention package for Speech and Language next year. This will depend on cohort.</p>	
<p><b>iii. Other approaches</b></p>				
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

<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>Purchase equipment–play/sensory therapy.</p> <p>Thrive programme and nurture groups</p> <p>TA as mentor after training from inclusion support</p> <p>Behaviour support package</p>	<p>The behaviour log shows a reduction in incidents and disruption to learning once a TA mentor was put in place from January 2018.  Number of Term 1 and 2 incidents= 7  Number of Term 3 and 4 incidents=2  The incidents increased in Term 5 and 6 when the pupil was faced with the pressure of SATs and transition but this could have been more if he didn't have mentor support  Number of Term 5 and 6 incident=14</p> <p>4 children identified as needing additional emotional or social support attended weekly nurture groups, socially speaking or Time to talk programmes to meet their needs. Interventions have been monitored and adapted as required. Pupil voice showed that it the children enjoyed the nurture groups and it had a positive effect on their learning. One child interviewed commented that “If I was struggling, it helped me reset my brain.” Another child mentioned that “If I get something wrong I can feel my feelings out – it'll all be gone.”</p> <p>Changes to TAs timetables show that the school was responsive to emotional needs and evidence of additional transitional involvement with a secondary school shows that emotional needs of disadvantaged were planned for in transition to Year 7.</p>	<p>Mentoring had a great impact but was costly. This strategy would be used again if the level of need required it. The mentor reduced the likelihood of school exclusion.</p> <p>Nurture and social support has been key in regulating children's feelings that then enables them to be more focussed learners. This approach will continue with an introduction of an ELSA trained staff member next year.</p> <p>Play mentoring identified as a potential way to meet social and emotional needs next year.</p> <p>Behaviour support gave advice but no hands on support for children. Next year end subscription and access support from Aspire Special school via connections in WMAT.</p>	<p>£11,500</p>
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<p>E) Some pupils eligible for the Pupil Premium have low attendance rates</p>	<p>Weekly monitoring of PP attendance by PP champion.</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>The attendance of children eligible for PP was 93.9% compared to 95.2% for non-PP pupils in 2017-2018. The attendance of children eligible for PP was 93.8% in 2016-2017 compared to 95.4% for non-PP pupils. Although the impact is negligible, for one child eligible for PP, attendance rose from 87% in Term 1 to 97% in Term 6 with EWO involvement.</p> <p>55% of children eligible for PP had an attendance rate of less than 96% so attendance continues to require support.</p> <p>With regards to the Breakfast club initiative, only 2 out of 27 children came regularly to breakfast club before the free breakfast club initiative, whereas after the initiative 16 children came to breakfast club of which it had a significant impact on attendance for 3 children. Breakfast was given.</p> <p>TA PP champions liaising with parents was received positively.</p> <p>Continue to track attendance using EEE grid, support breakfast club initiative and support from EWO.</p> <p>Staff report PP children settle more quickly to learning in the mornings</p>	<p>Continue the work with EWO for the children who are struggling most with attendance as this has had an impact on PP and whole school attendance and we expect to see a bigger improvement this year.</p> <p>Develop more regular tracking (weekly) by PP champions and work with families who we see below 96%.</p> <p>Continue with breakfast club offer, as this has been successful in reducing lateness and making sure children have a good start to the day.</p> <p>Continue with PP/ELSA TA being available in the mornings to support vulnerable children.</p>	<p>£8,950</p>
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Total spend:£40,950