



The Meadows Primary School Pupil Premium Strategy Statement

1. Summary information					
Academic Year	2018-2019	Total PP budget	£33,000	Date of most recent PP Review	Sept 2018
Total number of pupils	165	Number of pupils eligible for PP	20	Date for next internal review of this strategy	Sept 2019

July 2018

EYFS end of year	PP School (1 Pupil)	Other Pupils School	School Gap	PP National (2017)	Other national (2017)	National Gap (2017)
Good Level of Development	100%	77%	+23%	60%	70.7%	-10.7

	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%	100%	0%	84%	+ 16%

Progress KS2 2018	Reading	Writing	Maths
Disadvantaged (10 pupils)	-1.261	-3.197	-2.037
Non-disadvantaged (National)	No data at present	No data at present	No data at present
Gap	No data at present	No data at present	No data at present

Attainment KS2 2018	Reading	Writing	Maths
Disadvantaged (10 pupils)	60%	50%	80%
Non-disadvantaged (National)	75%	78%	76%
Gap	-15%	-28%	+4%

Attainment KS1 2018	Reading	Writing	Maths
Disadvantaged (2 pupils)	100%	100%	100%
Non-disadvantaged (National)	76%	68%	75%
Gap	+24%	+32%	+25%

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.	Writing progress across KS2 is lower for pupils eligible for pupil premium especially for high prior attainers at KS1.
B.	Boys' reading attainment in KS2 is lower for pupils eligible for pupil premium
C.	More able pupils eligible for pupil premium identified in KS1 continue to make accelerated progress

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.	Narrow gaps in writing progress so that the gap between pupil premium and non-pupil premium continues to narrow from 2018.	Gaps continue to narrow in writing between pupil premium and non-pupil premium children. Children achieving expected standard in writing at KS1 to achieve at least expected standard in writing in KS2 SATs.
B.	Raise boys' reading attainment in KS2 in line with national expectations	Boys attainment in reading will improve across KS2 in line with national expectations. Boys achieving expected standard in reading at KS1 will achieve expected standard in KS2 SATs.
C.	More able pupils eligible for pupil premium make accelerated progress particularly in Years 2 and 3.	More able pupils identified in Years 2 and 3 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 the year.
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 mind-set approach and ACE training. Play leader roles will be established to boost confidence
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 for 2018/19 will be better than 2017/18.

3. Planned expenditure					
Academic year	2018-2019				
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). Narrow gaps in writing progress so that the gap between pupil premium and non-pupil premium continues to narrow from 2018.	<ul style="list-style-type: none"> • PP pupils' books marked/assessed first. • Morning TA support – providing daily pre/post tutoring, instant verbal and written feedback, flexible teaching groups • Y6 Booster teacher to target gaps in writing in small group tuition • Precision teaching • Wellcom SALT package • Free write Friday • Individualised spellings 	<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. • Whole class spelling tests was not having impact so an individualised approach to spelling homework has been put in place. 	<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. 	JM/ pp leaders SLT PK PK	At first data point in January
				Total budgeted cost	£7,000 booster PP champion time £1,800 leader PP TAs £700 Precision teaching time £2,730 Wellcom SALT £500 English leadership time £3,000 £15,730

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?
B) Raise PP boys' reading attainment in KS2 so that the gap diminishes between them and others nationally.	<ul style="list-style-type: none"> Teachers to implement a new guided reading teaching structure – whole class reading comprehension using Literacy shed and VIPERS TA to deliver catch up reading comprehension programme with small groups (RWI Fresh Start) Off track children or borderline children, receive extra reading support with a TA above the core offer. 	<ul style="list-style-type: none"> Analysis of Reading data across the school Termly data tracking and pupil progress meetings EEF toolkit suggest that on average reading comprehension approaches deliver an additional six months progress 	<ul style="list-style-type: none"> Lesson observations of new reading teaching Termly data tracking and pupil progress meetings Monitor intervention trackers for catch up sessions Monitor whole class reading and home reading on EEE form 	WC PK PK PP champions	Cost: £800 PP leader time Fresh start £1,000 £1,000 other CPD e.g. VIPERS
C) Higher attaining pupils eligible for pupil premium make expected progress or better in Reading and Maths particularly in Years 2 and 3.	<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 Buy greater depth resources for Maths 	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	<ul style="list-style-type: none"> Review and analyse data Book scrutiny – progress over time and response to marking Lesson observations TA support given to children as identified Teacher teaching the higher attainers. 	PK JL EP	Termly Cost: £1,000
Total budgeted cost					£3,800
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?
D) Some pupils eligible for the Pupil Premium are experiencing difficulties in their home lives and find emotional	ELSA training and whole school approach Growth mindset whole school approach	EEF Toolkit suggest high quality social and emotional learning programmes appear to be particularly beneficial for	<ul style="list-style-type: none"> Nurture plans and review data Pupil conferencing feedback and parental feedback Behaviour log monitoring 	WS MR SR	Termly

<p>regulation difficult and this can result in a negative attitude towards their learning.</p>	<p>Weekly ELSA groups Play leaders programme TA as mentor as needed</p>	<p>disadvantaged or low-attaining pupils. 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. Written feedback from parents provides evidence that this support reduces barriers to learning and raises parental engagement.</p>	<ul style="list-style-type: none"> • Support logged on EEE form • Boxall profile 	<p>PK</p>	<p>Cost: £4,386 ELSA cost £1,000 resources 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. PP champions to monitor attendance using EEE form. Twice a term EWO review and attendance meetings held TA PP champion to work to support families Breakfast club places for PP children before school 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 Parental voice showed they value a staff member to support them with attendance issues 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>PK SS TA MR TA SR</p>	<p>Termly Cost: £1,500 EWO £3,000 breakfast club offer £13,886</p>
Total budgeted cost					<p>£33,416</p>

Review to be carried out September 2019

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
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

iii. Other approaches

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