



# 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 2020
Total number of pupils	167	Number of pupils eligible for PP	12	Date for next internal review of this strategy	Nov 2022

July 2019

EYFS end of year	PP School (2 Pupil)	Other Pupils School	School Gap	PP National (2019)	Other national (2019)	National Gap (2018)
Good Level of Development	0%	75%	+75%	TBC	71.8%	TBC

	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)	50%	89%	39%	82%	32%

Progress KS2 2019	Reading	Writing	Maths
Disadvantaged (8 pupils)			
Non-disadvantaged (National)			
Gap			

Attainment KS2 2019	Reading	Writing	Maths
Disadvantaged (8 pupils)	75%	75%	63%
Non-disadvantaged (National)	75%	78%	76%
Gap	0%	-3%	-13%

Attainment KS1 2019	Reading	Writing	Maths
Disadvantaged (2 pupils)	100%	100%	100%
Non-disadvantaged (National)	75%	70%	76%
Gap	+25%	+30%	+24%

## 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>	More able pupils eligible for pupil premium do not always achieve GDS.
<b>B.</b>	Children in EYFS and KS1 eligible for pupil premium funding can have poor oral language skills and low levels of literacy.
<b>C.</b>	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)

<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>	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>B.</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.
<b>C.</b>	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.
<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.	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.
<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 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"> <li>• Higher attaining pupils identified and gaps in learning addressed</li> <li>• Teaching providing greater depth opportunities regularly through prove it days</li> <li>• Response to marking – children swiftly follow up feedback</li> <li>• Use of Greater depth resources and challenge activities</li> <li>• Teachers to implement a whole class reading teaching structure focussing on comprehension using Literacy shed and VIPERS.</li> <li>• Reading and Maths lessons to have GDS challenges.</li> <li>• Teachers to have high expectations of all learners.</li> <li>• Models of excellence remove ceiling on learning</li> <li>• TA to deliver catch up reading comprehension programme with small groups</li> <li>• Off track children or borderline children, receive extra support with a TA above the core offer through precision or pre teach.</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Termly data tracking and pupil progress meetings</li> <li>• EEF toolkit suggest that on average reading comprehension approaches deliver an additional six months progress/</li> <li>• External moderation identified children who could achieve GDS.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher teaching the higher attainers.</li> <li>• Flexible grouping</li> <li>• Pupil voice</li> <li>• Lesson observations</li> <li>• Triads</li> <li>• Termly data tracking and pupil progress meetings</li> <li>• Monitor intervention trackers for catch up sessions</li> <li>• Monitor whole class reading, spellings and maths practice EEE form.</li> <li>• 360 profiles</li> <li>• training</li> </ul>	<p>SG RH JC</p> <p>JC</p> <p>PP champions</p>	
--------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------	--

<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"> <li>• Core offer followed to ensure quality first teaching</li> <li>• Morning TA support – providing daily pre/post tutoring, instant verbal and written feedback, flexible teaching groups</li> <li>• Precision teaching</li> <li>• Welcomm SALT package- all children to be screened in EYFS.</li> <li>• Tiered approach to vocabulary teaching.</li> <li>• Free write Friday</li> <li>• Individualised spellings</li> <li>• Introduce comparative judgement</li> <li>• Book banding matched to children's reading attainment.</li> <li>• RWInc phonics groupings flexible across EYFS/ KS1</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of writing data across the school</li> <li>• Termly data tracking and pupil progress meetings to plan next steps</li> <li>• Book looks termly to monitor outcomes</li> <li>• EEF toolkit suggests that small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</li> <li>• Research shows precision teaching as an intervention helps learning to be stored in long term memory.</li> <li>• Free write Friday to increase engagement and motivation to write.</li> </ul> <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"> <li>• Lesson observations/learning walks</li> <li>• Termly data tracking and pupil progress meetings with follow ups</li> <li>• Book scrutiny – progress over time and next steps planned</li> <li>• Monitor EEE form and take action as required.</li> <li>• Pupil 360 profiles</li> <li>• No more marking</li> </ul>	<p>JM/ JC as KS lead pp leaders SLT JC as PP lead</p>	<p>At first data end of Term 2</p>
<b>Total budgeted cost</b>					<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 £2,000</p> <p>Total: £10,800</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</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"> <li>• ELSA plans and review data</li> <li>• Pupil conferencing feedback and parental feedback</li> <li>• Behaviour log monitoring</li> </ul>	<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"> <li>• Support logged on EEE form</li> <li>• Learning walks focussed on behaviour during all parts of the day</li> </ul>	<p>SR</p> <p>JM</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"> <li>• Completion of EEE form</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>JC</p> <p>SS</p> <p>TA MR</p> <p>TA SR</p>	<p>Termly</p>
<p><b>Total budgeted cost</b></p>					<p>£4,386 ELSA cost</p> <p>£1,000 resources</p> <p>TA time - £4,000</p> <p>Cost: £1,500 EWO</p> <p>£3,000 breakfast club offer</p> <p>Lunch ranger time for behaviour project training £1,000</p> <p>£14,836</p>

	Total : £25,636
--	-----------------

**4. Review of expenditure****i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>




**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>