



The Meadows Primary School Pupil Premium Strategy Statement

| 1. Summary information | | | | | |
|-------------------------------|-----------|---|---------|---|-----------|
| Academic Year | 2019-2020 | Total PP budget | £25,000 | Date of most recent PP Review | Sept 2019 |
| Total number of pupils | 161 | Number of pupils eligible for PP | 12 | Date for next internal review of this strategy | Nov 2019 |

July 2018

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

| | 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% | % | % |

| Progress KS2 2018 | Reading | Writing | Maths |
|------------------------------|----------------|----------------|--------------|
| Disadvantaged (8 pupils) | | | |
| Non-disadvantaged (National) | | | |
| Gap | | | |

| Attainment KS2 2019 | Reading | Writing | Maths |
|------------------------------|----------------|----------------|--------------|
| Disadvantaged (8 pupils) | 62% | 50% | 63% |
| Non-disadvantaged (National) | 75% | 78% | 76% |
| Gap | -13% | -28% | -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*)

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| 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*)

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| 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 mindset 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 | 2019- November 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 Precision teaching Wellcom SALT package Free write Friday Individualised spellings QFT expectations Introduce comparative judgement | <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 November |
| Total budgeted cost | | | | | PP champion time £1,800 leader PP TAs £700 Precision teaching time £2,730 Wellcom SALT £500 English leadership time £3,000 £12,730 |

| ii. Targeted support | | | | | |
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| 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 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 whole class reading teaching structure focussing on comprehension using Literacy shed and VIPERS TA to deliver catch up reading comprehension programme with small groups 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 in triads 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 JC JC PP champions | Cost: £800 PP leader time £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 3 and 4. | <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 | 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 | <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. Flexible grouping Pupil voice | JC JC TB | 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 | ELSA training and 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"> ELSA plans and review data Pupil conferencing feedback and parental feedback Behaviour log monitoring | MR JC | Termly |

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| <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>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> | <ul style="list-style-type: none"> • Support logged on EEE form • | <p>SR</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 SS TA MR TA SR</p> | <p>Termly</p> <p>Cost: £1,500 EWO £3,000 breakfast club offer</p> <p>£13,886</p> |
| Total budgeted cost | | | | | <p>£26,416</p> |

Review to be carried out November 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 |
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| 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 |
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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 |
|------------------------|-------------------------------|---|--|-------------|
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