



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	July 2020
Total number of pupils	161	Number of pupils eligible for PP	12	Date for next internal review of this strategy	July 2021

July 2019

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%	57%	74%	-17%

	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%	84%	-34%

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

*Because of the low numbers of disadvantaged children at our school, comparisons with National Figures are not statistically valid

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>WC 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 • Wellcom SALT package- all children to be screened in EYFS. • Tiered approach to vocabulary teaching. • Free write Friday 	<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 	<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/ WC 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>No more marking cost £595</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 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>EEF Toolkit suggest high quality social and emotional learning programmes appear to be particularly beneficial for 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</p>	<ul style="list-style-type: none"> • ELSA plans and review data • Pupil conferencing feedback and parental feedback • Behaviour log monitoring • Support logged on EEE form • 	<p>MR</p> <p>JC</p> <p>SR</p>	<p>Termly</p> <p>Cost: £4,386 ELSA cost</p> <p>£1,000 resources</p> <p>TA time - £4,000</p>

		reduces barriers to learning and raises parental engagement.			
E) Some pupils eligible for the Pupil Premium have low attendance rates	<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 	JC SS TA MR TA SR	<p>Termly</p> <p>Cost: £1,500 EWO £3,000 breakfast club offer</p> <p>£13,886</p>
Total budgeted cost					£24,281

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>SENDCo and Curriculum lead led training for staff on scaffolds and learning aids. Evidence of appropriate use in all classrooms.</p> <p>Working walls are being used effectively in all classrooms to support learning. Pupil voice supports this.</p> <p>PP 92% of children made expected + progress in all subjects.</p>	We will continue to embed this across the school so that all teachers and children feel confident using a wide range of resources and PP children know which is the best resource to use to support their learning.	£1,000
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
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 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 	<p>Training delivered on high expectations for all. Anonymous moderation conducted and comparative judgements undertaken demonstrated attainment of PP HAPs.</p> <p>PP books show evidence of greater depth questions.</p> <p>17% of PP children moved from EXS to GDS in reading, 8% in writing and 8% in maths.</p>	We will continue to conduct anonymous moderation and focus on challenge for all. After lockdown, we need to make sure children are given the targeted support they need through the listed interventions to ensure they continue to meet these standards.	<p>£1,000 towards WMAT CPD</p> <p>Cost of books for reading scheme £2,500</p> <p>PP leadership time TA time for screening £6,800</p> <p>Vocab training cost £500</p>

	<ul style="list-style-type: none"> -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. 			<p>No more marking cost £595</p> <p>Total : 11,395</p>
A). Raise standards of early literacy in EYFS and KS1 to promote good or better outcomes for pupils eligible for Pupil Premium.	<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 -WellComm 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 	<p>Impact was seen through this targeted support (phonics screeners, book looks, pupil voice).</p> <p>All children in YR were WellComm screened. 0% of children eligible for PP continued to need WellComm the following year.</p> <p>100% of children eligible for PP in Y2 achieved EXS in Year 2 SATs.</p>	<p>After lockdown, we need to make sure children are given the targeted support they need through the listed interventions to ensure they continue to meet these standards.</p> <p>To ensure rapid progress we will train staff as better reading partners and employ a reading recovery specialist.</p> <p>National Tutoring programme and reading consultant.</p>	

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
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.	<ul style="list-style-type: none"> ELSA training and whole school approach Growth mindset whole school approach Weekly ELSA groups TA as mentor as needed Free breakfast club places 	<p>64% of children accessed ELSA provision.</p> <p>56% of children accessed breakfast school provision.</p> <p>Pupil voice showed growth mindset is embedded across the school.</p>	<p>ELSA sessions will continue in the form of catch ups for those that need it less frequently.</p>	<p>10 hours of TA time</p> <p>£4698</p> <p>Breakfast club £5,850</p> <p>£5 a session</p> <p>Total : £10,548</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>Whole school attendance for 19-20 was 96% 18-19 97%</p> <p>PP attendance for 19-20 was 93% 18-19 94%</p> <p>56% of children accessed breakfast school provision.</p> <p>Attendance conversations supported attendance.</p> <p>Weekly phone calls made to support families during lockdown.</p> <p>Food parcels/ vouchers provided during lockdown and holidays.</p> <p>Following support from attendance officer, Child A's attendance increased to 93.6% from 87.4% in term 1 and 2.</p>	<p>Education welfare officer will continue to support school. With self-isolation we will continue to make sure that children are provided with a device or paper packs to ensure they can learn at home.</p>	<p>£1,500</p> <p>PP time above</p> <p>Breakfast club above</p>
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Total: £24,443