

Meadowbank Primary School Pupil Premium Strategy Statement



School overview

Metric	Data
School name	Meadowbank Primary School
Pupils in school	450
Proportion of disadvantaged pupils	(86) 19%
Pupil premium allocation this academic year	£114,565
Academic year or years covered by statement	2020-21
Publish date	October 2020
Review date	February 2021
Statement authorised by	J Appleton
Pupil premium lead	K Jenkins
Governor lead	C Trebble

Disadvantaged pupil progress scores for 2019 (Internal Data 2020)

Measure	Score
Reading	-1.8
Writing	-2.7
Maths	-1.8

Disadvantaged pupil performance overview for 2019 (Internal data 2020)

Measure	Score	2020
Meeting expected standard at KS2 (RWM)	52% (National 51%)	62% (NCER National 58%)
Achieving high standard at KS2 (RWM)	4% (National 5%)	5% (NCER National 7%)

Strategy aims for disadvantaged pupils

Measure	Activity
<p>Priority 1</p> <p>To improve language skills for children eligible for Pupil Premium in Foundation Stage and Key Stage 1 to close the gap from baseline assessments.</p>	<p>Ensure all relevant staff (including new staff and NQTs) have received training to deliver the relevant programmes effectively.</p> <p>On-going plan, do and review to close the gap from baseline assessments.</p>

To close the vocabulary gap in all year groups in school.	Whole school work with literacy leader to close vocabulary gap through high quality text work and explicit cross curricular vocabulary work. Tales toolkit to be introduced into Key Stage 2.
Priority 2 To accelerate progress for children eligible for Pupil Premium across Key Stage 1 and 2 in reading, writing and maths. To increase the number of children achieving ARE and Greater depth to ensure better than expected progress.	Quality first teaching, ongoing JPD and Coaching across Education Learning Trust Additional TA employed in each phase to support targeted work. Use of online teaching programmes to support directed and personalised teacher tasks – Emile, SPAG.com and my maths
Priority 3 To support the mental health and wellbeing of children eligible for Pupil Premium, including school attendance.	Continued employment of pastoral manager Directed time for 1 additional adult to deliver SEMH support programmes Training for additional staff to deliver programmes and ongoing coaching
Barriers to learning these priorities address	Early speech, language and communication Children with less mature learning styles who are low and middle prior attainers, especially boys. Attendance and punctuality Children with low self-esteem or other mental health needs impacting on progress in the classroom Parents who struggle to engage with school Children with complex family backgrounds – CP, TAC, young carers Gap in cultural experiences prior to starting school and external to school life
Projected spending	Staffing (TAs and additional teaching time in KS2) – £93,000 Pastoral Team – £27,428 Study Club - £2134 Outdoor nurture programme & CPD - £1710 Robinwood & other enrichment subsidies- £2750 Pupil Premium Champion - £3965 £130,987

Teaching priorities for current academic year

Aim	Target	Target date
To close the language gap in FS across all three aspects- Listening and attention, understanding and speaking	To raise attainment in the prime area of communication and language for children eligible for PPG from a baseline of 25% working at ARE in FS2 (1 out of 4 children) when baseline assessed in Wellcomm.	July 21

To close attainment gap in the prime area of physical development across the aspect of moving and handling.	To raise attainment in the prime area of physical development for children eligible for PPG from a baseline of 52% in FS1 and 25% in FS2 (1 out of 4 children) working at age related expectations at baseline.	July 21
Increase attainment and Progress in Reading	Achieve above national average attainment and progress scores in KS2 Reading (0) (2019 62% GD17%) Achieve above National attainment in Key Stage 1 reading (2019 62% GD14%) (No National Data for 2020 due to the Covid19 pandemic)	July 21
Increase attainment and Progress in Writing	Achieve above national average attainment and progress scores in KS2 Writing (0) (2019 68% GD11%) Achieve above National attainment in Key Stage 1 Writing (2019 55% GD 7%) (No National Data for 2020 due to the Covid19 pandemic)	July 21
Increase attainment and Progress in Mathematics	Achieve above national average attainment and progress scores in KS2 Reading (0) (2019 67% GD16%) Achieve above National attainment in Key Stage 1 Maths (2019 62% GD12%) (No National Data for 2020 due to the Covid19 pandemic)	July 21
Phonics	Exceed national average expected standard in PSC (2019 71% Meadowbank 80%) (No National Data for 2020 due to the Covid19 pandemic)	June 21
Other	Improve attendance of disadvantaged pupils to 96% (91.28% 2019-2020)	July 21
Measure	Activity	
Accelerate communication and language development for children eligible for Pupil Premium Funding which will impact on progress in all areas of learning in Key Stage 1 and 2.	Ongoing purchase of Tales Toolkit resources to include staff CPD for LKS2 Well Comm programme to be implemented in FS1 and 2 and Year 1 as needed. Staff coaching to support delivery and impact. Standards review meetings half termly Remote Early reading and phonics workshops for parents (Remote if necessary)	

To accelerate progress for children eligible for Pupil Premium across Key Stage 1 and 2 in reading, writing and maths. To increase the number of children achieving ARE and Greater depth to ensure better than expected progress.	Personalised programmes for children using a plan, do review approach to ensure timely impact to diminish the difference. Pre-teaching and over-teaching opportunities maximised as part of the plan, do review cycle. Staff to engage in Pre teaching CPD
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions – EEF Great Teaching Toolkit and
Projected spending	

Targeted academic support for current academic year

Measure	Activity
<p>To accelerate progress for children eligible for Pupil Premium across Key Stage 1 and 2 in reading, writing and maths. To increase the number of children achieving ARE and Greater depth to ensure better than expected progress.</p> <p>To increase the number of children attaining ARE to be in line with or above National in R(62%) W(55%) M(62%) at KS1</p> <p>To reduce the gap in attainment between children eligible for Pupil Premium in KS1 and their peers. To increase the number of children achieving ARE in Yr2 to be in line with National.</p>	<p>Personalised programmes for children using a plan, do review approach to ensure timely impact to diminish the difference. (TA employment)</p> <p>Pre-teaching and over-teaching opportunities maximised as part of the plan, do review cycle. Teacher led opportunities.</p> <p>Children in Key Stage 2 targeted for attendance at Study Club each week. Use of Emile, SPAG.com and My Maths to ensure teacher set tasks are targeted and children receive feedback.</p> <p>Investment in CPD opportunities</p>
<p>To close the gap for children at Key Stage 1 to be in line with or smaller than National in R (16%) W(10%) M(12%)</p> <p>To maintain gaps in line with or smaller than the National gap in Key Stage 2 R(16%GD17%) W(16%GD14%) M(17% GD15%)</p> <p>(National data is 2019 data as there is no 2020 data due to the Covid19 Pandemic)</p>	<p>Personalised programmes for children using a plan, do review approach to ensure timely impact to diminish the difference. (TA employment)</p> <p>Pre-teaching and over-teaching opportunities maximised as part of the plan, do review cycle.</p> <p>Children in Key Stage 2 targeted for attendance at Study Club each week. Use of Emile, SPAG.com and My Maths to ensure teacher set tasks are targeted and children receive feedback.</p> <p>Investment in CPD opportunities</p> <p>Targeted quality first Teaching (additional teacher opportunities in Spring Term) for children as identified in order to ensure timely interventions to close gaps quickly.</p>
Barriers to learning these priorities address	<p>Opportunities to overlearn</p> <p>Less mature learning attitudes</p> <p>Timely Targeting and feedback</p>
Projected spending	£93,000

Wider strategies for current academic year

Measure	Activity
Improve attendance and punctuality for children eligible for Pupil premium to be in line with or above National average 96%	Pastoral Manager to receive children who arrive late, hold 1:1 check ins with children who show signs of problems around attendance and punctuality, to make first day phone calls, building and maintaining relationships with parents.
To outreach to disengaged parents to ensure relationships are built and maintained and parents come into school, participate in events to impact on outcomes for children.	Pastoral manager to continue to build and maintain relationships with parents, making first contact, leading meetings and responding to concerns working with appropriate members of staff. Parents to be supported to work with other agencies e.g. Form filling support, setting up initial meetings. 100% attendance at parent's evenings (By appointment or follow up appointments) Autumn Term Parents evenings to be carried out on the telephone. 100% of parents to be connected on class dojo and supported to do this.
To support the mental health and wellbeing of children eligible for Pupil Premium, including school attendance.	Outdoor nurture programme running throughout the year for targeted children. Training of additional adults in school to be able to lead outdoor nurture sessions (CPD) We Eat Elephants and Chimp Paradox programme to run in all phases with children identified as needing this support. Adult training for leading this programme – Coaching from Pastoral Manager Deploying relevant adults in school to lead counselling sessions or play therapy (Training for one adult is ongoing)
To close the cultural gap for children eligible for Pupil Premium	Support enrichment opportunities for children eligible for Pupil Premium allowing children the relevant knowledge and cultural capital to engage with topics and impact on standards. (Robinwood if able to take place, Sporting opportunities, musical instrument lesson opportunities, educational visits, visitors to school, Young Voices)
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£27,428

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring enough time is given over to allow for staff professional development</p> <p>Training of new staff to phases</p> <p>Closing gaps identified as a result of partial school Closure in the last academic year whilst maintaining pace in curriculum</p> <p>Remote teaching when needed as a result of Covid 19.</p>	<p>Use of INSET days, including Trust INSET training</p> <p>Coaching programme implemented in school to share best practice with all adults</p> <p>Personalised programmes to be delivered in a timely manner, with short targets which can follow the plan, do, review cycle</p> <p>Focussed PPG Standards review meetings termly</p>
Targeted support	<p>Ensuring enough time for personalised programmes when they are needed.</p> <p>Attendance – children need to be in school for personalise programmes to take place.</p>	<p>Personalised programmes to be delivered in a timely manner, with short targets which can follow the plan, do, review cycle</p> <p>Additional teachers in Spring 1 (KS1 & 2) used to enable quality first teaching and targeted programmes can take place.</p> <p>Adults to be timetabled for personalised programmes, pre teaching and over teaching</p> <p>Monitoring by SEND leader and PPG champion</p>