

# Meadowbank Primary School Pupil Premium Strategy Statement



## School overview

Metric	Data
School name	Meadowbank Primary School
Pupils in school	450
Proportion of disadvantaged pupils	(92) 20%
Pupil premium allocation this academic year	£129,240
Academic year or years covered by statement	2019-20
Publish date	November 2019
Review date	November 2020
Statement authorised by	J Appleton
Pupil premium lead	K Jenkins
Governor lead	I Kennedy

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-1.8
Writing	-2.7
Maths	-1.8

## Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2 (RWM)	52% (National 51%)
Achieving high standard at KS2 (RWM)	4% (National 5%)

## Strategy aims for disadvantaged pupils

Measure	Activity
<p><b>Priority 1</b></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>To close the vocabulary gap in</p>	<p>Ensure all relevant staff (including new staff) have received training to deliver the relevant programmes effectively.</p> <p>On going plan, do and review to close the gap.</p> <p>Whole school work with literacy leader to close vocabulary gap through high quality text work and explicit cross curricular vocabulary work.</p>

all year groups in school.	
<p><b>Priority 2</b></p> <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>Quality first teaching, ongoing JPD and Coaching across Education Learning Trust</p> <p>Additional TA employed in each phase to support targeted work</p> <p>Directed and focussed use of additional teacher time to impact on targeted children</p>
<p><b>Priority 3</b></p> <p>To support the mental health and wellbeing of children eligible for Pupil Premium, including school attendance.</p>	<p>Continued employment of pastoral manager</p> <p>Directed time for 1 additional adult to deliver SEMH support programmes</p> <p>Training for additional staff to deliver programmes and ongoing coaching</p>
Barriers to learning these priorities address	<p>Early speech, language and communication</p> <p>Children with less mature learning styles who are low and middle prior attainers, especially boys.</p> <p>Attendance and punctuality</p> <p>Children with low self-esteem or other mental health needs impacting on progress in the classroom</p> <p>Parents who struggle to engage with school</p> <p>Children with complex family backgrounds – CP, TAC, young carers</p> <p>Gap in cultural experiences prior to starting school and external to school life</p>
Projected spending	<p>Staffing (TAs and additional teaching time in KS2) – £93,000</p> <p>Pastoral Team – £27,428</p> <p>Raising Standards for HA children Optimus conference - £275</p> <p>Study Club - £2134</p> <p>Pupil Premium Conference - £900</p> <p>Tales Tool Kit - £250</p> <p>Outdoor nurture programme &amp; CPD - £1710</p> <p>Robinwood &amp; other enrichment subsidies- £2750</p> <p>Pupil Premium Champion - £3965</p> <p style="text-align: right;"><b>£132,412</b></p>

### Teaching priorities for current academic year

Aim	Target	Target date
<p>To close the language gap in FS as 50% below ARE on entry in FS1. (25% of that 50 is significantly below.)</p> <p>On entry data to FS2 shows</p>		July 20

20% below ARE in		
Increase attainment and Progress in Reading	Achieve national average attainment and progress scores in KS2 Reading (0) (2019 62% GD17%) Achieve National attainment in Key Stage 1 reading (2019 62% GD14%)	July 20
Increase attainment and Progress in Writing	Achieve national average attainment and progress scores in KS2 Writing (0) (2019 68% GD11%) Achieve National attainment in Key Stage 1 Writing (2019 55% GD 7%)	July 20
Increase attainment and Progress in Mathematics	Achieve national average attainment and progress scores in KS2 Reading (0) (2019 67% GD16%) Achieve National attainment in Key Stage 1 Maths (2019 62% GD12%)	July 20
Phonics	Exceed national average expected standard in PSC (2019 71% Meadowbank 80%)	June 20
Other	Improve attendance of disadvantaged pupils to 96%	July 20
<b>Measure</b>	<b>Activity</b>	
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 Whole school to be involved in action research to address the vocabulary gap 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 Early reading and phonics workshops for parents and all school staff	
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.	
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions Baseline vocabulary gap	
Projected spending	£46,725	

## 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 National in R(62%) W(55%) M(62%) at Key Stage1.</p> <p>To reduce the gap in attainment between children eligible for Pupil Premium in Key Stage 1 and their peers. To increase the number of children achieving ARE in Year 2 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.</p> <p>Children in Key Stage 2 targetted for attendance at Study Club each week.</p> <p>Investment in CPD opportunities – Raising Standards for HA children Optimus conference – time to work with staff in school to share practice.</p>
<p>To close the gap for children at Key Stage 1 to be in line with National in R (16%) W(10%) M(12%) (Meadowbank's difference in Maths was smaller than the National gap last year)</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>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 targetted for attendance at Study Club each week.</p> <p>Investment in CPD opportunities – Raising Standards for HA children Optimus conference – time to work with staff in school to share practice.</p> <p>Targetted 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>
Projected spending	£48,909

## Wider strategies for current academic year

Measure	Activity
<p>Improve attendance and punctuality for children eligible for Pupil premium to be in line with National average 96%</p>	<p>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.</p>

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.	<p>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.</p> <p>Parents to be supported to work with other agencies eg. Form filling support, setting up initial meetings.</p> <p>100% attendance at parents evenings (By appointment or follow up appointments)</p>
To support the mental health and wellbeing of children eligible for Pupil Premium, including school attendance.	<p>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)</p> <p>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</p> <p>Deploying relevant adults in school to lead counselling sessions or play therapy (Training for one adult is ongoing)</p>
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, Sporting opportunities, musical instrument lesson opportunities, educational visits, Young Voices)
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£32,788

## 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 whilst maintaining pace in curriculum</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>Teacher returning from maternity leave to be used to enable quality first teaching and targeted</p>

		<p>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>
Wider strategies	<p>Engaging the families facing most challenges.</p> <p>Children not being prepared for Outdoor learning</p> <p>Time, resources and space to deliver SEMH programmes</p>	<p>Building relationships, maintaining relationships and managing expectations.</p> <p>Building from a basis of knowing the children and their families.</p> <p>Spare kit available to support children</p> <p>Timetable time and space in school ring fenced for SEMH programmes – parents engaged with the programmes and reviews.</p>

**Review: last year's aims and outcomes (See additional document for 2018-19 review)**

Aim	Outcome
<p>Accelerate communication and language development for children eligible for Pupil premium in Foundation Stage and Key stage one.</p>	<p>Foundation Stage 2</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communication and Language – WellComm and Language Link</li> <li><input type="checkbox"/> 70% of children meeting ELG in Listening and Attention 30% accelerated progress from on entry data to on exit</li> <li><input type="checkbox"/> 70% of children meeting ELG in Speaking 30% accelerated progress from on entry data to on exit</li> <li><input type="checkbox"/> 70% of children meeting ELG in Understanding 20% accelerated progress from on entry data to on exit</li> </ul> <p>Tales Toolkit</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 50% of children meeting ELG in Reading 20% accelerated progress from on entry to on exit</li> <li><input type="checkbox"/> 50% of children meeting ELG in Writing 10% accelerated progress from on entry to on exit</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> PP gap in 2018 in FS2 against NA was 32% this has been diminished in 2019 to 13%</li> </ul> <p>Phonics</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 80% of PPG children passed the phonics screening check in year 1 compared to National data of 71% and LA 68%</li> </ul>
<p>Higher rates of progress in reading and writing, across Key Stage 2 for children eligible for PPG funding To increase attainment of PPG children in Year 6 from their Year 5 data.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> At end of key Stage 1 gap in reading has closed from 16% to -3%</li> <li><input type="checkbox"/> 64% of PPG children met ARE in Year 6 reading which is above the National average of 62%.</li> <li><input type="checkbox"/> 59% of PPG children met ARE in Year 6 writing which is above the National average of 53%.</li> <li><input type="checkbox"/> 95% of PPG children met FFT targets in Yr 6 in reading</li> <li><input type="checkbox"/> 90% of PPG children met FFT targets in Yr 6 in writing</li> <li><input type="checkbox"/> 100% of PPG children are on track to meet FFT targets in Yr 5 in reading (10% exceeded target)</li> <li><input type="checkbox"/> 100% of PPG children met FFT targets in Yr 4 in reading (10% exceeded target)</li> <li><input type="checkbox"/> 6% (1) of PPG children exceeded FFT targets in Yr3 in reading. 100% on track to meet FFT targets</li> <li><input type="checkbox"/> 100% of children are on track to meet FFT in writing in Yr 3</li> </ul>
<p>Improve attendance and punctuality for children eligible for the PPG funding.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 52% of PPG children have worked with the pastoral leader</li> <li><input type="checkbox"/> 23% of PPG children are in the TAC/CP process</li> <li><input type="checkbox"/> 5% of PPG children are young carers and receive regular support</li> <li><input type="checkbox"/> Of the 58 children receiving 1:1 support, 29 cases had been closed by the end of the academic year (On-going monitoring continues)</li> <li><input type="checkbox"/> 20% of PPG children had less than 90% attendance (2019) compared to 17% last year (2018) and 20% the previous year (2017)</li> </ul>

<p>Children whose complex home life impacts on self-esteem and consequently academic achievement will show and self-evaluate an increased self-esteem.</p>	<p>Pastoral leader works with 52% of PPG children</p> <ul style="list-style-type: none"> <li>□ 15 PPG children experienced therapeutic sessions</li> <li>□ 67% scored maximum engagement during sessions, with the remaining 33% with some success on the SDQ scales used to assess impact (no children did not engage).</li> <li>□ SEN provision base participated in a coaching programme following the sequence of teaching (check in, activity, reflection, self-assurance)</li> <li>□ Following the SEN coaching, of which 6 children were PPG, emotional regulation has increased from 65.8% to 70% and resilience skills increased from 60% to 62.5%</li> <li>□ During the year, monitoring of outdoor learning experiences across school showed children as a whole were given more opportunities, evident within curriculum planning journals.</li> </ul> <ul style="list-style-type: none"> <li>□ 18 PPG children funded to attend Robinwood who would not have attended otherwise.</li> <li>□ 15 PPG children experienced therapeutic sessions</li> <li>□ 67% scored maximum engagement during sessions, with the remaining 33% with some success on the SDQ scales used to assess impact (no children did not engage).</li> <li>□ SEN provision base underwent coaching following the sequence of teaching (check in, activity, reflection, self-assurance)</li> <li>□ Following the SEN coaching, of which 6 children were PPG, emotional regulation has increased from 65.8% to 70% and resilience skills increased from 60% to 62.5%</li> </ul>
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