# Pupil premium strategy statement

## School overview

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| **Metric** | **Data** |
| School name | Meanwood Primary School |
| Pupils in school | 420 |
| Proportion of disadvantaged pupils | 45% |
| Pupil premium allocation this academic year | £220, 000 |
| Academic year or years covered by statement | 2020-2023 |
| Publish date | 01 September 2020 |
| Review date | 01 September 2021 |
| Statement authorised by | Mrs H Vyse |
| Pupil premium lead | Mrs J Fletcher |
| Governor lead | Mr S Aintree |

## Disadvantaged pupil progress scores for last academic year

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| **Measure** | **Score** |
| Reading | -1.5 -5.0 |
| Writing | +0.9 -1.9 |
| Maths | -2.4 -4.2 |

## Strategy aims for disadvantaged pupils

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| **Measure** | **Score** |
| Meeting expected standard at KS2 | 47% 44% |
| Achieving high standard at KS2 | 0% |

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| **Measure** | **Activity** |
| Priority 1 | Raise attainment and progress in maths by ensuring that children have a sound knowledge of number upon which to build the rest of their mathematical knowledge. |
| Priority 2 | Continue to raise attainment in reading in EYFS and KS1 by developing children’s understanding and effective use of phonics and other early reading strategies.  Raise attainment in reading across KS2 by developing pupils understanding of language and inference skills. |
| Barriers to learning these priorities address | A significant proportion of children’s basic understanding of number is poor and fails to sufficiently support their further development of understanding in mathematics.  A significant proportion of children enter EYFS with very low language skills which impacts on speaking and listening, phonics, reading and writing across the school. |
| Projected spending | £17,000 |

## Teaching priorities for current academic year

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| **Aim** | **Target** | **Target date** |
| Progress in Reading | Increase the proportion of PP children making progress in reading | Sept ‘22 |
| Progress in Writing | Increase the proportion of PP children making progress in writing | Sept ‘22 |
| Progress in Mathematics | Increase the proportion of PP children making progress in mathematics | Sept ‘22 |
| Phonics | Achieve National Average Expected Standard in Phonics Check Test | Sept ‘22 |
| Other | Improve oral language skills for pupils eligible for PP in early years | Sept ‘22 |

## Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

## Targeted academic support for current academic year

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| **Measure** | **Activity** |
| Priority 1 | Maths lead teachers to attend hub meetings and training on mastery readiness and disseminate to all staff  Prioritise mental maths sessions across school  Purchase resources to deliver whole class practical maths sessions |
| Priority 2 | Beanstalk Reading Programme for identified LAC children, 1 day of Speech and Language therapist, Accelerated Reader KS2, RWI phonics programme KS1 and KS2 interventions |
| Barriers to learning these priorities address | End of KS2 attainment and progress data is low compared to national figures. Parents’ capacity to support is limited for some PP children. Children begin school with very low oral language and comprehension skills |
| Projected spending | £36,000 |

## Wider strategies for current academic year

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| **Measure** | **Activity** |
| Priority 1 | Support for children’s social, emotional and behavioural difficulties to reduce the impact of these on their ability to learn. |
| Priority 2 | Enhance children’s curriculum provision, leading to increased standards of vocabulary and communication, through providing quality trips and visitors |
| Barriers to learning these priorities address | Parents’ capacity to support is limited for some PP children.  Children lack vital self-esteem, collaborative and team building skills which are needed to equip them for the demands of the curriculum. |
| Projected spending | £150,000 |

## Monitoring and Implementation

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| **Area** | **Challenge** | **Mitigating action** |
| Teaching | Ensuring enough time is given over to allow for staff professional development | Use of INSET days and additional cover being provided by L4 TAs |
| Targeted support | Ensure enough time for maths and English subject leads to support staff in delivering new schemes and strategies | Use of staff meetings and additional cover being provided by L4 TAs |
| Wider strategies | Supporting families facing most challenges | Working with outside agencies to support families |

## Review: last year’s aims and outcomes

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| **Aim** | **Outcome** |
| Develop the quality of teaching of basic skills – specific areas of focus:   * Reading comprehension * Spelling * Grammar - punctuation * Mental maths skills | Monitoring of books, learning walks, lesson observations and pupil questionnaires show positive impact of curriculum provision  Improved outcomes for children at the end of KS1 and KS2 have been evidenced in SATs results improving in reading, GVP and maths in Y6 |
| To improve behaviour, self-esteem and confidence identified DP pupils and across school | Reduction in incidents of poor behaviour recorded on school monitoring system.  Monitoring of individual children’s emotional welfare through SDQs and half termly pastoral team meetings has shown an improvement across school in all areas |
| To reduce the number of child absences. | The percentage of persistent absentee PP  pupils has reduced from 67% to 35%. |