

## Pupil Premium Strategy Statement

### Meadowside Primary School Pupil Premium Ethos and Aims

- Meadowside Primary School will adopt a whole school approach with all staff being empowered and accountable for our pupil premium pupils. The Pupil Premium Lead, Mia Lewis, will strategically lead pupil premium and ensure Pupil Premium interventions and strategies have a direct impact on raising standards.
- Quality First Teaching will be an expectation for all our pupils to ensure universal whole school strategies are employed to close the gap. Pupil premium is a key focus of teaching and learning and plays a crucial part in planning, monitoring and assessment.
- Bespoke and personalised interventions will be implemented to target individual pupils to build upon the rising standards as a result of high quality teaching and learning occurring across the school.
- Pupil premium funds will be ring fenced to directly benefit and target pupil premium pupils, they will be specifically tailored to meet their individual needs and the provision will include ways which are in addition to and different from other intervention programmes as required.
- All expenditure is evaluated using key performance indicators, including attendance, attainment, progress and punctuality.
- Direct involvement by all stakeholders, including members of the Governing body.
- The Governors will be fully involved in the monitoring and evaluation of the Pupil Premium interventions, analysis and value for money.

### 1. Summary information

<b>School</b>	Meadowside Primary School				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£125,100	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	389	<b>Number of pupils eligible for PP</b>	80	<b>Date for next internal review of this strategy</b>	January 2019

### 2. Current attainment

<b>EYFS GLD</b>	<b>PP GLD</b>	33%	<b>National 2017 for all pupils</b>	71%
<b>Year 1 Phonic Check</b>	<b>PP Phonic check</b>	88%	<b>National 2017 for all pupils</b>	81%
<b>End of Key Stage 1 and 2 Outcomes</b>	<b>PP end of KS1 Results 2018</b>	<b>KS1 National 2017 for all pupils</b>	<b>PP end of KS2 Results 2018</b>	<b>KS2 National 2017 for all pupils</b>
<b>% achieving expected level or above in reading, writing and maths combined.</b>	36%	n/a	50%	76%
<b>% in reading</b>	43%	76%	67%	68%
<b>% in writing</b>	64%	68%	67%	75%

% in maths	57%	75%	50%	61%
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### 3. 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)*

<b>A.</b>	Progress across KS1 and KS2 in reading, writing and maths is not in line with other pupils.
<b>B.</b>	More able PP pupils not attaining greater depth.
<b>C.</b>	Additional and complex needs of PP pupils.

#### External barriers *(issues which also require action outside school, such as low attendance rates)*

<b>D.</b>	Attendance cross the school is generally lower in most classes than other pupils.
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### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Increased % of PP pupils achieving the expected level in reading, writing and maths.	PP pupil's achievement is in line with Non-PP pupils at the expected level within all year groups. At the end of KS1 and KS 2 attainment will be in line with national.
<b>B.</b>	Increased % of PP pupils achieving greater depth to being in line with national expectations.	PP pupil's achievement is in line with Non-PP pupils at greater depth within all year groups. At the end of KS1 and KS 2 attainment will be in line with national.
<b>C.</b>	To increase attendance for PP pupils and vulnerable groups.	Overall PP attendance will be in line with whole school to 97%. All year groups PP attendance to be at least 96%.
<b>D.</b>	Improved well-being for all PP pupils.	There will be no emotional barriers to learning for PP pupils.

## 5. Planned expenditure

Academic year	2018-19
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### 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	Updates and Impact
A and B	To have quality first teaching across the school as the biggest impact on outcomes. -	-Regular learning walks and observations. - Planning scrutiny. -Termly data drops, alternating teacher assessment with Rising Star assessments. -CPD for staff.	-Regular and robust PPMs led by the SLT will tightly monitor progress.  -Strategically planned termly book scrutinies and learning walks.	AHT with responsibility for T&L  HT/SLT	
A and B	<b>Staffing</b> Employ a new DHT to form an Inclusion Team and drive forward this strategy: Deputy Head /Inclusion Lead, SENDCo,Pastoral Manager and Inclusion Assistant; to drive strategy forward (% of DHT/ ADH salaries £18,000)	PP data across the school shows that pupils are not achieving in-line with their peers.	Head Teacher, SLT and Governors to be fully informed of the PP spend and the outcomes and impact.	Deputy Head Teacher	
A and B	<b>Interventions</b> Develop provision for PP pupils and vulnerable groups using EEF Toolkit to identify high impact interventions and outcomes.	Using up to date research, including the EEF Toolkit, it ensures that staff and pupils have access to provide high quality learning opportunities for all pupils.	Time allocated for the Inclusion team to research, and plan for training opportunities for staff CPD.	Inclusion Team	
A and B	<b>Staff Training</b> -Maths No Problem (£995) -Kinetic Letters (£1021) -RWI Phonics and reading.(£940)	-In 2017-18 at the end of KS 1 only 57% and in KS2 only 50% reached the expected level in maths. -In 2017-18 at the end of KS 1 only 43% reached the expected level in reading.	-Whole school training for Maths No Problem will be completed on 29-10-18.  - Regular and robust PPMs led by the SLT will tightly monitor progress.  - Phonic lead will lead on termly	Assistant HT: T&L  Maths Lead	

			phonic assessments and tightly monitor outcomes, highlighting pupils who may need additional interventions.	Phonic Lead	
<b>A and B</b>	HLTAs to reduce group sizes for maths and English in KS2. 3x HLTAs (£10,000)	Smaller groups for maths and English to accelerate progress.	-Regular and robust PPMs led by the SLT will tightly monitor progress. Group data will be monitored for impact.	ADHT: HLTA Line Manager	
<b>A and B</b>	Specialist providing highly differentiated access to the curriculum. (Staffing: £18,380)	Vulnerable pupils will receive bespoke interventions and individualised curriculums to promote learning and progress.	-Regular scrutiny and monitoring by ADH. -Data will be scrutinised by SLT to ensure positive impact on progress.	ADHT: HLTA Line Manager	
<b>A and B</b>	Using Target Tracker regular, robust tracking sessions to identify trends and patterns. (£1,000)	Class teachers will regularly monitor trends in data and this will be used effectively as part of Pupil Progress meetings. This will ensure all pupils are monitored closely and interventions put in place when needed to ensure all pupils make at least good progress.	-Regular and robust PPMs led by the SLT will tightly monitor progress.	Class teachers  HT and SLT	
<b>A and B</b>	Implement Bluehills Provision Map Writer. (Bluehills:50% of cost £293)	A whole school monitoring system is necessary to monitor effectiveness and impact of PP interventions.	- Termly impact analysis reports.	DHT: Inclusion Lead	
<b>C</b>	Attendance will be regularly monitored and analysed for PP and vulnerable groups; identifying and trends, patterns and target year groups. (£2,500)	Any issues with attendance will be identified quickly ad support put in place; thus reducing attendance as a barrier to learning. Attendance will be in line with whole school: 96%.	- Termly attendance reports for vulnerable groups.  - Attendance shared with parents at Parent Consultation evenings.	Pastoral Manager	
<b>D</b>	SEMH interventions run by the Pastoral Manager and inclusion Assistant. ( Inclusion assistant £5010)	Through and robust monitoring of outcomes of SEMH interventions. To support and advise staff and run bespoke interventions.	Monitoring of outcomes and impact of interventions through Bluehills.	DHT  AHT/SENDCo  PM	
<b>Total budgeted cost</b>					£ 58,139
<b>ii. Targeted Support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Updates and Impact.</b>
<b>C and D</b>	Family Support (£4,000)	For targeted families where SEMH needs are a barrier to learning tracking of specific	-Attendance will be monitored termly.	DHT	

		needs, progress, attainment and attendance will be provided to ensure that barriers to learning are removed.  Working with individual pupils to remove SEMH barriers to learning.	-Impact on progress and attainment will be monitored through rigorous Pupil Progress meetings.	Pastoral Manager  ADHT/SEND Co	
<b>C and D</b>	Structured start to the day-providing attendance support. (£2,000)	Pastoral Manager and Inclusion Assistant will provide strategies and support to assist PP pupils and their families with low attendance and difficulties coming in to school.	Bluehills Monitoring	DHT/Inclusion Lead  AHT/SENDCo	
<b>A</b>	Lunch time reading group in KS1 and KS2. ( £2,000)	The libraries will be open during lunchtime and TAs will be available to hear PP pupils and vulnerable pupils read regularly.  Targeted 1:1 reading for PP.	Class teachers will monitor reading records weekly and direct pupils to attend the reading sessions.	Class Teachers  Pupil outcomes monitored	
<b>A and B</b>	Bespoke Interventions, booster groups or reinforcement either 1:1 or small group. ( £500 per pupil x 80: £40,000))	Targeted interventions with smart targets will accelerate progress and increase the % of PP pupils reaching the expected levels and greater depth; and the gap will be closed.	-Focused use of data.  -Bluehills interventions monitored termly.	Inclusion Assistant  SENDCo  DHT	
<b>A</b>	Phonic interventions or Years 1 and 2. (£4,000)	Small group and 1:1 phonic interventions enabling more intensive, targeted support to be implemented with an aim to raising standards.	-Termly phonic check assessments.  -Robust tracking sessions will identify trends and gaps.	Phonic Lead	
<b>A</b>	Virtual Learning (£1194x 4 per term £4776)	Online booster sessions for maths, reading and writing.	Progress tracked via online assessments.	AHT: T&L	
<b>A and B</b>	Rock Steady ( £1200)	Providing funding for enrichment activities and clubs to ensure that all PP pupils have access if they choose and are not disadvantaged due to financial restraints.	Monitored on termly spreadsheet.	SOM	
<b>Total budgeted cost</b>					£57,976

<b>iii. Other Approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Updates and Impact.</b>
<b>D</b>	Bursary voucher £100 per PP Pupil.	Access to trips, before/after school clubs and music tuition. Parents/carers to have a say in	Tracking via spread sheet managed by School Office Manager and PP	SOM	

	( £100 x 80: £8000)	the provision for their child/children.	Lead /DHT.	PP Lead/DHT	
<b>D</b>	Enrichment visit/ residential trips.( £1500)	Cost of any board and lodgings covered for the trip and subsidised trips judged on an individual basis; so that no pupil is discriminated against due to financial situations.	Monitored via the SBM.	SBM	
<b>A</b>	Easter booster sessions for Year 6 pupils.(£1000)	A series of sessions during the Easter holiday to provide small group booster sessions in preparation for SATs. This will incorporate some well-being/sports sessions with the PE specialist teacher.		Year 6 staff Specialist PE Teacher.	
<b>D</b>	School Milk (£90.00 x10months: £900)	School milk provided free for all PP pupils.			
<b>Total budgeted cost</b>					£11,400
<b>Overall Pupils Premium Spend</b>					£127,515
<b>The minimum planned spend for Pupil Premium is £127,515 which is slightly over the allocated funds for 2018-19.</b>					

## 6. Review of expenditure

Previous Academic Year				
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
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
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

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)