



# Meadowside Primary School



## Pupil Premium Strategy

### School Context

Meadowside Primary School is an above-average-sized primary school. Most pupils are of White British heritage and speak English as their first language. The proportion of pupils who are disadvantaged and, therefore, supported through the pupil premium above the national average of 14.1% and currently stands at 20%. The proportion of pupils who have special educational needs or disability is well below the national average of 13.5% and currently stands at 7%. Within Meadowside Primary School pupils are identified as having a Special Educational Need if they have involvement from outside agencies.

### Pupil Premium Grant Allocation

The pupil premium is additional government funding to support pupils known to be eligible for free school meals and those who are in the care of the local authority.

The pupil premium Grant is allocated to schools based on those pupils on roll in the January 2017 census that were known to have been eligible for Free School Meals (FSM) in last six years. Pupil Premium is also allocated to pupil's designated as 'Looked After' and those pupils identified as being 'Service' pupils.

This year 81 pupils at Meadowside Primary School will receive a Pupil Premium Grant (based on January 2017 Census although 18 Yr6 pupils have gone to Secondary and we are awaiting confirmation of FS entitlement).

### Pupil Premium Grant Summary

	2015-16	2016-17	2017-18
Pupils on roll	394	398	399
Eligible Pupils (including %)	83 (21%)	98 (24.6%)	81 (20.3%)
Amount per Pupil			
FSM/Ever 6	74 x £1,320	89 x £1,320	88 x £1,320
LAC/Adopted	8 x £1,900	8 x £1,900	10 x £1,900
Service Child	1 x £300	1 x £300	1 x £300
<b>Total</b>	<b>£114, 652</b>	<b>£134, 480</b>	<b>£135, 460</b>

### Key Data 2017

		Meadowside All	Meadowside PP	National
GLD		67%	50%	71%
Year 1 Phonics		81%	80%	81%
End of	Reading/Writing/Maths combined	58%	36%	
	Reading	73%	73%	76%

KS1	Writing	66%	46%	68%
	Maths	71%	46%	75%
	Phonics Retake	96%	100%	92%
End of KS2	Reading/Writing/Maths combined	53%		61%
	Reading	70%	57%	71%
	Writing	70%	61%	76%
	Maths	73%	67%	75%
	GPS	83%	67%	77%

### Identified areas of Concern (for pupils eligible for PPG, including high ability)

No.*	Barriers identified and pupil needs
1	Progress of pupils across KS2 to meet attainment expectations (reading, writing and mathematics) is not in line with other pupils in the school.
2	Progress of pupils across KS1 to meet attainment expectations (writing and mathematics) is not in line with other pupils in the school.
3	More able pupils not achieving greater depth in reading, writing and mathematics.
4	Families require additional support at home e.g. for anxiety, behaviour, concerns over learning as well as parents/carers who find it difficult to support pupils at home and pupils coming into school not ready to learn (e.g. wearing correct uniform, emotional needs, provision of breakfast, etc.)
5	Families requiring support to enable pupils to access wider opportunities and enrichment (e.g. trips, extra-curricular clubs, etc.)
6	Attendance of PP pupils is falling below other pupils in the school.
7	High proportion of PP pupils have complex needs and multiple vulnerabilities (e.g. PP and SEND/ADHD/ODD)

\*links to planned pupil premium grant spending 2017/18

### Action Plan

Objective Number	Desired Outcomes (Including staff lead)	Success Criteria (Including timescales)	Cost	Impact Review
1, 2, 3	<p><b>Pupils will have met expected standard by the end of KS2 in reading, writing and maths, including more able achieving Greater Depth.</b></p> <p><b>Pupils will have met expected standard by the end of KS1 in writing and</b></p>	<ul style="list-style-type: none"> <li>Smaller group teaching, especially for English and maths.</li> <li>Maths No Problem resources (20% of cost).</li> <li>Use of motivating texts and genres in English to engage all pupils (% of resources).</li> <li>All pupil premium pupil's books marked with a small sticker in the top right corner of the book cover, if pupils need to make accelerated progress in a subject the sticker should contain a star (Autumn</li> </ul>	£61,920	<p><b>Maths</b></p> <p>Attainment at the end of July 2018 showing % of pupils at Expected and above:</p> <ul style="list-style-type: none"> <li>End of KS1: 57% of PP pupils achieved expected level or higher.</li> <li>End of KS2: 50% of PP pupils achieved the expected level or above.</li> <li>33% of PP pupils achieved greater</li> </ul>

**maths, including more able achieving Greater Depth.**

- 1).
- Class teacher to prioritise these pupils when marking books and providing back, as well as when planning to meet their needs.
  - Additional learning time offered specifically targeted at PP pupils who did not achieve the expected progress last year (e.g. daily reading). 20 day challenges – reviewed as part of staff meeting schedule. All interventions now linked to 20 days to measure impact.
  - Across KS2 staff to track and support HA PP pupils to ensure they are on track for GD (those achieving 2a/3 or GD at end of KS1) (Autumn 1 data collection).
  - 1:1 and 1:2 tutoring for identified PP pupils in Year 6 (Spring 1).
  - small group tutoring after school by staff – reading and maths

depth.  
In maths PP are similar to expected at our school but both below NATIONAL. PP pupils are above at greater depth at our school but both are above NATIONAL.

### Reading

Attainment at the end of July 2018 showing % of pupils at Expected and above:

- End of KS1:43% PP pupils achieved the expected level or above.
- End of KS2: 67% of PP pupils achieved the expected level or above.
- 17% of PP pupils achieved greater depth.

In reading PP have done better than all pupils but both are below national for expected. PP pupils are below at greater depth. Accelerated reader has had a positive impact for some pupils and they have read more but not for all pupils.

In maths PP are similar to expected at our school but both below national. PP pupils are above at greater depth; both are above national.

### Writing

Attainment at the end of July 2018 showing % of pupils at Expected and above:

- End of KS1:64% of PP pupils achieved the expected level or above.

				<ul style="list-style-type: none"> <li>• End of KS2: 67% of PP pupils achieved the expected level or above.</li> <li>• 17% of PP pupils achieved greater depth.</li> </ul> <p>In writing PP pupils have exceeded their target so progress for PP pupils should be better this year. Positive impact of increased writing each day. Ensuring curriculum had engaging opportunities for writing – use of additional experienced teacher for targeted support. PP pupils in line with all pupils at our school but both below national for expected, just above national for greater depth.</p> <p><b><u>Combined</u></b> PP pupils were slightly above school for expected but both below national. PP pupils were in line with school at greater depth.</p> <p><b><u>EYFS GLD</u></b> 33% of PP pupils achieved GLD. Pupils have not met targets based on end of EYFS data but have made good progress from entry levels.</p> <p><b><u>Year 1 Phonics Check</u></b> 90% of PP pupils passed the phonics check.</p>
4	<p><b>Families will be better equipped to manage their own and their pupils' needs.</b> <b>Pupils attend school contained and ready to learn.</b></p>	<ul style="list-style-type: none"> <li>• Pastoral Support Manager offering support to families through Early Help Assessments, behaviour management workshops, Freedom Programme etc.</li> <li>• PSM offering support to small groups/individuals for anxiety, coping mechanisms and protective behaviours etc.</li> </ul>	<p>£21,510</p> <p>2 x TA's 1.25hrs a week £1,000</p>	<p>Successful groups ran by Pastoral Manager.</p> <p>Interventions and sensory circuits run by specialist TA.</p> <p>Pupils had a more positive start to the day.</p>

		<ul style="list-style-type: none"> <li>Sensory Circuits to support pupils with emotional regulation (Autumn 1).</li> <li></li> </ul>																														
5	<p><b>Introduce a parent voucher so that pupils can access wider opportunities.</b>  <b>Proposal £100 per child for the academic year 2017-2018</b></p>	<ul style="list-style-type: none"> <li>Financial support for trips and residential visits through use of voucher (Autumn 1).</li> <li>After school enrichment clubs including music (Autumn 1).</li> </ul>	<p>£100 x 81 = £8,100 + any new identified in FS</p> <p>Plus £7,500</p>	<ul style="list-style-type: none"> <li>11 PP Pupils accessed residential trips.</li> <li>1 PP pupil accessed an external club</li> <li>4 PP pupils attended school clubs.</li> <li>18 PP pupils used PP to attend MASC.</li> </ul>																												
6	<p><b>Attendance for pupils will be at least 97%.</b></p>	<ul style="list-style-type: none"> <li>Monitor daily attendance</li> <li>First response</li> <li>Termly letters sent to show individual attendance for those pupils below 97%. (Was previously 95%)</li> <li>Attendance surgeries to discuss barriers</li> <li>Home visits when required</li> <li>Support through EHA and advice sought from EIP when needed</li> <li>Penalties being enforced</li> <li>Introduction of weekly attendance awards to motivate pupils (Autumn 1 assemblies)</li> </ul>	£2,300	<ul style="list-style-type: none"> <li>Non-PP attendance was: 96.54%</li> <li>PP attendance was: 95.12%</li> <li>There was a difference of 1.42% in favour of Non-PP pupils.</li> </ul> <p>This will remain a focus for next year.</p>																												
7	<p><b>Pupils will be able to access learning and make progress within an environment conducive to their specific needs.</b></p>	<p><i>Learning Hub</i></p> <ul style="list-style-type: none"> <li>Staffing costs (1 x teacher mornings, 2 x support staff FT) – 50% of pupils working in the Learning Hub are allocated PP (Autumn 1-more pupils being targeted in Autumn 2 and beyond).</li> <li>Training and development (e.g. emotion coaching, dyslexia, Lego therapy etc.) (Spring)</li> </ul>	£32,130	<table border="1"> <thead> <tr> <th>Progress of PP pupils attending Hub</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>6 or more steps</td> <td>2</td> <td></td> <td></td> </tr> <tr> <td>5 steps</td> <td></td> <td>1</td> <td>2</td> </tr> <tr> <td>4 steps</td> <td></td> <td>2</td> <td></td> </tr> <tr> <td>3 steps</td> <td>3</td> <td>1</td> <td>2</td> </tr> <tr> <td>2 steps</td> <td>2</td> <td>1</td> <td>1</td> </tr> <tr> <td>1 step</td> <td></td> <td>2</td> <td>3</td> </tr> </tbody> </table> <p>Parental views of the provision were very positive for those attending. The nature of the group enabled pupils to develop their confidence and independence.</p> <p>The space was used to meet the needs of a variety of pupils and staff carried out specific interventions such as SALT and Physio.</p> <p>There were also times when it was used as a calm zone for pupils who were finding it difficult to cope in the classroom and playground. This led to a lunchtime club.</p> <p>Pupils who accessed core learning had a</p>	Progress of PP pupils attending Hub	Reading	Writing	Maths	6 or more steps	2			5 steps		1	2	4 steps		2		3 steps	3	1	2	2 steps	2	1	1	1 step		2	3
Progress of PP pupils attending Hub	Reading	Writing	Maths																													
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4 steps		2																														
3 steps	3	1	2																													
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1 step		2	3																													

				highly personalised curriculum to meet their needs. Topics and activities were based on pupils' interests and were hands on. They were able to take risks and make mistakes without negativity.
				Total: £135,460