



Pupil Premium Strategy Statement Annual Review 2019-20

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.

Due to school closure from 23-3-2020 the strategy has been reviewed in May 2020 and there are no national data results to publish.

1. Summary information

School	Meadowside Primary School				
Academic Year	2019-20	Total PP budget	£118,700	Date of most recent PP Review	n/a
Total number of pupils		Number of pupils eligible for PP	80	Date for next internal review of this strategy	January 2020

2. Current attainment

EYFS GLD	PP GLD 2018/19	50%	National for all pupils 2018/19	
Year 1 Phonic Check	Whole school Phonic check 2018/19	91%	National 2018/19 for all pupils	

	PP Phonics 2018/19	86%		
No data for 2019-20				

End of Key Stage 1 and 2 Outcomes	PP end of KS1 Results 2018/19	PP end of KS1 Results 2019/20	KS1 National 2018/19 for all pupils	PP end of KS2 Results 2018/19	PP end of KS2 Results 2019/20	KS2 National 2019/20 for all pupils
% achieving expected level or above in reading, writing and maths combined.	60%			47%	No national tests due to Covid 19 school closures.	
% in reading	60%			67%		
% in writing	60%			67%		
% in GPS				60%		
% in maths	70%			67%		

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)*

A.	Progress and attainment across EYFS, KS1 and KS2 in reading, writing and maths is not in line with other pupils.
B.	More able PP pupils not attaining greater depth.
C.	Additional and complex needs of PP pupils, including social and emotional needs.
D.	Level of language on entry to school.
E.	Gender based differences; Pupil Premium boys are not making equal progress to Pupil Premium girls.

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

F. There still remains small gaps in attendance between Pupil Premium and Non-Pupil Premium

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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.	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.
C.	To increase attendance for all 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%.
D.	Improved well-being for all PP pupils.	Emotional barriers to learning for PP pupils will reduce and no longer impact on learning.
E.	Gaps will decrease for PP pupils in early language, reading and phonic skills.	PP pupil's achievement is in line with Non-PP pupils.

5. Planned expenditure

Academic year	2019-20
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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	<p><u>Development of Whole School Ethos</u></p> <p>To nurture a whole school ethos of high attainment for all pupils, avoiding stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.</p>	<p>Research shows that this is a successful strategy for raising attainment for Pupil Premium pupils.</p>	<p>-Pupil Premium learning walks - Pupil interviews.</p>	<p>HT SLT All staff</p>	<p><u>Review</u> November 2019 PP strategy 19/20 shared with all staff. Whole school approach created with staff based on NFER's 'Seven Building Blocks to Success' and how that looks at Meadowside. Created with staff and copies shared.</p>
A and B	<p><u>Quality First Teaching</u></p> <p>To have quality first teaching across the school as the biggest impact on outcomes. -</p>	<p>-Regular learning walks and observations. - Planning scrutiny. -Termly data drops, alternating teacher assessment. -CPD for staff.</p> <p>Class teachers will be clear on who their Pupil Premium pupils are, and exactly what it is they need to do to support their individual needs in class.</p>	<p>-Regular and robust PPMs led by the SLT will tightly monitor progress. -Strategically planned termly book scrutinies and learning walks.</p>	<p>HT SLT MLT</p>	<p><u>Review</u> PP learning walk completed Autumn 2 and outcomes shared with staff. PP staff training completed 21/11/19 PP outcomes a focus on Pupil Progress meetings in January 2020. From April Data Drop</p>
A, B and E	<p><u>Priority Marking and Feedback</u></p> <p>For staff to use high quality feedback ensuring that it is specific, accurate and clear. This will give pupils clear indication of what is good and why and how to improve.</p>	<p>Research shows that good quality feedback has a high impact on improving pupils learning.</p> <p>Teachers will actively seek out those disadvantaged pupils within their class to provide high quality and constructive feedback. this will allow smaller steps of progress to be monitored.</p>	<p>-in-house staff training. -termly - Strategically planned termly book scrutinies and learning walks. -learning walks.</p>	<p>HT DHT AHTs MLT.</p>	<p><u>Review</u> The HT and English lead meet regularly to look at books across the school. Staff were given feedback and a written report was shared with SMLT. Positives and areas for action were identified.</p>

<p>A and B</p>	<p><u>Curriculum</u></p> <p>To have a well- designed curriculum ensuring that it builds cultural capital and meets the needs of all pupil's, including Pupil Premium.</p>	<p>We need to ensure that all subjects within our curriculum is giving all pupils access to range of experiences and knowledge of the wider world, outside the local community; and that pupil premium pupils will have the same key skills and knowledge specific to their year group.</p>	<p>-Curriculum design training to update staff knowledge.</p> <p>-Visits to outstanding schools for staff</p> <p>- Curriculum learning walks planning and book scrutinies.</p>	<p>Curriculum Lead Subject leaders</p> <p>SENDCo Deputy SENDCo</p>	<p><u>Review</u></p> <p>PP learning walk carried out 4/12/19 with DHT/PP Lead, HT and PM. Feedback given to staff.</p>
<p>A and B</p>	<p><u>Staffing</u></p> <p>The Inclusion Team will continue to drive forward the PP strategy: Deputy Head /Inclusion Lead, SENDCo,Deputy SENDCo, Pastoral Manager and Inclusion Assistant; to drive strategy forward .</p> <p>% of DHT salary £6,500</p>	<p>PP data across the school shows that pupils are not achieving in-line with their peers.</p>	<p>Head Teacher, SLT and Governors to be fully informed of the PP spend and the outcomes and impact.</p>	<p>Deputy Head Teacher</p>	<p><u>Review</u></p> <p>17/9/19 HT and DHT attended training on PP.</p> <p>Worked with staff to develop whole school approach and philosophy 21/11/19</p> <p>PP data reported to Governors January 2020.</p> <p>SEMH interventions in place for 15/85 PP pupils.18%</p> <p>Sensory Circuits: 8 pupils</p> <p>Protective Behaviours/ SEMH intervention:6 pupils</p> <p>Well-being check ins: 4 pupils</p> <p>Lego Therapy- 1 pupil</p> <p>Pupils are having between 1-3 interventions</p>
<p>A, B and D</p>	<p><u>Collaborative Learning</u></p> <p>Creative Mission</p> <p>Cost: £1,000.</p>	<p>Working collaboratively in mixed ability teams has a positive impact on learning. Learning to work together, share skills and support younger pupil's raises self-esteem. It also promotes discussion and use of language.</p> <p>Working weekly/fortnightly in mixed year groups towards a whole school 'creative mission'. This will focus on art, music, poetry and design technology.</p>	<p>Curriculum Lead will monitor the impact and report to the HT and SLT.</p>	<p>Curriculum Lead</p>	<p><u>Review</u></p> <p>Creative mission running successfully across Spring term. Small group for vulnerable pupils developed in the Retreat, and led by the Inclusion Assistant. ?? PP pupils attend.</p>
<p>A and B</p>	<p><u>Interventions</u></p> <p>Develop provision for PP pupils and vulnerable groups using EEF Toolkit to identify high impact interventions and outcomes.</p>	<p>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.</p>	<p>Time allocated for the Inclusion team to research, and plan for training opportunities for staff CPD.</p>	<p>Inclusion Team</p>	<p><u>Review</u></p> <p>In Autumn term 68% of PP pupils achieved their targets in interventions.</p>

<p>A, B and C</p>	<p><u>Staff Training</u></p> <p>-Kinetic Letters £478</p> <p>-RWI Phonics £792</p> <p>Target Tracker training £780</p> <p>Emotional Literacy Support Assistant training (£800)</p> <p>Total Cost: £2, 850.</p>	<p>In 2018/19 the EYFS GLD for PP was 50%.</p> <p>In 2018/19 Year 1 PP phonics results were 86%. We have movement of staff so need to ensure that all staff, including TAs have the official training from RWI consultants to maintain quality phonic teaching.</p>	<p>-Whole school training for Maths No Problem will be completed on 29-10-18.</p> <p>- Regular and robust PPMs led by the SLT will tightly monitor progress.</p> <p>- Phonic lead will lead on termly phonic assessments and tightly monitor outcomes, highlighting pupils who may need additional interventions.</p>	<p>Writing Lead</p> <p>Phonic Lead</p>	<p><u>Review</u></p> <p>5 staff had RWI phonic training. Now all KS1 staff have had 2 day training and 1 HLTA in KS2.</p> <p>The Pastoral Manager has started the ELSA training course and attends regular training. This is currently on hold due to COVID19</p>
<p>A and B</p>	<p><u>HLTAs</u></p> <p>HLTAs to give high quality support in maths and English in KS1 and 2. 4x HLTAs</p> <p>Cost: 30% of 4 x salaries £25,698</p>	<p>Smaller groups for maths and English to accelerate progress.</p>	<p>-Regular and robust PPMs led by the SLT will tightly monitor progress. Group data will be monitored for impact.</p>	<p>AHT: HLTA Line Manager</p>	<p><u>Review</u></p> <p>1 HLTA left at end of Autumn Term. Appointed new HLTA in Spring term. 2 HLTAs supporting across KS2 and 1 HLTA in KS1.</p>
<p>A, B and D</p>	<p><u>The Retreat</u></p> <p>Opportunity to access highly differentiated maths and English lessons during morning sessions.</p> <p>Cost: 50% of salary of 2 PT qualified teachers a.m £14,000</p>	<p>Vulnerable pupils will receive bespoke interventions and individualised curriculums to promote learning and progress.</p>	<p>-Regular scrutiny and monitoring by AHT.</p> <p>-Data will be scrutinised by SLT to ensure positive impact on progress.</p>	<p>AHT: HLTA Line Manager</p>	<p><u>Review</u></p> <p>Autumn Term ran by 2 teachers, during Spring term ran by HLTA. Summer term the newly appointed SENDCo will teach in the Retreat.50% of pupils accessing the Retreat are PP.</p>
<p>A and B</p>	<p>Using Target Tracker regular, robust tracking sessions to identify trends and patterns.</p> <p>Cost:£1,513</p>	<p>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.</p>	<p>-Regular and robust PPMs led by the SLT will tightly monitor progress.</p>	<p>Class teachers</p> <p>HT and SLT</p>	<p><u>Review</u></p> <p>Termly data drops completed at the end of Autumn 2 and Spring 2. Use of Closing the gap document in Pupil Progress meetings to identify progress.</p>

A and B	Implement Bluehills Provision Map Writer. Cost:Bluehills:50% of cost £155	A whole school monitoring system is necessary to monitor effectiveness and impact of PP interventions.	- Termly impact analysis reports.	Deputy SENDCo SENDCo/AHT	Review In Autumn term 68% of PP pupils achieved their targets in interventions. In Autumn term 68% of PP pupils achieved their targets in interventions.
C and D	Attendance will be regularly monitored and analysed for PP and vulnerable groups; identifying and trends, patterns and target year groups. Cost: 25% of PM salary £7,467 10% of Administration Officer £2,185 Total: £9,625	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	Review 50% of pupils currently being supported with attendance are PP.
C and D	Parental Engagement Open sessions and workshops for parents. for parents. Staff will be foster relationships with all parents. Phonic packs will be provided for pupil premium pupils to support learning at home. RWI Parent packs £!2.00 x20 Total spend :£240	Parents will engage in their children's learning and school community.	- All PP parents will attend parent's evenings. - Parents will attend school events.	SLT Phonic Lead Reading Lead Pastoral manager Class teachers	Review EYFS curriculum evening Phonics evening Packs sent out to parents in June 2020.
D	The Retreat (afternoons) Bespoke SEMH interventions will run to (support vulnerable pupils). <i>Costs incorporated into previous approaches.</i>	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.	AHT/SENDCo Pastoral Manager Inclusion Assistant Deputy SENDCO.	Review SEMH interventions in place for 15/85 PP pupils.18% Sensory Circuits: 8 pupils Protective Behaviours/ SEMH intervention:6 pupils Well-being check ins: 4 pupils Lego Therapy- 1 pupil Pupils are having between 1-3 interventions
A, B, C and D	Inclusion Assistant Meeting the individual SEMH needs of all pupils enabling	A proportion of our Pupil Premium pupils have additional, complex needs, which act as a barrier to their learning.	- SEMH interventions - Lesson drop ins and supporting individual pupils	DHT/Inclusion Lead SENDCo	Review SEMH interventions led by Inclusion Assistant in place for 15/85 PP pupils.18% Sensory Circuits: 8 pupils

	them to access the curriculum appropriate to their requirements. : Cost:£18,225		-Lunchtime support in the Retreat.		Protective Behaviours/ SEMH intervention:6 pupils Well-being check ins: 4 pupils Lego Therapy- 1 pupil Pupils are having between 1-3 interventions Small group 'Creative Mission' runs for vulnerable pupils 1 fortnightly alongside whole school.
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Total budgeted cost

£79, 806

ii. Targeted Support

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.
C and D	Family Support Cost:% of PM's salary £7,467	For targeted families where SEMH needs are a barrier to learning tracking of specific 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.	-termly analysis of attendance. -Impact on progress and attainment will be monitored though rigorous Pupil Progress meetings.	DHT Pastoral Manager ADHT/SENDCo	Review SEMH interventions in place for 15/85 PP pupils.18% Sensory Circuits: 8 pupils Protective Behaviours/ SEMH intervention:6 pupils Well-being check ins: 4 pupils Lego Therapy- 1 pupil Pupils are having between 1-3 interventions PP Attendance is 95.6% across the whole school, compared to 97.2% Non-PP. From December 2019 to March 2020PP attendance has increased in Years 3 and 4 and stayed the same in Year 6. Reception had a 2% decrease. There was 0.3% decrease in Year 1Year 2 is above 97% and in Year 5 there was a 1.3% decrease.
C and D	Structured start to the day-providing attendance support: Sensory Circuits	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	Review Sensory circuits runs 2 x per day, in the mornings and after lunch. Morning session: 10/17 pupils accessing sensory circuits are PP-59%

					Lunchtime session- 6/10 pupils accessing sensory circuits are PP-60%
C and D	Tea and Toast Club Cost % of DS salary + resources- £1,488+ £760 Total: £2248	Deputy SENDCO will provide strategies and support to assist specifically identified PP pupils and their families with low attendance and difficulties coming in to school.	Attendance and lateness records. Well-Being levels		Review Tea and toast clubs runs daily for PP and vulnerable pupils and currently. Currently it runs for 6 pupils and 5/6 are PP.
A and E	SLT Reading Pupil Premium pupils (and lowest 20%) KS1 and KS2.	All members of SLT will here readers across the school. Targeted 1:1 reading for PP (and Lowest 20%).	Class teachers will monitor reading records weekly and direct pupils to attend the reading sessions. Pupil outcomes monitored	HT DHT AHTs PM	Review This has been limited due to 1 member of SLT leaving, 1 member of SLT teaching 3 days.
A and B	Bespoke Interventions, booster groups or reinforcement either 1:1 or small group. Cost: Salaries of 2x PT teacher 2 or afternoons £11,690	Targeted interventions for reaching Expected and Greater Depth levels with smart targets will accelerate progress and increase the % of PP pupils reaching the expected levels and greater depth; and the gap will narrow.	-Focused use of data. -Bluehills interventions monitored termly.	Inclusion Assistant SENDCo DHT 2x PT teachers	Review In Autumn term 68% of PP pupils achieved their targets in interventions. In Autumn term 68% of PP pupils achieved their targets in interventions.
A	Phonics Phonic interventions in Years 1,2 and 3. Cost: £500	Small group and 1:1 phonic interventions enabling more intensive, targeted support implemented with an aim to raising standards.	-Termly phonic check assessments. -Robust tracking sessions will identify trends and gaps.	Phonic Lead	Review Current phonics data from the last mock completed in February 60% of PP were scoring 32 or above and 40% were on track to pass scoring 26 and 31. (32 previous pass mark)
A and E	EYFS Phonics Phonic interventions for EYFS. Cost: £500	Small group and 1:1 phonic interventions enabling more intensive, targeted support with an aim to raising standards.	-6x Termly phonic check assessments. -Robust tracking sessions will identify trends and gaps.	DHT EYFS Class teachers	Review From our TT data and teacher assessment since September PP pupils have made: <u>Reading</u> 38% 6 steps progress 38% 5 steps progress 25% 3 steps progress <u>Writing</u> 38% 6 steps progress 25% 4 steps progress 25% 3 steps progress

					<p>13% 2 steps progress</p> <p>After February half term children were assessed against the RWInc phonic assessment tool. From this we were able to amend interventions as necessary and see progress and identify any gaps. We have also seen an increase and improvement with children applying their phonic knowledge within their writing.</p> <p>Children who were working below expectations in both Reading and Writing have learnt to recognise their sounds and blend CVC words at a fast pace. The gaps we noticed were children struggling to blend alien words, this was addressed within each phonic group and intervention.</p>
D and E	<p><u>EYFS Language Assessment and Interventions</u></p> <p>Baseline of language and understanding to be completed in Nursery and Reception.</p> <p>Teddy talk assessment £85x3 Cost: £255</p> <p>Total cost: £255</p>	<p>Lower levels of language on entry to Reception class. A need to widen pupil's vocabulary and understanding and close the vocabulary gap between pupil premium pupils and all other pupils.</p>	<p>Baseline assessment and regular assessments to monitor progress and impact.</p>		<p><u>Review</u></p> <p>From our TT data and teacher assessment since September PP pupils have made:</p> <p>Communication and Language 42% 6 steps progress 21% 5 steps progress 29% 4 steps progress 8% 3 steps progress</p> <p>Across Reception we have been using: The BBC listening stimulus which addresses listening skills. We have been using the principle of teddy talk within circle times and whole class lesson inputs. Story time focuses on modelling sentence structure and broadening vocabulary. We have really pushed the use of vocabulary across our topics and linking it to everyday occurrences.</p>
C	<p><u>Sensory Pathway development.</u></p> <p>Sensory pathways created in shared areas around the school.</p>	<p>Sensory Play is Important for development, providing opportunities for children to actively use their senses as they explore their world through 'sensory play' is crucial to brain development – it helps to build nerve connections in the brain's pathways.</p>	<p>Set up in communal shared areas in Years 3/4 and 5/6 and in KS1 hall. Pupils can access these pathways to refocus them and calm down when being in the classroom is difficult.</p>	<p>DHT Inclusion Assistant.</p>	<p><u>Review</u></p> <p>Needs to be actioned.</p>

	Cost: £2,000	They help children to sit still and focus for longer periods in the classroom.			
Total budgeted cost					£24,660

iii. Other Approaches					
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.
D	Bursary voucher £100 per PP Pupil. Cost: £100 x 80: £8000	To build cultural capital ensuring pupil premium pupils have equal opportunities to attend trips, before/after school clubs and music tuition. Parents/carers to have a say in the provision for their child/children.	Tracking via spreadsheet managed by School Office Manager and PP Lead /DHT.	SOM PP Lead/DHT	<u>Review</u> At this point in the academic year 2019-20 44 parents had accessed their bursary.52% of the PP. This has been used to support payments for MASC, trips, school events and visitors.
D	Enrichment visit/ residential trips. Cost :£2,318 (FSM for Years 4 and 6)	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	<u>Review</u> Cancelled due to school closure.
D	<u>MASC Holiday Sessions</u> 3x full day places at MASC during the school holidays. £24x3x80 Total cost: £5,760	Holidays can be difficult times for pupil premium pupils who often spend the time at home and not having access to resources, trips out etc.	Tracking via spreadsheet managed by School Office Manager and PP Lead /DHT.	SOM PP Lead/DHT	<u>Review</u> Cancelled due to school closure.
D	School Milk Cost: £900	School milk provided free for all PP pupils.			<u>Review</u> Milk provided for PP pupils across the school.
Total budgeted cost					£16,978
Overall Pupils Premium Spend					£121,444

<p>The minimum planned spend for Pupil Premium is £121,444 which is slightly over the allocated funds for 2019-20.</p>	
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6. Review of expenditure 2019-20

6. Review of expenditure 2019-20				
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

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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