

### Pupil Premium and the 7 Building Blocks to Success at Meadowside January 2022

Whole school ethos	Addressing behaviour and attendance	High quality teaching for all	Meeting individual learning needs	Deploying staff effectively	Data driven and responding to evidence	Clear, responsive leadership
<p><i>Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar problems.</i></p>	<p><i>Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including working with families.</i></p>	<p><i>Schools emphasise 'quality first teaching' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.</i></p>	<p><i>Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</i></p>	<p><i>Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need most support and train teaching assistants to support pupil's learning.</i></p>	<p><i>Teachers use data to identify pupils' needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.</i></p>	<p><i>Senior leaders set ever-higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations. They share their thinking and invest in staff training.</i></p>
<ul style="list-style-type: none"> <li>➤ Same high expectations from Nursery to Year 6 for all pupils.</li> <li>➤ Interventions planned according to need.</li> <li>➤ Adaptions made for individual and not for the label.</li> </ul>	<ul style="list-style-type: none"> <li>➤ School values</li> <li>➤ Tea and toast club</li> <li>➤ Individual behaviour plans</li> <li>➤ Behaviour policy</li> <li>➤ Pastoral Manager to work with parents</li> <li>➤ Monitor attendance</li> </ul>	<ul style="list-style-type: none"> <li>➤ Over learning, revisiting to consolidate.</li> <li>➤ QFT consistently</li> <li>➤ Regular staff CPD</li> <li>➤ Effective use of AFL in lessons</li> <li>➤ Bespoke curriculum for pupils at Meadowside with</li> </ul>	<ul style="list-style-type: none"> <li>➤ Inclusion team</li> <li>➤ Termly interventions</li> <li>➤ SEMH support</li> <li>➤ ELSA</li> <li>➤ The Retreat</li> <li>➤ Mixed ability pairs in class.</li> <li>➤ Individual plans</li> <li>➤ PP pupils on planning with</li> </ul>	<ul style="list-style-type: none"> <li>➤ Staff training and CPD externally and internally:</li> <li>➤ Appraisals</li> <li>➤ Strategic staff placement</li> <li>➤ Class teachers work with all pupils</li> </ul>	<ul style="list-style-type: none"> <li>➤ Termly data drops</li> <li>➤ Discussions during pupil progress meetings.</li> <li>➤ Gap analysis after tests</li> <li>➤ Impact analysis from interventions.</li> <li>➤ Bluehills provision maps.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appraisals</li> <li>➤ Deep dives</li> <li>➤ Book scrutinies and pupil voice</li> <li>➤ Learning walks</li> <li>➤ In-depth analysis of data, with vulnerable groups</li> <li>➤ PP learning walks</li> </ul>

<ul style="list-style-type: none"> <li>➤ Class teachers scaffold up and not differentiate down.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Attendance discussed by class teachers with parents and at Parent consultation</li> <li>➤ Positive rewards: house points, HT Tea, celebration assemblies, sticker charts, Governor awards, behaviour raffle tickets and award</li> <li>➤ Strategically planned circle times, PSHE lessons to target behaviours</li> <li>➤ Weekly attendance class awards</li> </ul>	<p>carefully selected curriculum drivers.</p> <ul style="list-style-type: none"> <li>➤ Creative mission-opening up opportunity to access the arts, raising aspirations</li> <li>➤ Strategic seating</li> <li>➤ SLT reading groups for PP pupils</li> <li>➤ HLTAs and TAs support where possible</li> <li>➤ Rock Steady funded places</li> </ul>	<p>strategic questioning and support in lessons identified.</p> <ul style="list-style-type: none"> <li>➤ Adapted planning</li> <li>➤ Inclusion passports</li> <li>➤ Sensory circuits</li> <li>➤ SENDCo advice for staff</li> <li>➤ Well-being pupil surveys</li> <li>➤ RWI phonics</li> <li>➤ Retreat with SENDCO small group targeted support</li> </ul>	<p><b>Training:</b>  RWI  Chatterways  Language Programme  Talk for writing  White Rose Maths  Kinetic letters</p>	<ul style="list-style-type: none"> <li>➤ Daily formative assessment</li> <li>➤ Subject Leader knowledge review</li> <li>➤ Pupils clearly identified on planning and adaptations made.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Building on developing parent links</li> <li>➤ Leaders update own knowledge and understanding.</li> <li>➤ Specific PP training and updates for all staff.</li> <li>➤ Positive attitude</li> <li>➤ Knowledge Harvests</li> <li>➤ Knowledge workouts with HT/DHT</li> </ul>
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