



Growing at Meadowside Primary School

3 Year Pupil Premium Strategy Plan

SUMMARY INFORMATION

Pupil Premium Strategy Plan

CURRENT PUPIL INFORMATION 2020-21

Total number of pupils whole school :	347	Total pupil premium budget:	
Number of pupils eligible for pupil premium:	74	Amount of pupil premium received per child:	Pupil Premium-£2,345 Service Pupils- £900 Post LAC- £2,300 <i>NB. LAC Pupils have an individual cost sheet.</i>

WHOLE SCHOOL INFORMATION

CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	178	51.3%

WHOLE SCHOOL INFORMATION		
Girls	169	48.7%
SEN support	29	8.4%
EHC plan	3	0.9%
EAL	58	16.7%

Assessment data

EYFS 2020-21				PREVIOUS DATA		
2020-21	Pupils eligible for PP	All pupils	<i>National average from 2018-19 (All pupils)</i>	PP Data		
				17-18	18-19	19-20
Good level of development (GLD)			72%		50%	
Reading			76.9%	28.6%	71.4%	
Writing			73.7%	14.3%	57.1%	
Number			79.8%	57.1%	85.7%	
Shape			81.5%	57.1%	100%	

YEAR 1 PHONICS SCREENING CHECK 2020-21			PREVIOUS DATA		
All pupils 202-21	Pupils eligible for PP	National average 2018-19 (All Pupils)	PP Data		
			17-18	18-19	19-20
		82%		86%	

END OF KS1				PREVIOUS DATA		
2020-21 <i>School Expectation is 6 points progress per year.</i>	Pupils eligible for PP	Pupils not eligible for PP		PP Data		
		School average	National average 2018-19	17-18	18-19	19-20 <i>This data is from Sept19- March'20 and based on 4 points progress.</i>
% achieving expected standard or above in reading, writing and maths			66%	25%		
% making expected or above progress in reading			75%	38%	60%	50%
% making expected or above progress in writing			69%	44%	50%	34%
% making expected or above progress in maths			76%	44%	60%	60%

END OF KS2				PREVIOUS DATA		
2020-21 <i>School Expectation is points progress per year.</i>	Pupils eligible for PP	Pupils not eligible for PP		PP Data		
		School average	National average 2018-19	17-18	18-19	19-20 <i>This data is from Sept19-March'20 and based on 4 points progress.</i>
% achieving expected standard or above in reading, writing and maths			65% all pupils 71% all other pupils	67%	47%	
% making expected or above progress in reading			73%	75%	56%	83%
% making expected or above progress in writing			78%	83%	94%	89%
% making expected or above progress in maths			79%	67%	50%	61%

Attendance Data								
Look at:	Strengths	Weaknesses						
Attendance data	<ul style="list-style-type: none"> Attendance is monitored rigorously by the Pastoral Manager. Support is put in to place where necessary. 	<p>In 2018-19 and up to March 2020 when schools closed down Pupil Premium attendance over all was below that of Non-Pupil Premium.</p> <table border="1"> <tr> <td>Sept 2018- July 2019</td> <td>PP attendance was 94.2%</td> <td>Non-PP attendance was 97%</td> </tr> <tr> <td>Sept 2019- March 2020</td> <td>PP attendance was 96.3%</td> <td>Non-PP attendance was 97.9%</td> </tr> </table>	Sept 2018- July 2019	PP attendance was 94.2%	Non-PP attendance was 97%	Sept 2019- March 2020	PP attendance was 96.3%	Non-PP attendance was 97.9%
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LONG-TERM PLAN (3 YEAR TIMESCALE): 2020-21 to 2022-23
<p>1. To improve well-being for all pupil premium and therefore improve their readiness to learn. This will then in turn have a positive impact on progress made by pupil premium pupils and narrow gaps in attendance and attainment.</p>
<p>2. To improve Pupil Premium progress and increase the percentage of pupils achieving the expected standard or above for end of key stage assessments in EYFS, KS1 and KS2.</p>
<p>3. To narrow any gaps for the pupil's cultural capital with other Non-PP pupils.</p>

PRIORITY 1- To improve well-being for all pupil premium and therefore improve their readiness to learn. This will then in turn have a positive impact on progress made by pupil premium pupils and narrow gaps in attendance and attainment.

Member of staff responsible: Head Teacher, Inclusion Lead and Inclusion Team

Objectives	Actions to be taken	Rationale	By whom	By when	Resources needed	Progress Indicators and Success criteria
<p>1. To run bespoke interventions to support PP well-being and diminish SEMH barriers to learning.</p>	<ul style="list-style-type: none"> • Bespoke SEMH interventions will run to support vulnerable pupils and meet individual needs. • Well-being questionnaires to be completed • Happiness surveys to be carried-out and analysed. • Tea and Toast provision • Offer a structured start to the day and when returning to class after lunch through the provision of sensory circuits. • All interventions to be added to Provision Map on Bluehills. 	<p>A proportion of our PP pupils have complex additional needs, which affect progress and attainment.</p> <p>EEF shows with SEMH support possible 4-month gain for moderate cost; and a possible 3 month gain for moderate cost for behaviour interventions.</p>	<p>Inclusion Assistant</p> <p>Pastoral Manager</p> <p>Teaching Assistants</p>	<p>Termly interventions will run and then analysed for impact.</p>	<p>Evidence based interventions to be used or purchased if necessary.</p> <p>Staff training where necessary.</p> <p>PP discussions as part of SENDCo Surgery/ Pupil Progress meetings/ Inclusion meetings.</p> <p>Bluehills Provision map subscription</p>	<p>Mid-term reviews on interventions and termly analysis of impact.</p> <p>Termly Pupil Progress meetings</p> <p>Data will show an increase the % of pupils making expected or above progress.</p>

<p>2. To effectively support pupils with SEMH or behavior needs in class needs enabling them to access all aspects of the curriculum.</p>	<ul style="list-style-type: none"> • Lesson drop-ins for key pupils. • Support in class where necessary • Staff training on Attachment and how it impacts on pupils behavior • Support within the Retreat if appropriate. • Liaise with outside agencies for support: Jogo, Educational Psychologist, School Nurse etc. • Work on resilience for pupils 	<p>EEF shows with SEMH support possible 4-month gain for moderate cost; and a possible 3-month gain for moderate cost for behaviour interventions.</p>	<p>Inclusion Assistant Pastoral Manager SENDCo</p>	<p>Daily drops ins Termly analysis of impact of support.</p>	<p>Staff training Inclusion Assistant/ Pastoral Manager? SENDCo time.</p>	<p>The number of pupils with SEMH barriers to learning will diminish.</p> <p>Pupils will become more resilient and have a bank of strategies to help support them within the classroom.</p> <p>Data will show an increase the % of pupils making expected or above progress.</p>
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<p>3. To provide targeted support for families where attendance is a barrier to their learning.</p>	<ul style="list-style-type: none"> • Pastoral Manager to monitor attendance. • Vulnerable group attendance monitored and analysed to highlight target year groups/individuals. • Attendance surgeries held termly with targeted parents. • Offer of support for parents where needed, liaising and referring to outside agencies for support. • School procedures followed regarding first response calls for vulnerable pupils. • Develop and improve parental engagement with hard to reach parents. 	<p>Over the last 2 years the data shows that PP attendance is lower than Non-PP.</p> <p>EEF shows a possible 3 month gain for moderate cost linked to parental engagement.</p> <p>Links in to NFER Seven Building Blocks of Success: Addressing Behaviour and Attendance</p>	<p>Pastoral Manager</p> <p>Inclusion Lead</p>	<p>Termly vulnerable group attendance analysis.</p> <p>General attendance monitored ???</p> <p>Termly attendance meetings held.</p>	<p>Pastoral Manager and Inclusion Lead time.</p>	<p>Pupil Premium attendance will show an increase.</p> <p>Families will engage positively with the school.</p>
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PRIORITY 2- To improve Pupil Premium progress and increase the percentage of pupils achieving the expected standard or above for end of key stage assessments in EYFS, KS1 and KS2.

Member of staff responsible: Head Teacher, Deputy/Inclusion Lead, Class Teachers

Objectives	Actions to be taken	Rationale	By whom	By when	Resources needed	Progress Indicators and Success criteria
1. To have quality first teaching across the school.	<ul style="list-style-type: none"> • Termly learning walks • PP pupils to have individualised support identified on planning where necessary. • Pupil voice via interviews • High quality marking giving clear and precise feedback • Effective use of HLTAs/TAs to support pupil's learning. • Fortnightly book looks 	EEf toolkit indicates a possible 8-month gain for very low cost for effective feedback.	HT SLT Class Teachers	Marking policy review October 2020.	Continued CPD in staff meetings HT/ SL time	All pupils will have access to quality first teaching.
2. To embed a well-designed curriculum that meets the needs of all pupils.	<ul style="list-style-type: none"> • Review progress with the curriculum • Staff training • Mastery approach to maths. • Carefully designed curriculum with planned retrieval practice and carefully planned progression 	EEf toolkit indicates a possible 5-month gain for very low cost for mastery learning.	HT SLT Maths Lead	Curriculum Review November 2020	Subject Lead Time Continued CPD	The curriculum will be accessible by all pupils. Pupils will have access to a progressive curriculum, based on key concepts with clear outcomes for pupils.

<p>3. To develop a range of high impact, small group and individual, interventions that support pupil's progress and attainment.</p>	<ul style="list-style-type: none"> • Implement High Quality Early Years interventions. • Focused phonic interventions. • High quality reading/ comprehension interventions delivered using a proven strategy/program. 	<p>EEF toolkit indicates a possible 5 month gain for EYFS interventions</p> <p>. EEF toolkit indicates a possible 5 month gain for phonic interventions</p>	<p>SENDCo</p> <p>Deputy SENDCo</p>	<p>Completed termly</p>	<p>SENDCo and Deputy SENDCo time.</p> <p>A range of evidence based interventions.</p>	<p>All PP pupils, who do not have additional complex needs, will meet the required standard for phonics.</p> <p>Pupils who need additional support will be identified early.</p> <p>PP pupils will make progress and the gaps will narrow between them and their peers.</p>
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PRIORITY 3- To narrow any gaps for the pupil's cultural capital with other Non-PP pupils.

Member of staff responsible: Head Teacher, Deputy/Inclusion Lead, Class Teachers

Objectives	Actions to be taken	Rationale	By whom	By when	Resources needed	Progress Indicators and Success criteria
<p>1. To improve PP pupils resilience with clear behavior expectations and supportive classroom environments.</p>	<p>Ensure staff training in a range of interventions eg. Lego Therapy, CBT interventions and Well-being.</p> <p>Early support put in place when needed.</p> <p>Well-being assessments completed and data used to support early identification</p> <p>Liaise with outside agencies to support behavior where necessary.</p>	<p>EEF Toolkit shows moderate impact for a moderate cost and a potential 3-month gain.</p> <p>Meta-cognition and self-regulation shows high impact for low cost and a potential 7-month gain.</p>	<p>Inclusion Team</p> <p>Class Teachers</p>	<p>July 2021</p> <p>Termly</p>	<p>Training on interventions by Inclusion Assistant, Pastoral Manager and SENDCo.</p>	<p>PP pupils will be resilient and engaged in their learning.</p>

<p>2. To develop and embed a new approach to teaching reading across KS2 to raise attainment and progress for pupils.</p>	<p>Staff training</p> <p>Timetables to be adapted to accommodate specific reading lessons.</p> <p>Embed across the KS2.</p> <p>Tier 2 and 3 vocabulary will be carefully planned and taught across the curriculum</p> <p>Purchase new books to enable teachers to deliver the approach.</p>	<p>Evidence based research showing that the approach has significantly raised attainment in reading.</p>	<p>English Lead</p>	<p>September 2020</p> <p>July 2022</p>	<p>New books to offer a range of genres and texts are shared with pupils.</p>	<p>PP pupils will be confident readers who have a good understanding and experience of a variety of texts.</p> <p>PP pupils will have improved cultural capital.</p> <p>Reading attainment will improve.</p>
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<p>3. To increase PP pupil's Cultural Capital, narrowing any gaps, through a bespoke curriculum giving pupils vital background knowledge to become informed members of the local and wider community.</p>	<p>StaffCPD on curriculum/ subject leaders.</p> <p>Review the curriculum</p> <p>Re-design medium term planning</p> <p>Develop Long term Plans based on key concepts that are re-visited across the school.</p> <p>Develop subject leaders</p> <p>Develop 3 Creative Mission weeks focused on</p> <ul style="list-style-type: none"> • Well-being • Different cultures around the world • Careers <p>Assemblies planned to embed British Values across the school</p> <p>Plan trips that increase exposure to cultural experiences.</p> <p>Ensure there are sufficient resources to deliver the curriculum.</p> <p>Provide opportunities to expose pupils to a rich vocabulary.</p> <p>Develop school/ parent links.</p> <p>Purchase IT equipment to enhance the teaching of the curriculum.</p> <p>School to make further links with wider community e.g. choir to old people's home etc.</p>	<p>Scientific research.</p> <p>Ofsted 2019</p>	<p>Curriculum and subject leaders</p> <p>Computing Lead Bursar</p>	<p>Termly</p> <p>Added to annually</p> <p>Added to annually</p>	<p>Books and artefacts to support themes</p> <p>Computing equipment</p> <p>Subject leader time</p>	<p>PP pupils will be equipped with the background knowledge of the world to enable them to become</p>
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Additional Annual Strategies

Member of staff responsible:

	Strategies	Rationale	It will be implemented through	Staff Lead
1.	Bursary Vouchers £100 per PP pupil.	To help support parents with additional costs, trips or events ensuring that no pupil misses out due to financial difficulties.	This is tracked through a spread sheet	Office Manager PP Lead
2.	Enrichment visit/residential trips	Cost of board and lodgings covered for the trip and subsidized trips judged on an individual basis, so that no pupil is discriminated against due to financial reasons.	Implemented when booking by the Office Manager	Office Manager
3.	MASC Holiday Sessions	Research shows that holidays can be difficult times for PP pupils.	This is promoted through letters to parents, Meadowside Matters	Office Manager PP Lead Pastoral Manager
4.	School Milk	School milk provided for all PP pupils over the age of 5 free.	Monitored by SBM Office Manager	