

Pupil premium strategy statement 2019/20

The pupil premium is additional money which is given to state schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

Contextual Information

Why we spend the money the way we do?

We spend the pupil premium grant in various ways to improve outcomes for eligible pupils and to close the attainment gap between pupils who receive the pupil premium and those who do not. Our aim is to ensure that:

- Eligible pupils achieve age-related expectations in reading, writing and maths
- Eligible pupils have the same opportunities for enrichment activities as other pupils
- We increase the cultural capital of children in receipt of pupil premium and reduce the impact of economic disadvantage so that attainment is improved.

Often this is through academic support (both individual tuition and in-class support) as well as providing development for teachers and support staff to maintain high quality teaching. This is because 'quality teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds' (EEF, The Attainment Gap, 2017). We also pay for targeted specialist interventions such as drama-therapy as well as social and emotional development and support in order to improve outcomes. Part of the pupil premium is sometimes also used to fund eligible families' enrichment activities, residential and school trips, uniform and music tuition.

Our Governor monitoring/discussions last year showed that:

Our spending of the pupil premium grant was monitored and discussed at the three 2018/19 full governing body meetings. Governors were happy that the pupil premium fund had been used to improve outcomes for pupils.

Our discussions/feedback from parents suggests:
Parents have found the focus on social and emotion support and development very valuable due to the level of quality feedback given by practitioners. We have spoken individually to all parents in order to find out their views and work closely with parents to tailor our support.
Factors which affect the achievement of our disadvantaged children [and other vulnerable learners]
The majority of children who receive the pupil premium grant at our school do not have specific learning needs so our challenge is to provide enrichment and curriculum enhancement. However, some pupils' attainment is not at the expected standard for their age which impacts their ability to access the curriculum effectively. Other barriers to learning for some of our pupils include financial constraints in accessing a wide range of cultural experiences. We are also keen to monitor pupil well-being and ensure that emotional support is provided if needed as we are aware that emotional difficulties can impact on a child's academic progress.

Summary Information about the School					
School	Meadowdale Primary School				
Academic Year	2019-20	Total PP budget	£33,180	Date of most recent Governor review meeting	December 2019
Total number of pupils	366	Number of pupils eligible for PP/Ever 6	17	Date for next internal review of this strategy	September 2020

Our aim is to close the attainment gap between those children who receive PPG and those who do not.

Current attainment at the end of July 2019						
	Pupils eligible for PPG			Pupils not eligible for PPG		
	Reading	Writing	Maths	Reading	Writing	Maths
% achieving expected or above in reading, writing and maths at KS1 [2 children]	100%	100%	100%	89%	82%	85%

% achieving expected or above in reading, writing and maths KS2 [3 children]	33%	33%	67%	82%	89%	84%
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Value added across Key Stage 2 for PPG children compared with all children at Meadowdale Primary School			
	Reading	Writing	Mathematics
School VA 2018 All pupils at Meadowdale	-0.82	-0.26	-0.91
Disadvantaged 2018 at Meadowdale	SUPP	SUPP	SUPP
School VA 2019 All pupils [unvalidated] Meadowdale	-0.84	-0.50	0.65
Disadvantaged 2019 [unvalidated] Meadowdale	SUPP	SUPP	SUPP

Suppressed data: we are unable to provide this information as three children are not statistically significant.

Barriers to Future Attainment (for pupils eligible for PP) 2019-20		
1	Three children in reading and six children in writing are working below age-related expectations.	
2	Four children are working below age-related expectations in maths.	
3	Social, emotional and mental health issues; the EEF note that the development 'character' and essential life skills determines life chances' (EEF, 2017).	
External Barriers		
4	Family issues requiring pastoral and financial support affect a number of pupil premium children; our focus is to provide enrichment and experiences that the children may not normally have access to.	
Desired Outcomes		
	Objective	Success criteria
A	Prevent the attainment gap becoming entrenched in EYFS.	EEF research (2017) suggests areas with potential include: <ul style="list-style-type: none"> • communication and language approaches • self-regulation strategies • parental involvement

<p>B</p>	<p>Maintain children's attainment in reading, writing and maths in-line with starting points and accelerate the progress of those children working below.</p>	<p>Quality first teaching and an inclusive approach will help reduce the barriers to learning. 'Improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development' (EEF, 2017).</p> <p>All children who are at risk of not making expected progress will be discussed at regular pupil progress meetings. Individual strategies to enhance learning will be planned in conjunction with the SENDCO. The progress of these children will be monitored half termly at pupil progress meetings. Targeted interventions and 1:1 in-class support may be required and these will be led by well trained and effective practitioners with clear entry and exit criteria.</p> <p>Research shows that 'targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment' (EEF, 2017).</p>
<p>C</p>	<p>Support and develop children with their wellbeing in order to improve outcomes.</p>	<p>Drama therapy sessions led by the SENDCO allow children to take part in group work that tackles social and emotional issues including anxiety and low self-esteem.</p>
<p>D</p>	<p>Provide enrichment and experiences that children may not normally have access to.</p>	<p>Children will have opportunities to experience a range of enrichment opportunities to enhance and raise aspirations. This will result in improved outcomes for children.</p> <p>A lack of cultural capital can affect capacity to learn and understand through lack of varied life experiences e.g. both arts and sports participation have a +2 month effect (The Sutton Trust, Teaching & Learning Toolkit, 2018)</p> <p>Outdoor learning has been shown to build self-esteem and health as well as increasing cultural capital (Sutton Trust, 2018).</p>

Actions to be taken Sept 2019- July 2020 to close the attainment gap

The overall aim is to close the attainment gap between **NATIONAL non PP and PP children in our school and to accelerate the progress of the disadvantaged group.**

Objective / Desired outcome	Success criteria	Strategies	Estimated cost	Staff lead	Evaluation	Impact	Lessons learned
Ensure targeted pupils achieve age expectation in reading, writing and maths.	Academic support (including in-class and 1:1 HLTA tuition) ensures that pupils achieve at least the expected standard in RWM. Professional development of teachers and support staff has an impact on QFT(see CPD programme)	Flexible intervention will be crucial to ensure pre-teaching pupil premium children that do not understand concepts prior to lessons. Cyclical CPD programme to ensure that quality first teaching is evidence based and embedded. Fund opportunities for writing enrichment activities	£27,500	EM	Pupil attainment and progress will be monitored half termly at pupil progress meetings. CPD programme will be monitored and impact measured via pupil progress meetings.	To be completed in July 2020	To be completed in July 2020
Develop the social and emotional wellbeing of targeted children	Children report positive feelings of wellbeing. Targeted specialist interventions have positive impact.	Use pupil wellbeing survey to target intervention at pupils who are having social/emotional difficulties. (including drama therapy, social development and emotional support)	£0	EM	Improved responses on child wellbeing survey		
Eligible pupils will have the	Provide funding and	Increasing opportunities to	£7000	EM	Children engaging in a		

same opportunities for enrichment activities as other pupils.	encouragement for pupils eligible for pupil premium to attend educational visits and to participate in enrichment activities at school including music lessons and sports clubs.	engage in and encouraging children and families to take part in a range of enrichment opportunities such as music tuition, trips etc.			range of enrichment opportunities will be logged.		
To increase the cultural capital of children in receipt of pupil premium and reduce the impact economic disadvantage.	Provide discounted funding for eligible children in Year 6 to attend Norfolk Lakes residential in order to develop teamwork and bonding.	Funding allows all children who wish to participate to do so.	See above	EM	Eligible children accessing this support will be logged and monitored. Feedback from trips will be analysed.		