

Pupil premium strategy statement 2018/19

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 2017/8 full governing body meetings.

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	2018-19	Total PP budget	£29,560	Date of most recent Governor review meeting	September 2018
Total number of pupils	390	Number of pupils eligible for PP/Ever 6	20	Date for next internal review of this strategy	September 2019

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 2018						
	<i>Pupils eligible for PPG</i>			<i>Pupils not eligible for PPG</i>		
	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>
% achieving expected or above in reading, writing and maths at KS1 [2 children]	50%	50%	50%	81%	74%	76%

% achieving expected or above in reading, writing and maths KS2 [2 children]	100%	50%	100%	79%	85%	81%
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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 2017 All pupils at Meadowdale	-0.13	-1.65	-0.99
Disadvantaged 2017 at Meadowdale	SUPP	SUPP	SUPP
School VA 2018 All pupils [unvalidated] Meadowdale	-0.82	-0.26	-0.91
Disadvantaged 2018 [unvalidated] Meadowdale	SUPP	SUPP	SUPP

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

Key Stage 2 Outcomes													
	Pupil Premium Children					Other Pupils							
	Children at expected standard+				National	SCHOOL				National non PP			
	Com	R	W	M	Com	Com	R	W	M	Com	R	W	M
2017	50% (2)				47%	63% (57)				67%			
2018	50% (2)	100% (2)	50% (2)	100% (2)	51%	67% (52)	79% (52)	85% (52)	81% (52)	70%			
Change from 2017-18	-				+3%	+4%							
Barriers to Future Attainment (for pupils eligible for PP) 2018-19													

1	Four children in reading and eight children in writing are working below age-related expectations.	
2	Seven 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
B	Maintain children's attainment in reading, writing and maths in-line with starting points and accelerate the progress of those children working below.	<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>

C	Support and develop children with their wellbeing in order to improve outcomes.	<p>Inner Explorers, a defined programme for emotional well-being, will be established and small groups of children will be given pastoral care sessions. Support groups with a focus on social skills and friendship groups will allow pupil premium children to gain relevant skills.</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>
D	Provide enrichment and experiences that children may not normally have access to.	Children will have opportunities to experience a range of enrichment opportunities to enhance and raise aspirations. This will result in improved outcomes for children.

Actions to be taken Sept 2018- July 2019 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 (Updated September 2019)	Lessons learned
Ensure targeted pupils achieve age expectation in reading, writing and maths.	a) Academic support (including in-class and 1:1 HLTA tuition) b) Professional development of teachers and support staff c) Targeted specialist interventions (including drama therapy, social development and emotional support)	Additional teaching and learning opportunities from teachers to demonstrate moderate impact particularly if planned to complement quality first teaching and when a structured time limit plan is used. Flexible intervention will be crucial to ensure pre-teaching pupil premium children that do not understand concepts prior to lessons.	a) £8560 b) £7000 c) £8000	EM/GN	Pupil attainment and progress will be monitored half termly at pupil progress meetings.	Data analysis shows that at the end of 2018/19 of the 18 pupils in receipt of the pupil premium grant 50% were at the expected standard or better in all three core subjects. 72% were at the expected standard or better in reading and maths and 55% were at the expected standard or better in writing. Using pupil progress meeting time to have in-depth professional discussions about individual pupils gave opportunities for professional development.	The percentage of pupils at the expected standard or better in writing is significantly below attainment in the other 2 core subjects. This will be a focus for the coming year. Continuation of protected time to discuss individual pupils' progress.

Develop the social and emotional wellbeing of targeted children	Improved responses on child wellbeing survey	Inner Explorers workshops	£2000	EM/LB		Post intervention assessment tools showed an improved response for all pupils. Parents also reported improvements. Some pupils continued with similar programmes.	Continued monitoring of social and emotional wellbeing will be required to ensure that positive effects of programme are long term.
Eligible pupils will have the same opportunities for enrichment activities as other pupils.	Provide funding and 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.	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). Increasing opportunities to engage in and encouraging children and families to take part in a range of enrichment	£2000	EM/GN	Children engaging in a range of enrichment opportunities will be logged.	Pupils accessing music lessons are making good progress and when appropriate successfully sitting exams. Pupils were able to perform at the school Music Evening and other school based shows. Anecdotal evidence from pupils and parents shows increased confidence and wellbeing. Pupils accessing sports clubs has also had a positive impact.	Continue to work with parents to ensure that pupils are accessing appropriate enrichment activities.

		opportunities such as music tuition, trips etc.					
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.	Outdoor learning has been shown to build self-esteem and health as well as increasing cultural capital (Sutton Trust, 2018). Funding allows all children who wish to participate to do so.	£2000	EM/GN	Eligible children accessing this support will be logged and monitored. Feedback from trips will be analysed.	All year 6 pupils in receipt of funding attended the residential trip. Feedback from pupils, parents and staff was positive. Relationships were strengthened and wellbeing increased.	