

Pupil premium strategy statement Meadowdale Primary School (2020-2023)

School overview

Metric	Data
School name	Meadowdale Primary School
Pupils in school	345
Proportion of disadvantaged pupils	5.8%
Pupil premium allocation this academic year	£34700
Academic year or years covered by statement	2020-2023
Publish date	Nov 2020
Review date	Nov 2023
Statement authorised by	Liz Martin
Pupil premium lead	Liz Martin
Governor lead	Josie Harrison

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A
Writing	N/A
Maths	N/A

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress in Reading	Achieve at least the national average progress scores in KS2 in reading	Aug 2021
Phonics	To remain above the national average expected standard in PSC	Aug 2021
Other		

Teaching priorities for current academic year

Measure	Activity
Priority 1	Improve teacher subject knowledge about age specific comprehension strategies and reading fluency and how to embed them in the curriculum to ensure all pupils become fluent and engaged readers.
Priority 2	Train relevant staff to teach the Sound-Write phonics programme in EYFS, Year 1 and Year 2
Barriers to learning these priorities address	Reading fluency has a direct link to the ability to comprehend texts. Rapid intervention in phonics will ensure that all children are accessing the phonics programme and gaps in learning are addressed effectively in a timely manner.
Projected spending	£10,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Use lesson study as a vehicle for CPDL to ensure that reading fluency interventions are embedded in all classes.
Priority 2	Provide emotional support and therapeutic sessions to pupils in need. Teach children to use self-calming strategies and positive self-talk to help them deal with intense emotions and expand emotional vocabulary. Engage with parents to reinforce skills in the home environment.
Barriers to learning these priorities address	The reading fluency intervention has an indirect benefit to all pupils because it facilitates the increased sophistication of texts that are used in lessons across the curriculum. The EEF states the following – There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. Efforts to promote SEL skills may be especially important for children from disadvantaged backgrounds, who on average have weaker SEL skills at all ages than their better off peers. This matters for

	a range of outcomes, as lower levels of SEL skills are associated with poorer mental health and academic attainment.
Projected spending	£20,858

Wider strategies for current academic year

Measure	Activity
Priority 1	Ensure children are able to engage in music lessons and afterschool clubs.
Priority 2	Ensure that families facing hardship are able to purchase uniform and milk.
Barriers to learning these priorities address	We believe it is important for all children to have equal opportunities to develop interests and talents outside the academic curriculum.
Projected spending	£3843

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Time to release staff for training.	Using INSET and other development time for staff to explore depth of subject knowledge and pedagogy.
Targeted support	Time to release staff for training and to deliver interventions.	
Wider strategies	None	

Review: last year's aims and outcomes (2019/20)

Desired outcome	Chosen action/approach	Estimated impact	Lessons learned
Prevent the attainment gap becoming entrenched in EYFS.	Cyclical CPD programme to ensure that quality first teaching is evidence based and embedded.	Global pandemic and school closures halted this work.	
Maintain children's attainment in reading, writing and maths in-line with starting points and accelerate the progress of	Flexible intervention will be crucial to ensure pre-teaching pupil premium children that do not understand	Global pandemic and school closures halted this work.	

those children working below.	<p>concepts prior to lessons.</p> <p>Fund opportunities for writing enrichment</p>		
Support and develop children with their wellbeing in order to improve outcomes.	<p>Use pupil wellbeing survey to target intervention at pupils who are having social/emotional difficulties. (including drama therapy, social development and emotional support)</p>	<p>Survey showed wellbeing good and identified pupils for targeted support.</p> <p>Global pandemic and school closures halted this work.</p>	Need to continue
Provide enrichment and experiences that children may not normally have access to.	<p>Increased opportunities to engage in and encouraging children and families to take part in a range of enrichment opportunities such as music tuition, trips etc.</p>	<p>6 pupils were able to attend the Year 6 residential trip who wouldn't have been able to go due to financial circumstances.</p> <p>5 children accessing music tuition, instrument hire and exam fees.</p>	Continue this provision