

Meadow View Pupil Premium Strategy Statement 2019/20

1. Summary information					
School	Meadow View Primary School				
Academic Year	2019/20	Total PP budget	£117,140 – £ 15,840 <u>£101,300</u>	Date of most recent PP Review	n/a
Total number of pupils	220	Number of pupils eligible for PP	87- <u>12</u> <u>75</u>	Date for next internal review of this strategy	April 2020

2. Current attainment End of Key Stage 2 2019					
	<i>Pupils eligible for PP 10 children</i>	<i>Pupils eligible for PP – SEN needs 7 children</i>	<i>Pupils eligible for PP who were will us throughout KS2 7 children</i>	<i>All pupils 28 children</i>	<i>National Average</i>
% achieving ARE in reading, writing and maths	20%	29%	29%	50%	64.8%
% making ARE in reading	20%	29%	29%	57%	73.1%
% making ARE in writing	50%	43%	57%	68%	78.4%
% making ARE in maths	50%	57%	43%	64%	78.5%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	SEMH (social, emotional and mental health) needs are significantly lower for the majority of pupils (Pupil Premium and non-Pupil Premium eligible).
B.	Communication, interaction and engagement skills are significantly lower for the majority of pupils on entry (Pupil Premium and non-Pupil Premium eligible)
C.	Literacy and Numeracy skills are significantly lower for the majority of pupils on entry (Pupil Premium and non-Pupil Premium eligible) as a result of pupils' specific needs and some groups within the EAL group.
D.	Children who fall into more than one vulnerable groups have more complex barriers to be addressed.
E.	Physical development (fine and gross motor skills) are significantly lower for the majority of pupils (Pupil Premium and non-Pupil Premium eligible) as a result of pupils' specific needs.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

F.	Attendance is generally low for specific groups within EAL group and we have high PA as many of our children live outside of the school catchment and travel further than majority of children and rely on public transport.	
G.	SEMH (social, emotional and mental health) needs are significantly lower for the majority of pupils (Pupil Premium and non-Pupil Premium eligible) as some of our parents find parenting this area of development more challenging.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve SEMH (social, emotional and mental health) of pupil eligible for Pupil Premium.	Pupils eligible for Pupil Premium in all years will be able to recognise how to regulate their learning behaviours more (relative to their starting points, capabilities and special educational needs) so that almost all pupils eligible for Pupil Premium have the learning behaviours needed to make progress.
B.	Improve communication (speaking and listening) skills of pupil eligible for Pupil Premium.	Pupils eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their starting points, capabilities and special educational needs) by the end of the year so that almost all pupils eligible for Pupil Premium make expected, or above expected progress in English (speaking and listening).
C.	Improve literacy and numeracy skills of pupil eligible for Pupil Premium.	Pupils eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their starting points, capabilities and special educational needs) by the end of the year so that almost all pupils eligible for Pupil Premium make expected, or above expected progress in English and Maths.
D.	To understand the complexity of being in more than one vulnerable group and use multi-disciplinary approaches to support attainment and progress.	Staff have a greater understanding of support children with multi-vulnerabilities and are able to address their barriers more systematically.
E.	Improve physical development (fine and gross motor) skills of pupil eligible for Pupil Premium.	Pupils eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their starting points, capabilities and special educational needs) by the end of the year so that almost all pupils eligible for Pupil Premium make expected, or above expected progress in their physical development to enable them to access learning more easily.
F.	Improve attendance of specific groups within and pupil eligible for Pupil Premium.	All parents of pupils eligible for Pupil Premium in all years will understand the importance of attendance and by the end of the year their attendance will be above 96% or have made improvements and closed the gap to 96%
G.	Support parents to improve SEMH (social, emotional and mental health) of pupil eligible for Pupil Premium	Parents of pupils eligible for Pupil Premium, who are struggling to support their child socially, emotionally and with their mental health will be supported with our Parent Support Advisor.

5. Planned expenditure					
Academic year		2019/20			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. Improve SEMH (social, emotional and mental health) of pupil eligible for Pupil Premium.</p> <p>B. Improve communication (speaking and listening) skills of pupils eligible for Pupil Premium.</p> <p>C. Improve literacy and numeracy skills of pupils eligible for Pupil Premium.</p> <p>D. To understand the complexity of being in more than one vulnerable group and use multi-disciplinary approaches to support attainment and progress</p> <p>E. Improve physical development (fine and gross motor) skills of pupils eligible.</p>	<p>-CPD is chosen from School Improvement Plan and following internal moderation. CPD is weekly and targets EYFS team, teachers and/or TAs. Our aim is to ensure that we share best practice, use research to inform practice and learn from experts. CPD may also be in the form of an external course if this is deemed the most appropriate.</p> <p>-Teachers to meet termly to moderate pupil work samples.</p> <p>-Subject leaders, Y2 and Y6 teachers to meet termly with colleagues from our Learning Community cluster to share best practice and moderate pupil work samples.</p>	<p>We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest that ensuring teachers and support staff have access to regular, ongoing, high quality training and development opportunities is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p>	<p>Use INSET days, twilights and staff meetings after school to deliver training. Senior Leadership team together with Literacy and Numeracy leads, to plan and coordinate a comprehensive programme of training and development and share dates and times at the start of each term. The chosen theme will be targeted to the right audience so no time wasted. Liaise with cluster schools to coordinate a programme of termly subject leader meetings.</p>	<p>Head of School</p>	<p>At end of each term to reflect on data outcomes and plan CPD for following term based on outcomes from Evidence Trails and data.</p>
Total budgeted cost					<p>£1000 Remaining CPD from Main school budget</p>
ii. Targeted support					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B. Improve communication (speaking and listening) skills of pupils eligible for Pupil Premium.	-Speech and Language Services for one morning per week -0.4 x additional L3 TA in EYFS	Research shows that utilising the support from a qualified therapist supports the ongoing support of their speech and language. Our ongoing data for CLL in EYFS shows that by targeted intervention through Speech and Language is having an impact. Our aim continues to ensure that a greater number of children achieve CLL and thus a greater number achieve GLD, particularly PP children and meet demands of FS on entry data.	FS leader to ensure that the work conducted by the SLT is actioned in EYFS and that the data is tracked rigorously mid year to ensure that children who need the support from the SLT receive this. SENCo to liaise with the SLT for children who do not meet CLL at the end of F2 as they move into KS1.	FH & TK	At end of each term to reflect on data outcomes for CLL and plan targeted support for following term based on outcomes from Evidence Trails and data.
C. Improve literacy and numeracy skills of pupils eligible for Pupil Premium. D. To understand the complexity of being in more than one vulnerable group and use multi-disciplinary approaches to support attainment and progress E. Improve physical development (fine and gross motor) skills of pupils eligible.	-0.5 x additional L2 TA Teaching Assistant in KS1 -2 x additional L3 TA Teaching Assistant in KS2 -0.2 additional teacher in KS2 -Specific SEN Resources for PP children	We have used evidence from external sources including research projects as well as reading from EFF which show the impact of Teaching Assistants in the classroom if targeted well and given the right training. We have strategically put the support across school, and given quality CPD, to ensure that children progress through supporting quality first teaching. This year our focus will be to support the staff to look for multi-vulnerabilities of children and know how to support their learning. Quality resources have been purchased to enhance the delivery of quality first teaching either suggested by Learning Support, ACT or research studies from our feeder secondary provision which we have trialled and seen impact.	SENCo to lead team of support staff to ensure that we have skilled staff who have the knowledge and skills to support children across school. All support staff attend weekly CPD with teachers (or bespoke CPD if this is more appropriate) so they understand quality first teaching and how to support it and also attend specific bespoke training.	TK	At end of each term to reflect on data outcomes for CLL and plan targeted support for following term based on outcomes from Evidence Trails and data.
Total budgeted cost					£77001
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improve SEMH (social, emotional and	-Nurturing Support for targeted children	Children's mental health and wellbeing is at the heart of them being able to learn.	Inclusion lead to ensure that staff are supported to support our children.	TK	

6. Review of expenditure

COVID-19

School closed to all but Key Worker families and vulnerable pupils on Friday 20th March 2020 due to the world wide pandemic. Childcare provision was accessed by a small number of families through our 'Trust Hub' based at our School. As directed by the government school continued to pay for staff and services as monies had already been allocated in school budgets. Due to school closure, vulnerable pupils did not access all the measures planned for and put in place by the school. In addition, assessments were cancelled by the government. For these reasons it is difficult to evaluate the impact of pupil premium funding for 2019-20 and it is widely accepted that many pupils will have fallen behind due to lost learning. For the purpose of this review impact is based on pupil evidence from the period of September 2019 up to February 2020.

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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<p>A. Improve SEMH (social, emotional and mental health) of pupil eligible for Pupil Premium.</p> <p>B. Improve communication (speaking and listening) skills of pupils eligible for Pupil Premium.</p> <p>C. Improve literacy and numeracy skills of pupils eligible for Pupil Premium.</p> <p>D. To understand the complexity of being in more than one vulnerable group and use multi-disciplinary approaches to support attainment and progress</p> <p>E. Improve physical development (fine and gross motor) skills of pupils eligible.</p>	<p>-CPD is chosen from School Improvement Plan and following internal moderation. CPD is weekly and targets EYFS team, teachers and/or TAs. Our aim is to ensure that we share best practice, use research to inform practice and learn from experts. CPD may also be in the form of an external course if this is deemed the most appropriate.</p> <p>-Teachers to meet termly to moderate pupil work samples.</p> <p>-Subject leaders, Y2 and Y6 teachers to meet termly with colleagues from our Learning Community cluster to share best practice and moderate pupil work samples.</p>	<p>Many pupil premium children are beginning to recognise how to regulate their learning behaviours however, there were a number of complex high needs who are not able to.</p> <p>At mid-point data point, all pupil premium children who do not have an additional vulnerability had made good progress in line with their targets, however due to COVID-19 we were unable to ensure this continued to the end of the year.</p> <p>Although staff have received training to develop a greater understanding of support children with multi-vulnerabilities, we have not had the opportunity to embed this in order to address their barriers more systematically due to COVID-19 and school closure.</p> <p>Due to COVID-19 data was not collected to analyse the impact of this action.</p>	<p>We need to develop a shared language of emotional literacy to support the children to express themselves effectively.</p> <p>We need to have greater understanding of high needs complex children who need external intervention but are on waiting lists for CAMHs.</p> <p>Communication skills continue to be a key are for development for the school as it is likely that children's language skills will have slipped due to schools closing on 20th March 2020.</p> <p>Literacy and numeracy skills continue to be a key are for development for the school as it is likely that children's language skills will have slipped due to schools closing on 20th March 2020.</p>	
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ii. Targeted support				
Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>B. Improve communication (speaking and listening) skills of pupils eligible for Pupil Premium.</p> <p>C. Improve literacy and numeracy skills of pupils eligible for Pupil Premium.</p> <p>D. To understand the complexity of being in more than one vulnerable group and use multi-disciplinary approaches to support attainment and progress</p> <p>E. Improve physical development (fine and gross motor) skills of pupils eligible.</p>	<p>-Speech and Language Services for one morning per week</p> <p>-0.4 x additional L3 TA in EYFS -0.5 x additional L2 TA Teaching Assistant in KS1 -2 x additional L3 TA Teaching Assistant in KS2 -0.2 additional teacher in KS2 -Specific SEN Resources for PP children</p>	<p>73% of F2 children were on track to achieve the expected standard in communication and Language in January 2020. This is an increase of 10.5%</p> <p>At mid-point data point, all pupil premium children who do not have an additional vulnerability had made good progress in line with their targets, however due to COVID-19 we were unable to ensure this continued to the end of the year.</p> <p>Attainment data for PP children in January stood as follows:</p> <p>EYFS (7 children) GLD – 71.45 were on track</p> <p>KS1 (5 children) Reading - 20% were on track Writing - 20% were on track Maths - 60% were on track</p> <p>KS2 (17 children) Reading - 64.8% were on track Writing - 64.8% were on track Maths - 70.68% were on track</p> <p>Although staff have received training to develop a greater understanding of support children with multi-vulnerabilities, we have not had the opportunity to embed this in order to address their barriers more systematically due to COVID-19 and school closure.</p> <p>Due to COVID-19 data was not collected to analyse the impact of this action.</p>	<p>Communication skills continue to be a key are for development for the school as it is likely that children's language skills will have slipped due to schools closing on 20th March 2020.</p> <p>Communication skills continue to be a key are for development for the school as it is likely that children's language skills will have slipped due to schools closing on 20th March 2020.</p> <p>PP children are not making sufficient attainment in FS and KS1. This needs to become a core point on the English Hub action plan for next year.</p> <p>The KS2 children moving into Y3 in September need quality intervention to address the gaps in reading and accelerate children's progress.</p> <p>We need to access external agency support more effectively to address the needs of the high needs pupils.</p>	<p>£77001</p>
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lii - Other approaches				
Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A. Improve SEMH (social, emotional and mental health) of pupil eligible for Pupil Premium.	-Nurturing Support for targeted children -SEMH support -Supplement for residential -Activities at dinner times for children to access who find dinner time more challenging.	Pupils eligible for Pupil Premium have improved in recognising their emotional state and how to regulate their learning behaviours more. As we are now in lockdown, SEMH may increase and therefore the effectiveness of this strategy may not be as good as it otherwise would. Kingswood developed trust and relationship building in Y6 this has supported their SEMH throughout the year. Lunchtime support was not as successful as we would have liked due to staff illness.	PP children rely on the support of the additional adult considerably within a classroom environment. This is an approach that needs to be continued to ensure that all pupil premium children receive the required support. Continue with Kingswood in the Autumn term (COVID-19 permitting) Lunchtimes continue to be a pint where SEMH children struggle to cope. We need to continue to develop strategies to support them to cope.	£35121
F: Improve attendance of specific groups within and pupil eligible for Pupil Premium.	-Attendance Officer	Overall school attendance: 95.33 Pupil premium children continue to make up most of the persistent absence recorded in school.	Continue to use the attendance officer to monitor attendance so closely and liaise with SEMH Leader to ensure early contact with parents offering support where necessary. Use of ½ termly 'late gate' Consider having support staff helping children to catch up on missed learning when they are late by reviewing what has been learnt so far ensuring children don't develop gaps in understanding.	

<p>A. Support parents to improve SEMH (social, emotional and mental health) of pupil eligible for Pupil Premium</p>	<p>-SEMH Leader (previous PSA)</p>	<p>Impact is visible on families whose parents have engaged with the SEMH Leader.</p> <ul style="list-style-type: none"> - Better attendance - Parenting course completed - Improved behaviour by many in class - Excellent safeguarding procedures 	<p>Continue this role as it is vital to support our high need pupil premium parents and children.</p>	
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