

Meadow View Pupil Premium Strategy Statement 2020/21

1. Summary information					
School	Meadow View Primary School				
Academic Year	2020/21	Total PP budget	£ 92,805	Date of most recent PP Review	n/a
Total number of pupils	176 YR-Y6	Number of pupils eligible for PP	75	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 with us throughout KS2 7 children</i>	<i>All pupils 28 children</i>	<i>National Average</i>
% achieving ARE in reading, writing and maths	N/A Covid-19	N/A Covid-19	N/A Covid-19	N/A Covid-19	N/A Covid-19
% making ARE in reading	N/A Covid-19	N/A Covid-19	N/A Covid-19	N/A Covid-19	N/A Covid-19
% making ARE in writing	N/A Covid-19	N/A Covid-19	N/A Covid-19	N/A Covid-19	N/A Covid-19
% making ARE in maths	N/A Covid-19	N/A Covid-19	N/A Covid-19	N/A Covid-19	N/A Covid-19

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.	The SEMH needs of PP children and their parents impact on how safe and secure children feel in school, and therefore affects their ability to concentrate and achieve in their learning. This has been exacerbated by the impact of COVID-19.
B.	In the EYFS, PP pupils often enter with limited speech and language skills. This hinders their development on many levels including communication, phonics, reading and writing.
C.	The literacy and mathematics gap has widened for PP premium children during the covid-19 lockdown.
D.	Children who fall into more than one vulnerable groups have more complex barriers to be addressed.
E.	The safety of pupils during COVID-19 Lockdown was compromised and children's ability to access learning was limited due to parental ability to deliver home learning.
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.
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP children with SEMH needs are supported to be able to access learning successfully through effective pastoral provision, so that 100% make progress in line with individual expectations.	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.	An increased percentage of PP children (compared to 2019 data: 71.42%) in EYFS achieve expected in communication and language. The impact can also be evidenced in their phonics, reading and writing attainment.	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.	The gap between current PP attainment and ARE will narrow for all pupils.	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 above expected progress in English and Maths.
D.	100% make progress in line with individual expectations and meet their targets set.	Staff have a greater understanding of support children with multi-vulnerabilities and are able to address their barriers more systematically.
E.	PP children are safe and access home learning	All pupil premium children are safe and any barriers to learning are removed so that children can access the home learning.
F.	Pupil Premium children have their attendance in line with non-PP children.	Children attend school regularly and on time. Parents understand the importance of bring their children to school.
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

2020/21

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?
A. PP children with SEMH needs are supported to be able to access learning successfully through effective pastoral provision, so that 100% make progress in line with individual expectations.	Trauma informed recovery curriculum with a PSHE focus and consistent staffing.	The ACE study evidences that the number of adverse childhood experiences impacts upon a child's learning capacity. Strong reliable relationships with a trusted adult can address the balance and limit the impact.	The curriculum will be designed by Wider SLT. Staff discussions, keeping staff as constant as possible, visible happy settled children.	JL	October half term and Christmas.
C. The gap between current PP attainment and ARE will narrow for all pupils.	Plan a catch up programme for Maths and literacy to catch children up by the end of the summer term focussing on key objectives. Release time for TLRs English and Maths to support teaching for Exp and GD and close monitoring and intervention for PP children. Engagement with the Maths HUB and Literacy HUB to ensure expertise is appropriate.	EEF - Using proven reading comprehension strategies tested through EEF trials has an impact of +6 months progress. Small group tuition also has impact of +4 months. Teaching for mastery in maths raises aspirations for all with fluid setting allowing children to push beyond their teaching group when they are able to aim higher.	Pupil progress meeting 3x per year to review individual progress of children and switch reading interventions as appropriate to need. Quality resources purchased and used to deliver enhanced reading comprehension support.	TK	Through performance management meetings/observations twice annually. Through regular monitoring
D. 100% make progress in line with individual	Targeted CPD for individual staff needs, and all staff attend CPD meetings weekly.	EEFs research school network (September 2018) – effects of high-quality teaching are especially	Wider SLT to conduct regular lesson observations to ensure QFT. Pupil progress meetings 3x	Wider SLT	After each pupil progress review (3 x per year).

expectations and meet their targets set.		significant for children from disadvantaged backgrounds – equivalent to 1.5 years' worth of learning.	per year to review individual progress of PP children.		Through performance management meetings/observations twice annually.
Total budgeted cost					£41,396
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?
A) PP children with SEMH needs are supported to be able to access learning successfully through effective pastoral provision, so that 100% make progress in line with individual expectations.	Consistent Staffing Trained ROAR TA in each bubble so that all children have access to support Increased Ed Psychologist hours to support addressing any children who have ongoing mental health issues.	The ACE study evidences that the number of adverse childhood experiences impacts upon a child's learning capacity. Strong reliable relationships with a trusted adult can address the balance and limit the impact. More challenging ongoing mental health issues require more specialist support. The waiting list for CAMHs is long and therefore we have a duty to provide these children with some internal support.	The curriculum will be designed by Wider SLT. Staff discussions, keeping staff as constant as possible, visible happy settled children. Regular planning meetings with HT and SENCO to decide the best use of the Ed Psych time.	JL TK	October half term and Christmas. Termly
B) An increased percentage of PP children (compared to 2019 data: 71.42%) in EYFS achieve expected in communication and language. The impact can also be evidenced in their phonics, reading and writing attainment.	-Speech and Language Services for one morning per week -CPD for EYFS Staff -CPD for KS1 Staff	If we can identify and address the speech and language issues early in the child's education, the child can access the correct support and their speech will not impact their education as they move through school.	The speech and language specialist will observe and provide feedback on the quality of 1 to 1 sessions.	TK	Termly Pupil progress meetings

F) Pupil Premium children have their attendance in line with non-PP children.	Employment of an attendance officer and non-teaching safeguarding officer to engage in parental engagement work and attendance analysis.	Our school attendance usually sits around the national average of 96% however, this year may produce more attendance issues due to COVID-19 and isolation.	The attendance officer will work closely with the safeguarding officer to engage in early identification of attendance issues and intervene appropriately. Attendance is robustly monitored daily and weekly. Any patterns or issues are raised with parents quickly. Attendance panels are held for children with attendance plans in place with governors/JMAT representatives in attendance.	BM/DR	Daily/Weekly in school. Daily DFE returns 4 x annually in governors' meetings.
G) Support parents to improve SEMH (social, emotional and mental health) of pupil eligible for Pupil Premium.	Safeguarding officer to be employed to build relationships with families and support as necessary. Safeguarding officer to work with EH and Social care to provide parenting classes and education based on SEMH support.	Internal school assessments demonstrate that many of our PP children have issues with parenting and request support. Some of these will meet the threshold for EH and Social Care however some do not, and therefore bespoke support or signposting to support groups is required.	Records of families accessing support and the qualitative impact the support is having on the children.	BM	Appraisal process twice a year Weekly link meetings with EH. Annual meeting with EH Manager.
Total budgeted cost					£25196
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?
E) PP children are safe and access home learning.	During lockdown periods PP children to be monitored by TK ensuring their safety and accessibility to learning.	Some PP children were not engaging in any learning after a review a few weeks into lockdown. We were concerned about the safety of some PP children during this period.	Monitoring charts Calls recorded on CPOMS Class Teachers will ring to address learning needs.	TK	3 weekly whenever we are in a lockdown period.
Total budgeted cost					£26100

6. Review of expenditure**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

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

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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

