

Pupil Premium Strategy / Self-evaluation - The Meadows Primary School



1. Summary information					
School	The Meadows Primary School, Lincoln, LN5 9BB				
Academic Year	2019/20	Total PP budget (to 31/03/20)	£71,132	Date of most recent PP Review	Sept 19
Total number of pupils (September 2019)	375	Number of pupils eligible for PP (September 2019)	88	Date for next internal review of this strategy	June 2020

2. Current attainment

	Reading		Writing		Maths	
	All children	Pupil Premium	All children	Pupil Premium	All children	Pupil Premium
Summer 2019						
Year 1	81%	64%	81%	45%	86%	55%
Year 2	72%	31%	80%	31%	75%	37%
Year 3	73%	67%	69%	53%	67%	60%
Year 4	76%	50%	70%	57%	72%	68%
Year 5	76%	53%	64%	47%	72%	42%
Year 6	57%	39%	75%	65%	80%	78%

Progress Data

Reading progress score: -4.07 (-0.87 local authority average)

Writing progress score: -1.36 (-0.18 local authority average)

Maths progress score: -1.46 (-0.76 local authority average)

3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers (issues to be addressed in school, such as poor oral language skills)

A.	Emotional wellbeing
B.	Access to quality reading books and regular practice
C.	Vocabulary development and speech and language skills

Additional barriers (including issues which also require action outside school, such as low attendance rates)

D.	Low attendance rate for some pupils
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E.	Low aspirations	
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	<ul style="list-style-type: none"> Children are ready to learn in their classes and are able to access the curriculum with their peers. Nurture records, mentoring records, reports, lesson observations and work scrutinies will be used to measure this. 	<ul style="list-style-type: none"> Children demonstrate resilience. Nurture provision results in engagement in learning. Children are increasingly able to manage feelings and emotions independently.
B.	<ul style="list-style-type: none"> Children access a wide range of quality texts and have opportunities to practise reading on a one-to-one basis regularly within school. Reading age measure will show a closing of, or reduction in any gaps between chronological age and reading age, with an aim to close any gap by the end of the year. Reading records and termly reading age tests will be used to measure this. 	<ul style="list-style-type: none"> Children access age-appropriate, quality texts regularly in class. Reading attainment improves. Reading fluency improves.
C.	<ul style="list-style-type: none"> Children achieve termly targets in reading and writing – end of term assessment and moderation. Children interact positively with their peers. Reading and writing assessments will be used to measure this. Vocabulary use will be evidenced in speaking and independent writing. 	<ul style="list-style-type: none"> Termly targets show that children are on track to achieve goals.
D.	<ul style="list-style-type: none"> Attendance improves and children arrive on time. Half-termly attendance reports, registration records and attendance meetings will be used to measure this. 	<ul style="list-style-type: none"> Attendance improved. Review meetings attended and positive relationships between home and school established and maintained.
E.	<ul style="list-style-type: none"> Children have experiences and opportunities that inspire them and nurture their talents. They speak more positively about their learning and can talk about what they want to achieve next. Monitoring of lessons and conversations with children and staff will be used to measure this. 	<ul style="list-style-type: none"> Children engage with learning experiences and speak positively about them. They show resilience and an increasingly independent approach to solving problems and conflicts.

5. Review of expenditure				
Previous Academic Year		2018/19		
i. Quality of teaching for all				
Action	Intended outcome	Estimated 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

Whole-school and individual training focused on ethos/nurture/ curriculum by consultants	Curriculum built around 'whole child' and provision for children's needs All staff share vision for school priorities.	<ul style="list-style-type: none"> • Positive approach to children's behaviour • All children benefit from holistic approach to behaviour management and inclusion • Staff inspired to make a difference through positive, daily interactions with children. 	Excellent opportunity for all staff to work together to continue to develop a curriculum for all children – positive impact evidenced in school ethos and daily approach to learning. - school to access further training/development opportunities that benefit all pupils, as informed by whole school development plan.	£3595.70
ii. Targeted support				
Action	Intended outcome	Estimated 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
Provision of: <ul style="list-style-type: none"> • Family Support-Worker • nurture team • play therapist (listening lady) • mentoring • peer mediation training 	<ul style="list-style-type: none"> • Pupil and family barriers to learning are addressed • Relationships with harder-to-reach parents are good • PP absence is nearer to the national average for all pupils • PP absence is not significantly different to absence for other pupils • Behaviour does not impact negatively on learning • Children are able to manage conflict in a positive manner 	Family Support Worker involvement with ___ children/families of PP children Positive relationships established, resulting in children's needs met and children attending school more regularly 2019 data PP absence = All pupils = Decreased by 0.89% to 4.12% School average persistent absence decreased by 1.58% to 9.73% in 2018/19 Positive break times and children observed managing their own conflicts in a positive manner.	Family Support Worker role provides an excellent opportunity for the school to build positive relationships and close involvement with families. Nurture team work supports children in preparing them for learning and ensuring that calm, purposeful learning environments are accessible to all children. Peer mediation in place across the school and training to be made available each year for future provision where possible. - to continue	£7029.16

<p>Bespoke intervention programmes for basic skills in reading/writing/maths in KS2</p>	<ul style="list-style-type: none"> • PP attainment matches that of all pupils due to: • teachers/TAs leading interventions in smaller groups • timely intervention as a result of formative assessment 	<p>2019 data</p> <ul style="list-style-type: none"> • PP maths EXS - 82.6% • Non-PP maths EXS – 78.8% • Above LA average by 21.1% <p>Bespoke support and small group teaching consistently, in response to teacher-assessed and self-assessed need, over two terms</p> <ul style="list-style-type: none"> • PP reading EXS – 43.5% (34.8% SEND) • Below LA average by 12% • Non PP EXS – 66.7% 	<p>Focus on maths over at least two terms allowed children to develop a routine and to make choices about which sessions they needed to attend. Numbers attending were consistent and take up was high throughout the year. Positive attitudes to maths were promoted.</p> <ul style="list-style-type: none"> - to continue <p>Focus on improving fluency and stamina in reading planned for 2019/20, and school participation in LEAP to raise standards in reading. Writing approach to continue, with a focus on the editing/drafting process. Outcomes</p>	<p>£81,122.52</p>
<p>iii. Other approaches</p>				
<p>Action</p>	<p>Intended outcome</p>	<p>Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
<p>Provide opportunities for all children to take part in enrichment activities:</p> <ul style="list-style-type: none"> • PGL weekend • Subsidised • Able Maths Day • Rock Challenge • Horse-riding • Speech and Drama Festival • NK Dance • After-school club • Sunshine Club • Family Learning 	<ul style="list-style-type: none"> • All children to have opportunities to participate • Real experiences available to make learning purposeful for all • Children have opportunities to develop a wide range of skills 	<ul style="list-style-type: none"> • Whole-class involvement in visits and provision for 'experts' to visit school created real contexts for learning and children were engaged in projects. • Children enthused and inspired to learn, and motivated to take risks and try new challenges. 	<p>All termly themes enriched by either out-of-school or school-based experience. Positive outcomes, e.g. written brochures reviewed by Visit Lincoln. Children enthused by real contexts.</p> <p>Opportunities for children to take part in experiences they would otherwise not enjoy boosts self-esteem and cultural capital</p> <p>Improved self-confidence in pupils and improved links between home and school</p> <p>Children inspired to achieve goals.</p> <ul style="list-style-type: none"> - school to continue to support and promote enrichment experiences for all pupils. 	<p>£4,476.11</p>

Provision of school milk	<ul style="list-style-type: none"> Promotion of healthy, balanced diet for all 	<ul style="list-style-type: none"> High uptake from pupils Break time snack, with fruit, has a positive impact on children's concentration in lessons during morning sessions. 	Parents and pupils respond positively to provision of milk. - to continue	£1460.00
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6. Planned expenditure

Academic year	2019/20
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Nurture provision/ Listening Lady and Family Support Worker	Children able and ready to learn	<ul style="list-style-type: none"> Children learn best when they feel safe and basic needs are taken care of Barriers to learning are addressed positively and constructively Children and families are supported All children are able to learn in a calm environment 	<ul style="list-style-type: none"> Termly review of timetables and impact assessed in pupil progress meetings 	SLT	£5330.00 £200.00 nurture resources £630.00 Joy Foundation
Bespoke intervention linked to learning outcomes in English and maths	Children achieve termly targets Securing of basic skills in maths and English	<ul style="list-style-type: none"> Evidence shows that response to feedback should be timely and manageable Additional support given at point of need/on same day to ensure feedback is followed up and any misconceptions are addressed Groups can be flexible according to need, and in response to assessments. 	<ul style="list-style-type: none"> Planned by teaching staff weekly – linked to whole-class teaching Reviewed half-termly Children's work monitored and assessed within planning teams 	KO/CS	£78,500.00 £2,620.00 One-to-one intervention

Total budgeted cost					
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provision of reading resources to support the curriculum	Children able to access high-quality texts at school and at home Improved reading outcomes	<ul style="list-style-type: none"> • Reading a priority for the school • Improvement in fluency and stamina key to success in reading • Need for children to have access to high-quality texts. 	<ul style="list-style-type: none"> • Reading lead to monitor implementation of resources throughout the school. 	KO	£1,680.00
Total budgeted cost					
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Subsidised curriculum visits	All pupils able to attend memorable experience and enrichment activities Children able to access activities outside of their everyday experiences	<ul style="list-style-type: none"> • Children provided with a starting point and context for their learning themes. • High level of pupil engagement 	<ul style="list-style-type: none"> • Careful planning for expenditure in advance of visit • Teaching team review of learning experience 	SLT	£1,400.00 £250.00 Young Voices
Provision of school milk	Children receiving balanced diet	<ul style="list-style-type: none"> • All pupils to have access to milk 	<ul style="list-style-type: none"> • Staff to monitor uptake 	SLT	£1,500.00
Total budgeted cost					£92,110.00
7. Additional detail					

