

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



1. Summary information					
School	The Meadows Primary School, Lincoln, LN5 9BB				
Academic Year	2018-19	Total PP budget 2018/19	£103,597.71	Date of most recent PP Review	Sept 18
Total number of pupils (Autumn 2018)	376	Number of pupils eligible for PP	54	Date for next internal review of this strategy	June 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (LA average)</i>
% achieving expected standard or above in reading, writing & maths	29.4% (17 pupils)	56.9%
Reading progress measure	-3.09	-0.91
Writing progress measure	-0.06	-0.63
Mathematics progress measure	-4.77	-1.20

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Reading progress
B.	Slower vocabulary development
C.	Speech and language difficulties
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	Lower than average attendance
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		2017/18		
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

Pupil Premium leads for EYFS, KS1 and KS2	<p>Focused leadership of PP strategy</p> <p>Increase rate of progress of PP to be in line with other pupils by the end of KS2</p> <p>Increase proportion of PP children who reach age-expectations so that it is not significantly different to all other pupils nationally.</p>	<ul style="list-style-type: none"> Leadership of Pupil Premium is focused and targeted Percentage of children achieving end-of-stage expectations increases. 	<ul style="list-style-type: none"> Leaders work together to ensure that support for children is targeted appropriately. Adjustments to provision made after pupil progress meetings, as appropriate Continue to review practice in the light of outcomes and for children who have not achieved targets. 	£6786.95
EYFS enhancement to provision reading spine wider enrichment activities subsidies for class visits	<p>Exposure to quality texts supports progress in reading and attainment in line with, or above, national expected standards</p> <p>Vocabulary is improved.</p>	<ul style="list-style-type: none"> Increased engagement in reading Longer-term impact evidenced in children's talk and writing outcomes 	<ul style="list-style-type: none"> Positive response to additional books and clearer progression Children inspired by new texts and opportunities to read with families Need to continue to work with families to raise profile of reading opportunities. 	£1250
One-to-one writing tuition for Y5 and Y6 pupils	<p>Focus children achieve end-of-term attainment targets</p>	<ul style="list-style-type: none"> Children achieve end-of-year age expectations 	<ul style="list-style-type: none"> Over 75% of children within the group achieved their targets. Positive response to the one-to-one approach. 	£2562.25

ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
<p>Provision of:</p> <ul style="list-style-type: none"> Family Support-Worker nurture team play therapist (listening lady) mentoring – Joy Foundation 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 	<p>Positive relationships established, resulting in children's needs met and children attending school more regularly</p> <p>2019 data PP absence = School average persistent absence decreased by</p> <p>Positive break times and children observed managing their own conflicts in a positive manner.</p>	<ul style="list-style-type: none"> Opportunities for children to continue learning in nurture environment has ensured minimal interruption and continuity Families supported to improve attendance where challenges have been identified Children have skills to manage conflict/challenge This approach to continue. 	£64,079.58

<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 	<ul style="list-style-type: none"> • Improved outcomes in reading and writing for focus children, evidenced in pupil progress meetings 	<ul style="list-style-type: none"> • <i>PP outcomes at greater depth in reading/writing/maths were in line with, or higher than other children for 2018. Maths expected standard attainment for PP children was also higher than the attainment for other children.</i> • <i>Reading and writing expected standard attainment continues to be a focus for improvement.</i> • <i>Pupil intervention to be planned termly and adjusted in the light of outcomes.</i> 	<p>£46,786.94</p>
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iii. Other approaches

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
<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"> • Children inspired to learn new skills – broadened horizons • Access to wider and enriching learning experiences to raise aspirations and self-esteem 	<p>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>	<ul style="list-style-type: none"> • <i>Children develop positive attitudes to learning new skills and feel inspired by new experiences. We value the importance of enriching children’s educational experience. Families are positive about opportunities on offer. Wider curricular opportunities to continue.</i> 	<p>£9113.42</p>

6. Planned expenditure

Academic year 2018/19

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?
Staff training - inclusion and raising self-esteem /well-being in children	Staff inspired High aspirations and children motivated to learn	<ul style="list-style-type: none">School curriculum development, including SMSC and inclusion for allWhole-staff focus on school priorities and provision for the 'whole child'	<ul style="list-style-type: none">Review curriculum plans and provision map for children	SLT	June 2019
Additional teaching hours to support PP children	Children in KS2 have opportunities to review and practise basic skills	<ul style="list-style-type: none">High-quality provision and quality first teaching for all childrenOpportunities for focus in smaller class groups	<ul style="list-style-type: none">Pupil progress review meetings	SLT	June 2019

Total budgeted cost £6100

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?
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">Additional support given at point of need/on same day to ensure feedback is followed up and any misconceptions are addressed	<ul style="list-style-type: none">Planned by teaching staff weekly – linked to whole-class teachingReviewed half-termlyChildren's work assessed within planning teams		Termly

Nurture provision/ Listening Lady (play therapy) and Family Support Worker roles	Children settled and ready to learn Children able to access the curriculum	<ul style="list-style-type: none"> Children's needs met in order that minimal learning time is missed All children able to learn in an environment suited to their needs Strong partnerships established with families Improved attendance 	<ul style="list-style-type: none"> Reviews of provision Pupil outcome reviews 		Termly
Quality training and provision for PP children with SEND	Children have targeted provision to meet needs	<ul style="list-style-type: none"> Specialist staff support colleagues and share outcomes of training. Provision is bespoke to children's needs. 	<ul style="list-style-type: none"> Provision mapping and pupil progress reviews 		Termly
Total budgeted cost					£82,000
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?
Provision for all children to attend curriculum visits and to take part in enrichment activities, including: <ul style="list-style-type: none"> Choir/Young Voices Out of school reading club Performing Arts Dance PGL subsidy Music Extravaganza 	Children inspired to learn Children's experiences/ cultural capital increased	<ul style="list-style-type: none"> All children to be able to access memorable experiences Equality of provision for all children 	<ul style="list-style-type: none"> Monitoring and review of curriculum plans Visit planning linked to needs/current experiences of children 		Summer 2019
Total budgeted cost					£4100