

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



1. Summary information					
<b>School</b>	The Meadows Primary School, Lincoln, LN5 9BB				
<b>Academic Year</b>	2020/21	<b>Total PP budget (to 31/03/20)</b>	£75,656	<b>Date of most recent PP Review</b>	July 21
		<b>Funding received Summer '21</b>	£26,900	<b>Date for next internal review of this</b>	Jan 22
<b>Total number of pupils (September 2020)</b>	384	<b>Number of pupils eligible for PP (September 2020)</b>	70	<b>C/fwd 31/8/20</b>	£155,067

2. Current attainment – national data 2019			
<b>Reading/Writing/Maths combined:</b> Expected standard 56%	<b>Reading/Writing/Maths combined:</b> Disadvantaged pupils 42%	<b>Reading/Writing/Maths higher standard combined:</b> Disadvantaged pupils 4%	
<b>Reading</b> Average scaled score: 101.1	<b>Maths</b> Average scaled score: 103.9		
<b>Reading</b> Average scaled score: 99.8	<b>Maths</b> Average scaled score: 101.5		

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Emotional wellbeing
<b>B.</b>	Missed education
<b>C.</b>	Limited opportunities for talk
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Low attendance rate for some pupils
<b>4. Intended outcomes</b> ( <i>specific outcomes and how they will be measured</i> )	
<b>Success criteria</b>	

<b>A.</b>	<ul style="list-style-type: none"> <li>Children's emotional and mental health needs are taken into account when planning and delivering learning. This results in pupils being ready to learn in their classes and able to focus on remote learning when not in school.</li> </ul> <p><i>Nurture records, mentoring records, lesson observations and monitoring of children's books and remote learning outcomes will be used to measure the impact of nurture support.</i></p>	<ul style="list-style-type: none"> <li>Children demonstrate resilience and complete work to a good standard. All children are accessing learning provided.</li> <li>Nurture provision results in engagement in learning.</li> <li>Children are increasingly able to manage feelings and emotions independently.</li> </ul>
<b>B.</b>	<ul style="list-style-type: none"> <li>Gaps in knowledge are addressed through focused teaching. Assessed tasks are used to identify need and lessons (in school and online) reflect this. Spaced learning and repetition of key knowledge is used to strengthen the impact of teaching, and children make progress to close gaps in maths, reading and writing.</li> </ul>	<ul style="list-style-type: none"> <li>Assessments show children at least on track to meet national expectations by the end of each key stage.</li> </ul>
<b>C.</b>	<ul style="list-style-type: none"> <li>Vocabulary teaching is prioritised as part of the teaching sequence in reading for all children. Key vocabulary is identified in medium-term plans throughout the curriculum, and on themed knowledge organisers. Monitoring of teaching, children's work and end-of-unit assessed tasks will evidence this.</li> </ul>	<ul style="list-style-type: none"> <li>Children are accessing age-appropriate texts and are able to articulate responses.</li> </ul>
<b>D.</b>	<ul style="list-style-type: none"> <li>Positive relationships are maintained with families in order that there is progression in learning. Nurture team call families to check in weekly. Attendance is good or better and children return to school after school closures.</li> </ul>	<ul style="list-style-type: none"> <li>Positive, sustained links between home and school are established and maintained. Attendance good or better</li> <li>Engagement in remote learning by all.</li> </ul>

<b>5. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>September 2019 – August 2020</b>		
<b>i. Quality of teaching for all</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
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"> <li>Positive approach to children's behaviour</li> <li>All children benefit from holistic approach to behaviour management and inclusion</li> <li>Staff inspired to make a difference through positive, daily interactions with children.</li> </ul>	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. - <b><i>school to access further training/development opportunities that benefit all pupils, as informed by whole school development plan.</i></b>	£122
<b>ii. Targeted support</b>				

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)	
Provision of: <ul style="list-style-type: none"> <li>• Family Support-Worker</li> <li>• nurture team</li> <li>• play therapist (listening lady)</li> <li>• mentoring</li> <li>• peer mediation training</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil and family barriers to learning are addressed</li> <li>• Relationships with harder-to-reach parents are good</li> <li>• PP absence is nearer to the national average for all pupils</li> <li>• PP absence is not significantly different to absence for other pupils</li> <li>• Behaviour does not impact negatively on learning</li> <li>• Children are able to manage conflict in a positive manner</li> </ul>	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. - <b>to continue</b>	£83,059  Including: Listening Lady play therapy/ counselling Joy Foundation mentoring Nurture provision resources
Bespoke intervention programmes for basic skills in reading/writing/maths in KS2	<ul style="list-style-type: none"> <li>• PP attainment matches that of all pupils due to:</li> <li>• teachers/TAs leading interventions in smaller groups</li> <li>• timely intervention as a result of formative assessment</li> </ul>	2019 data <ul style="list-style-type: none"> <li>• <b>PP maths EXS - 82.6%</b></li> <li>• Non-PP maths EXS – 78.8%</li> <li>• Above LA average by 21.1%</li> </ul> Bespoke support and small group teaching consistently, in response to teacher-assessed and self-assessed need, over two terms <ul style="list-style-type: none"> <li>• <b>PP reading EXS – 43.5% (34.8% SEND)</b></li> <li>• Below LA average by 12%</li> <li>• Non PP EXS – 66.7%</li> </ul>	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. - <b>to continue</b> 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	£4,734  Additional teaching support Phonics reading books
<b>iii. Other approaches</b>				

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)	
Provide opportunities for all children to take part in enrichment activities: <ul style="list-style-type: none"> <li>• PGL weekend</li> <li>• Subsidised</li> <li>• Able Maths Day</li> <li>• Rock Challenge</li> <li>• Horse-riding</li> <li>• Speech and Drama Festival</li> <li>• NK Dance</li> <li>• After-school club</li> <li>• Sunshine Club</li> <li>• Family Learning</li> </ul>	<ul style="list-style-type: none"> <li>• All children to have opportunities to participate</li> <li>• Real experiences available to make learning purposeful for all</li> <li>• Children have opportunities to develop a wide range of skills</li> </ul>	<ul style="list-style-type: none"> <li>• Whole-class involvement in visits and provision for 'experts' to visit school created real contexts for learning and children were engaged in projects.</li> <li>• Children enthused and inspired to learn, and motivated to take risks and try new challenges.</li> </ul>	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. Opportunities for children to take part in experiences they would otherwise not enjoy boosts self-esteem and cultural capital Improved self-confidence in pupils and improved links between home and school Children inspired to achieve goals. <ul style="list-style-type: none"> <li>- <b>school to continue to support and promote enrichment experiences for all pupils.</b></li> </ul>	£3588
Provision of school milk	<ul style="list-style-type: none"> <li>• Promotion of healthy, balanced diet for all</li> </ul>	<ul style="list-style-type: none"> <li>• High uptake from pupils</li> <li>• Break time snack, with fruit, has a positive impact on children's concentration in lessons during morning sessions.</li> </ul>	Parents and pupils respond positively to provision of milk. <ul style="list-style-type: none"> <li>- <b>to continue</b></li> </ul>	£1039

## 6. Planned expenditure

Academic year      2020/21

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?
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<b>Provision of additional teachers to support catch-up</b>	<ul style="list-style-type: none"> <li>Remote learning outcomes and attendance online used to plan in-school curriculum</li> <li>Gaps in learning addressed through modified curriculum</li> <li>Gaps are closed and children achieve at least</li> </ul>	<ul style="list-style-type: none"> <li><b>High quality first teaching for all pupils the priority in closing the gap and improving attainment and progress.</b></li> <li>Catch-up sessions are additional so that no new learning is missed</li> <li>Focused groups allow specific objectives to be focused on with appropriate intervention groups</li> </ul>	<ul style="list-style-type: none"> <li>Team planning and prioritising time for communication between staff</li> <li>Monitoring of teaching</li> <li>Planning overseen by subject leads</li> </ul>	SLT	December 2021
<b>Online platform selected for remote learning</b>	<ul style="list-style-type: none"> <li>High quality platform used to ensure continuity of curriculum during school closures</li> <li>Attainment and progress can be monitored effectively remotely.</li> </ul>	<ul style="list-style-type: none"> <li><b>Maximising learning opportunities for all and engaging with families.</b></li> <li>Children are able to see their teachers and access teaching at appropriate times</li> <li>Children can receive clear feedback remotely</li> <li>A safe, secure, primary-friendly platform inspires children and is easy and flexible to be used by families.</li> </ul>	<ul style="list-style-type: none"> <li>Clear expectations shared with all users</li> <li>SLT and team leader monitoring</li> <li>Outcomes produced by children are of a high standard and comparable to work completed in school.</li> </ul>	AB	Half-termly

**Total budgeted cost** £55,000

## 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?
<b>Investment in high quality texts to promote vocabulary development</b>	<ul style="list-style-type: none"> <li>Age-appropriate, vocabulary is evidenced in children's talk and writing</li> <li>Children have experience of a range of high-quality texts.</li> </ul>	<ul style="list-style-type: none"> <li><b>Reading progress and attainment in lowest 20%.</b> Reading is a fundamental skill required for effective learning and future progress</li> <li>High quality texts inspire children to read</li> </ul>	<ul style="list-style-type: none"> <li>Subject leaders provide guidance for staff in implementing texts in lessons</li> <li>Monitoring of planning and lessons.</li> </ul>	AB/English team	January 2021

**Total budgeted cost** £9500

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 of online arts and wider curriculum opportunities	<ul style="list-style-type: none"> <li>Real-life experiences motivate and enthuse, providing a stimulus for high-quality learning.</li> </ul>	<ul style="list-style-type: none"> <li>Wider curriculum opportunities ensure that children have opportunities to use language for real-life purpose</li> <li>Children are provided with new and inspirational experiences that raise their aspirations.</li> </ul>	<ul style="list-style-type: none"> <li>Staff review of curriculum termly, pupil interviews and monitoring of learning outcomes in children's books.</li> </ul>	SLT	July 2021
Provision of school milk	<ul style="list-style-type: none"> <li>The meeting of children's basic needs supports a focused approach to learning during the school day</li> </ul>	<ul style="list-style-type: none"> <li>Meeting of children's basic needs creates an appropriate climate for learning</li> <li>Families are supported in providing a balanced diet for their children.</li> </ul>	<ul style="list-style-type: none"> <li>Integral and planned part of the FS curriculum, promoting independence and shared experiences.</li> </ul>	SLT	July 2021
<b>Total budgeted cost</b>					£2800