

Pupil premium strategy / self-evaluation (primary, middle)

1. Summary information					
School	Meadowside CP & Nursery Primary School				
Academic Year	2019-20	Total PP budget	£151,000	Date of most recent PP Review	
Total number of pupils Inc Nursery	264	Number of pupils eligible for PP Inc nursery	170	Date for next internal review of this strategy	January 23 rd 2020
Total number of pupils Exc Nursery	226 64%	Number of pupils eligible for PP Exc nursery	144 64%		

2.	3.	4. Current attainment								
			<i>Pupils eligible for PP (your school)- NON SEN</i>				<i>Pupils not eligible for PP (national average)</i>			
			R	W	M	Com	R	W	M	Comb
% achieving expected standard or above in:-	Y2		61%	62%	54%		66%	55%	56%	
% achieving expected standard or above in:-	Y6		83%	94%	100%	69%	82%	94%	100%	82%
% making expected progress in reading	Y6		-2.20				-0.82			
% making expected progress in writing	Y6		-1.00				0.43			
% making expected progress in mathematics (as	Y6		1.73				0.87			
5.	6.	7. Barriers to future attainment (for pupils eligible for PP)								
		<i>Academic barriers (issues to be addressed in school, such as poor oral language skills)</i>								

A.	Delayed language in children in EYFS with very low starting points.	
B.	Inherent limited oracy skills throughout the school which hinders academic progress.	
C.	Lack of communication skills and frustration in ability to express emotions.	
C.	Lack of attention in class and if working at below age related expectations, learning is inaccessible.	
D.	Year groups do not always bond well and need to develop social skills.	
Additional barriers (including issues which also require action outside school, such as low attendance rates)		
E.	Limited life experiences outside of the home.	
F.	Chaotic home conditions. Lack of parental engagement and lack of parenting skills or/ and issues.	
8.	9. Intended outcomes (specific outcomes and how they will be	Success criteria
A.	Whole School Development Plan on Oracy	Whole school culture of valuing oracy across the curriculum to overcome the vocabulary deficit.
B.	Improve exposure and understanding of vocabulary across the whole school	Whole staff training on teaching vocabulary and adopt a whole school daily approach.
C.	Raise standards in reading through a culture of oracy and a focus on language skills	Improve outcomes in reading in order to narrow the gap or exceed the national average.
D.	Raise standards in writing through culture of oracy and Talk for Writing	Improve outcomes in writing in order to narrow the gap or exceed the national average.
E.	To ensure the curriculum is meeting the needs of all pupils and fit for purpose	Evaluate the subject specific curriculum to ensure that is coherently planned and sequenced towards cumulatively sufficient knowledge.

F.		To develop teaching assistants	Enhancing and optimising performance with training and triad lesson study.
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10. Review of expenditure				
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Previous Academic Year				
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i. Quality of teaching for all				
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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

ii. Targeted support				
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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

iii. Other approaches				
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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

11. Planned expenditure

Academic year

2019-2020

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?
Whole school oracy development	To raise standards in Reading & Writing through the development of a whole school culture of oracy with a focus on language skills and vocabulary across an integrated curriculum pedagogy.	Evidence shows that of the children who persistently experience poverty, 75% arrive at school below average in language development (Communication Trust, Talking about a generation, 2017).	Consistent whole school approach. Whole staff training on teaching vocabulary and adopt a whole school daily approach.	JM	September 2020
To develop a shared language for oracy across the school	To enable and empower children to become confident, articulate and engaging speakers.	Voice 21 have categorised oracy skills into four strands: linguistic, physical, cognitive and social & emotional to help students and teachers recognise what elements support good talk.	Voice 21 school partnership project led in school by DHT as part of NPQH.	JM	September 2020

Whole school approach for reading and writing	Improve outcomes in reading and writing in order to narrow the gap or exceed the national average.	Oracy supports learning, through debating, discussing and deliberating over ideas students are cognitively stretched and challenged to formulate their own opinions and come to shared decisions. Moreover, it is also fundamental to supporting the development of reading and writing skills.	Monitoring of whole school approach to the teaching of writing, ensuring consistent implementation of Talk 4 Writing approach. Writing lead completing NPQML and this work is part of her project.	HP	September 2020
Maximise TAs impact on academic achievement.	Ensure Teaching assistants are used effectively to promote pupils learning	OFSTED 2015 report key recommendation:	TCAT training TCAT DHTs triad lesson study Pre/post teach – groups identified during live marking EEF guidance report- 'Making Best use of teaching assistants'	JM	September 2020
Daily teach explicitly tier 2 and 3 words.	Improve exposure and understanding of vocabulary across the whole school.	A child in a low income household, over their early years of life, will hear 30 million less words. A typical child living in a welfare family will be exposed to an average of 600 words per hour, of which there is a ratio of 2 negative words to every positive. (Hart and Risley 2003)	Adapt Alex Quigleys 7 step approach SEEC model (Select, Explain, Explore , Consolidate) to teaching vocabulary. Monitoring of whole school approach by reading/ writing lead. Reading lead completing NPQML and this work is part of her project	LP	September 2020
Total budgeted cost					39,836

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?
Targeted small group interventions / 1:1 support	Chn can remember and apply phonic sounds that they did not know in the phonics check	Children who did not pass phonics check in Y1 and 2	Half termly review meetings with SENco Pupil Progress meetings with HT	JW SW	July 2020

Pre/ Post teach strategy	Chn are identified during and immediately after a lesson for a pre/post teach session so know ch are left behind.	Marking & Feedback policy states pupils are identified for pre/post teach during 'live marking'.	Feedback sheets are monitored by SLT and impact of sessions will be monitored. Pupil voice will question effectiveness and impact of sessions.	Teachers SLT	September 2020
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Total budgeted cost

69,290

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?
Increase outdoor learning opportunities & life experiences	All chn experience at least one local and national trip per year. Trips and Learning Outside of the Classroom experiences are mapped across school life.	To equip pupils with the knowledge and cultural capital they need to succeed in life. Ensure they experience a range of experiences that they have limited experience of in their own lives.	Whole school mapping of trips and enrichment activities.	JM Class teachers	

Pastoral Support for children and families– Sunshine Room Rainbow Room	The curriculum and wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy.	Meadowside is within the top 10% nationally of social deprivation. 64% of pupils are Pupil Premium and most of the other families are low income earners. Over 25% of the families are on our vulnerable families list.	Evidence of impact includes pupil case studies, boxhall profiles other soft data. Monthly team meetings for safeguarding, SEND and Nurture.	AS SG	
Attendance Officer and LA EWO	Learners have high attendance and are punctual.	DFEE guidance <i>'Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less.'</i>	Daily record registers on SIMS Safeguarding follow up calls/text/ Visits if necessary Whole school attendance figures sent to HT on Friday Letters sent out weekly for missing absences Meetings with EWO, attendance Officer and HT Follow up procedures for fast tracking if necessary.	LS	
Total budgeted cost					40,874
12. Additional detail					

