

# Pupil Premium Strategy 2020-21 - Meadowside CP & Nursery Primary School

1. Summary information					
School	Meadowside CP & Nursery Primary School				
Academic Year	2020-21	Total PP budget	£166.090	Date of most recent PP Review	Oct '19
Total number of pupils Inc Nursery	257	Number of pupils eligible for PP Inc nursery	156	% of pupil who are PP	60.7%
Total number of pupils Exc Nursery	226	Number of pupils eligible for PP Exc nursery	135		

2. Current attainment :										
Note: Due to COVID 19 ALL schools closed in Spring 2020 and National SATS were cancelled. Figures are based on Teachers Assessments which were submitted to the DFE.										
		Pupils eligible for PP (school- <b>ALL PP NON SEN V</b> NON PP NON SEN				Comb	Pupils not eligible for PP (national average) * <b>Due to Covid 19 No National Figures available</b>			
		R	W	M	Comb		R	W	M	Comb
% Y2 achieving expected standard or above in:-	PP	91%	82%	82%		*	*	*		
	Non PP	88%	100%	100%						

% Y6 achieving expected standard or above in:-	PP	100%	100%	100%	69%	*	*	*	
	Non PP	88%	75%	88%					
% making expected progress in reading	Y6	*							
% making expected progress in writing	Y6	*							
% making expected progress in mathematics (as measured in the school)	Y6	*							
<b>3. Barriers to future attainment (for pupils eligible for PP)</b>									
<b>Academic barriers</b> <i>(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 which hinders academic progress.								
C.	Lack of communication and social skills and frustration in ability to express emotions.								
D.	Lack of attention in class and if working at below age related expectations, learning is inaccessible.								
E.	Low self-esteem, lack of self-efficacy and intrinsic motivation.								
<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>									

E.	Limited life experiences outside of the home and the local area.	
F.	Chaotic home conditions. Lack of parental engagement and lack of parenting skills and other social issues.	
<b>4. Intended outcomes</b> ( <i>specific outcomes and how they will be measured</i> )		<b>Success criteria</b>
A.		Embed whole school framework on Oracy including well-planned sequenced Oracy outcomes and develop a language that promotes self-efficacy and praise.
B.		Improve exposure and understanding of vocabulary across the whole school using WORD AWARE approach.
C.		Raise standards in reading based on a whole class modelling and shared reading approach using Talk 4 Reading and through a whole school culture of reading.
D.		Identify delayed language skills at the earliest opportunity on entry to school to address individual needs with proven well researched interventions to diminish between disadvantaged and non-disadvantaged pupils.
E.		Raise standards in writing through culture of Oracy and Talk 4 Writing
F.		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.

<b>G.</b>		To develop and train teaching assistants to deliver high quality 1:1 and small group interventions using a structured approach.	Impact on attainment is evident and interventions are tracked on a half termly/ termly basis.
<b>H.</b>		Develop self-efficacy, self-esteem and intrinsic motivation in pupils and encourage parents to see their children as achievers, so they can promote the same attitudes in their children at home.	Develop a culture of praise and achievement of others using AFL and verbal feedback. Children can identify and share their own achievements and see themselves as learners.

## 5. Planned expenditure

Academic year

2020-2021

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

**KP1- Improve oral language acquisition skills for children eligible for Pupil Premium and other children in EYFS and across school (WELLCOMM, Early Talk Boost, NELI, Word Aware, Oracy)**

**KP2- Language and vocabulary acquisition for children eligible for Pupil Premium and other children will improve (Talk for Reading, Word Aware, Accelerated reading )**

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?
To embed a shared language for Oracy in the classroom across the school	To enable and empower children to become confident, articulate and engaging speakers.	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.	Staff training and support to enable well planned teaching sequences with clear intentions and outcomes delivered each term.	JM	Autumn 2020  <b>Cost= £3,210</b>
Develop whole school Talk for Reading	Improve outcomes in reading to narrow the gap or exceed the national average.	Success with Talk 4 Writing strategy implemented over last 2 years. Tried and tested whole school approach that has been developed in high attaining schools, often in challenging areas and is proven to raise standards	Monitoring shows clear and logical teaching sequence for reading with a focus on the importance of deepening understanding through developing key reading strategies	LP	September 2020  <b>Cost= £7,788</b>

Maximise TAs impact on academic achievement.	1. Ensure Teaching assistants are used effectively to promote pupils learning 2. Pre/post teach sessions 3. 1;3 Tutor sessions	OFSTED 2015 report key recommendation:  Making Best Use of Teaching Assistants- EEF Guidance Report	Triad lesson study Half termly meeting to monitor impact of interventions with Reading Lead/SENco/ DHT. Completion of TA file and monitored termly.	JM	Autumn 2020  <b>Cost= £18,918</b>
Whole School training implementation of Word Aware strategy	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)	STAR approach- Specific Teaching of Targeted Vocabulary Teaching Tier 2 words daily and Tier 3 in subject specific lessons. Establish a Word Warriors display in classrooms and Word pot to reinforce teaching of new words. Words to go home at end of each week via Clasdojo to reinforce at home learning	HP, EB, JM	INSET training- September 2021  <b>Cost = £5,710</b>
All children to be assessed on entry using WellComm Toolkit to identify pupils using a traffic light scoring.	Pupils identified for small group speech and language interventions or external referral to SALT.	Delayed language skills set the scene for underperformance later in life so it is vital to assess and address speech and language difficulties at the earliest point on entry to school.	The Bog Book of Ideas integrated into daily provision children's needs highlighted from the assessments and progress. assessed regularly to check impact	AB AC	Termly  <b>Cost = £2,758</b>
To foster a culture by developing strategies to foster self-efficacy and intrinsic motivation in pupils.	Improvement in pupils self-esteem and realisation of their full potential.	Psychologist Eric Erikson said 'children cannot be fooled by empty praise' and parent expectations of chns abilities may influence and shape self-efficacy (Schunk & Meece 2006)	Whole staff training and action plan implemented as part of a NPQSL project.  Use of PASS that helps understand pupils' mindsets and attitudes to learning.	DC	Summer 2021  <b>Cost = TBC</b>

Total budgeted cost

**Total = £38,384**

**ii. Targeted support**

**KP1- Attainment of our children eligible for Pupil Premium compared with Non Pupil Premium children will be comparable (small gp boosters, tutoring, high quality interventions- Switch on, X code)**

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?
Train selected staff members to deliver a 1:1 Switch ON Reading intervention	Intensive literacy interventions to close the reading achievement gap working below ARE in Year 1.	Promising project identified on EEF, which increased pupils' confidence, motivation and interest in reading,	Half termly meetings with Reading Lead to evaluate impact of the intervention and support maintaining an evidence file	LP	Half termly basis  <b>Cost = £13,618</b>
Train selected members of staff to deliver a small group reading intervention called X- Code	Children aged between 6-9 not meeting expected reading levels make more than expected progress and gap starts to diminish.	Chn with insufficient knowledge of phonics and or effective application in reading need a catch up programme and Project X code is a proven interventions combining phonics and comprehension development and is particularly motivating for boys.	Half termly meetings with Reading Lead to evaluate impact of the intervention and support maintaining an evidence file	LP	Half termly basis  <b>Cost = £12,935</b>

<p>Accelerated Reading intervention for Y5/6 pupils who are below ARE by approx. 1 year.</p>	<p>Reading management and monitoring programme to foster independent reading.</p>	<p>Evidence from EEF studies that pupils make accelerated progress and improves outcomes for struggling readers</p>	<p>Internet based software assesses reading age and pupils will read books matched to their ability. After reading they will access computerised quizzes, which will be analysed.</p>	<p>JM, LP, HP, AM</p>	<p>Half termly basis</p> <p><b>Cost = £11,479</b></p>
<p>Raise attainment of pupils in KS2 so that they are at or close to at ARE at end of KS2</p>	<p>High quality support/ interventions to accelerate learners enabling them to be High school ready.</p>	<p>Research on TAs delivering targeted interventions in one to one small group settings shows a consistent impact on attainment of approximately three to four additional months progress ( effect size 0.2-0.3)</p>	<p>Summative and formative assessments used during Pupil progress meetings. Conversations with teachers to ensure that learning in interventions is consistent with, and extends, work inside the classroom and that pupils understand the links between them.</p>	<p>TAs</p>	<p>Half termly basis</p> <p><b>Cost = £18,918</b></p>
<p>Early talk Boost for 2-4 year olds who are assessed using Wellcomm and highlighted Amber or Red.</p>	<p>Intervention shows accelerated levels of progress</p>	<p>The Talk Boost series is proven to help a child's speech and language development and also supports social interactions with other children. A structured approach with an emphasis on underlying skills for learning and social emotional development.</p>	<p>Delivered in 3 sessions a week for 8-10 weeks. Evaluation and monitoring of impact by EYFS lead.</p>	<p>AC</p>	<p>Termly</p> <p><b>Cost = £10,875</b></p>

NELI (Nuffield Early Language Intervention) for pupils in reception or Early Talk Boost who are assessed using Wellcomm and highlighted Amber or Red.	Improve the spoken language ability and targeting vocabulary, narrative skills, active listening and phonological awareness.	This interventions has been evaluated in robust trials funded by the EEF and Nuffield Foundation and found effective for improving oral language skills as well as promoting longer term progress in reading comprehension.	A 20 week programme for children in reception- Evaluation and monitoring of impact by EYFS lead.	AC	Termly  <b>Cost = £5,833</b>
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<b>Total budgeted cost</b>					<b>£73,658</b>
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**iii. Other approaches**

**KP1- Children who are subject to additional challenges at home and identified as 'more vulnerable' have additional mental and physical wellbeing support potential (Sunshine, Mentoring, Family support, EHMP)**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Pastoral Support for children and families– Sunshine & Rainbow Room	The curriculum and wider work support learners to develop their character – including their resilience, confidence and independence – helping 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.	Monthly team meetings for safeguarding, SEND and Nurture. Completed MARS forms, Early Help paperwork etc... Evidence of impact includes pupil case studies, boxhall profiles, PASS and other soft data.	AS NC SG	Summer 2021  <b>Cost = £21,442</b>

Identify pupils with critical emotional and social needs for 1:1 support with an Educational Mental Health Practitioner (EHMP)	Help to meet the mental health needs of children and training of parents and teachers to support children in the classroom and at home.	Experienced in using evidenced based interventions for common health problems with children (theory and skills)	Mental Health Visitor reports and briefings. Improvement in behavioural difficulties/ social anxiety etc..	LB NC AS	Termly  <b>Cost = £14,216</b>
Attendance Officer and LA Attendance SLA	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>	Playground presence to 'catch' families and offer support. 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.		Termly  <b>Cost = £18,002</b>
<b>Total budgeted cost</b>					<b>£53,660</b>

**6. Additional detail**

