

# Pupil Premium Strategy Impact Report 2019-20- Meadowside CP & Nursery Primary School

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 <sup>rd</sup> 2020
Total number of pupils Exc Nursery	226 64%	Number of pupils eligible for PP Exc nursery	144 64%		

1. 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</b> V NON PP NON SEN					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	<b>91%</b>	<b>82%</b>	<b>82%</b>		*	*	*		
	Non PP	88%	100%	100%						

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% Y6 achieving expected standard or above in:-	PP Non PP	100% 88%	100% 75%	100% 88%	69%	*	*	*	
% making expected progress in reading	Y6	*							
% making expected progress in writing	Y6	*							
% making expected progress in mathematics (as measured in the school)	Y6	*							
<b>2. 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 throughout the school which hinders academic progress.								
C.	Lack of communication 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.	Year groups do not always bond well and need to develop social skills.								

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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.	
3. Intended outcomes (specific outcomes and how they will be measured)		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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4. Review of expenditure 2019-2020				
Previous Academic Year				
i. Quality of teaching for all				
NOTE: Due to COVID 19 school closed in Spring 2020. Learning continued online and some classes returned back to school in June (Nursery, Reception, Year 1 and Year 6).				
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 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.	Consistent whole school approach using Oracy framework for ALL pupils. Planned purposeful Oracy outcomes integrated into the curriculum each term to support the development of reading and writing skills.	Continuation of embedding Oracy into the curriculum and developing opportunities for high quality talk within the classroom.	
To develop a shared language for oracy across the school	To enable and empower children to become confident, articulate and engaging speakers.	Development of Oracy skills mapped out across the whole school. Autumn Oracy outcomes integrated into curriculum, which were purposeful and meaningful.	Staff training needed to develop a series of well-planned lessons to develop Oracy skills and achieve successful Oracy outcomes. To develop a Toolkit of Oracy strategies and experiences in the classroom. Oracy ethos to be further embedded and develop links with High School for enrichment opportunities.	

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Whole school approach for reading and writing	Improve outcomes in reading and writing in order to narrow the gap or exceed the national average.	T4W embedded throughout the school and approach is consistently used. Impact is evident when monitoring quality of teaching and book scrutiny,	Training on Talk 4 Reading strategy implemented in September 2020, which will give a structured whole school approach. With the success of T4W, this will enable a consistent strategy to teaching reading.	
Maximise TAs impact on academic achievement.	Ensure Teaching assistants are used effectively to promote pupils learning	TCAT training and completion of 2 Triad lesson studies. Pre/post teaching groups identified during live marking and approach fairly consistent on a daily basis.	Training and support to maximise use of TAs to deliver High Quality Interventions.	
Daily teach explicitly tier 2 and 3 words.	Improve exposure and understanding of vocabulary across the whole school.	Adapt Alex Quigleys 7 step approach SEEC model (Select, Explain, Explore , Consolidate) to teaching vocabulary. Monitoring of whole school approach by reading/ writing lead ensured consistency. WORD AWARE training attended by key members of staff to develop further strategies.	Implement and cascade training from WORD AWARE course to whole staff to enable a consistent whole school approach. Inset training in September 2020 will develop strategies and provide a structure for teaching with some non- negotiable expectations across the school.	
			<b>Total expenditure</b>	<b>39,836</b>

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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)	
Targeted small group interventions / 1:1 support	Chn can remember and apply phonic sounds that they did not know in the phonics check	<p>Children who did not pass phonics check in Y1 and 2 received extra phonics booster lessons after school twice a week, which is successful.</p> <p>Children identified in all classes during Pupil Progress Meetings in Autumn term and received 1:1/ 1:3 tutoring after school from s designated TA.</p>	The tutoring worked really well and chn made accelerated progress. Phonics teaching is essential and reconnection to previous learning will be a priority due to loss learning from school closure.	
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 during 'Feedback sheets are monitored by SLT and impact of sessions monitored.	Reconnection to previous learning will be a priority and pre/post teaching will help support chn to recall, retrieve and remember previous knowledge.	
			<b>Total expenditure</b>	<b>69,290</b>

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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
Increase outdoor learning opportunities & life experiences	All children 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 completed in Autumn term and partially for Spring term.	Residential moved for Year 6 pupils to Summer term 2021 in light of current pandemic situation. Limited opportunities to provide experiences in the foreseeable future for next academic year, although everybody else is in the same position.	
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.	Monthly team meetings for safeguarding, SEND and Nurture and evidence of significant impact from work with individuals and families. Daily contact with families during lockdown and school opened for vulnerable children all the way through pandemic.	Vital service for our families and even more so in the next academic year with further social and emotional problems with lockdown and Covid19. Potential problems with bereavement, social and domestic violence, as well as mental and health issues.	

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Attendance Officer and LA Attendance SLA	Learners have high attendance and are punctual.	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 Attendance and HT Follow up procedures for fast tracking if necessary.	Clear guidance given to parents on attendance expectations when returning to school in September 2020. Families may need support to overcome worries and anxiety especially with vulnerable members of the family,	
			<b>Total expenditure</b>	<b>40,874</b>