Meadowside CP & Nursery Pupil Premium strategy statement

School overview

Metric	Data
School name	Meadowside CP & Nursery School
Pupils in school	268 incl nursey 224 excl nursery
Proportion of disadvantaged pupils	62.5% 77.2% (nursery)
Pupil premium allocation this academic year	£166,090
Academic year or years covered by statement	2018-21
Publish date	01 September 2021
Review date	01 July 2022
Statement authorised by	Mr Wright
Pupil premium lead	Joanne Makin
Governor lead	

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2 (22 pupils)	Reading- 36% (27% just below) Writing- 45% (32% just below) Maths- 46% (32% Just below)
Achieving high standard at KS2	Reading- 18% Writing – 9% Maths- 5%

* Teacher Assessments scores - No official tests due to Covid 19.

Disadvantaged/ NON SEND pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2 (15 pupils)	Reading- 47% (33% just below) Writing- 60% (40% just below) Maths- 60% (40% Just below)
Achieving high standard at KS2	Reading- 27% Writing – 13% Maths- 7%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Identify delayed language skills at the earliest opportunity using WELLCOMM on entry to school to address individual needs with proven well researched interventions (NELI, EARLY TALK BOOST)
Priority 2	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.
Priority 3	Raise standards in phonics through a robust systematic synthetic phonics programme which meets the new essential criteria from the updated DfE guidance.
Priority 4	Raise standards in reading and writing through a whole school pedagogical approach and culture of oracy.
Priority 5	To develop and train teaching assistants to deliver high quality 1:1 and small group interventions using a structured approach.
Priority 6	To provide an environment promoting emotional wellbeing and resilience.
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions
Projected spending	£166,090

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Speech & language	To increase the % of pupils achieving ARE in speech and language by the end of reception.	July 22
Progress in Reading	To increase the % of pupils who are achieving national average progress scores in KS2 Reading	Sept 22
Progress in Writing	To increase the % of pupils who are achieving national average progress scores in KS2 Writing	Sept 22
Progress in Mathematics	To increase the % of pupils who are achieving average KS2 Mathematics progress score in KS2 Mathematics	Sept 22
Phonics	Achieve national average expected standard in Phonic Scores Check (disaggregate SEN & EAL PP)	July 22
SEMH	To develop SEMH behaviours	Sept 22

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Measure	Activity
Priority 1	Aa pupils are screened on entry in nursery/reception using the WELLCOMM speech and language tootlkit and placed into 3 categories: Red (external referral, SALT), Amber (NELI/Talkboost), Green (no intervention needed)
Priority 2	Ensure all staff (including new staff) have received training to deliver high quality Talk for Reading lessons. Staff development is prioritised so they become an expert teacher of reading and a culture of reading is established across the school.
Priority 3	Ensure all relevant staff (including new staff) have received training to deliver the phonics scheme effectively and all ensure consistent across the school. Purchase resources to ensure a structured phonics reading scheme of decodable books.
Priority 4	Establish the highest standard of teaching in reading and writing, developing spoken language skills and enriching children's vocabulary through the taught curriculum and beyond, supporting the development of childrens' confidence and self-esteem
Barriers to learning these priorities address	Ensuring staff have the highest quality of CPD training and resources to deliver the highest quality of teaching.
Projected spending	£52,427

Targeted academic support for current academic year

Measure	Activity
Priority 1	Establish small group interventions for disadvantaged pupils falling behind age-related expectations
Priority 2	Identify pupils daily for pre and post teach sessions. This is a strategy that involves teaching concepts, skills, or vocabulary prior to a lesson so they can hit the ground running or over-learning involves going over them again after the lesson!
Barriers to learning these priorities address	Providing catch-up in core areas using evidence-based teaching interventions
Projected spending	£56,404

Wider strategies for current academic year

Measure	Activity
Priority 1	Supporting staff to develop their observational skills and their understanding of pupil's difficulties so that early identification and assessments can be made.
Priority 2	Providing welfare and early help support to families.
Priority 3	Increase outdoor learning opportunities & life experiences to equip pupils with the knowledge and cultural capital they need to succeed in life.
Barriers to learning these priorities address	Improving SEMH and readiness to learn for the most disadvantaged pupils
Projected spending	£57,259

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Termly Pupil Progress meetings to target individuals and assess progress	Staff matrix map out termly meetings and staff have appropriate cover to prioritise meetings.
Wider strategies	Engaging the families facing most challenges and planning experiences from providers	Working closely with families and utilising wider resources within the LA and Trust.

Review: last year's aims and outcomes (2020-21)

Aim	Outcome
Quality of teaching for all	
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)	Successful implementation of speech and language programmes. Impact has been extremely positive despite Covid 19 and a national lockdown.
Language and vocabulary acquisition for children eligible for Pupil Premium and other children will improve (Talk for Reading, Word Aware, Accelerated reading)	Talk 4 Reading staff training completed this year however further CPD planned for next academic year to embed a consistent approach. Word Aware is a taught daily suing the STAR approach. Accelerated Reading ended during the year and replaced with Lexia.
Targeted support	
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)	12 pupils completed Switch-On intervention 24 pupils completed X-code intervention. 36 pupils completed Lexia intervention. 12 pupils attended Year 1 phonics boosters.
Other approaches.	
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**)**	31 families on our vulnerable register are Pupil premium. All PP families were supported during national lockdowns due to Covid 19. In particular 22 families received additional support. 31 pupils received SEMH support.