

Pupil premium strategy statement (primary)



1. Summary information					
School	Meadowhead Community Junior School				
Academic Year	2019/2020	Total PP budget	£186 093.83		
Total number of pupils	227	Number of pupils eligible for PP	60%	Date for next internal review of this strategy	April 2020
2. Current attainment					
ALL PUPILS			<i>Pupils eligible for PP end 2019 (48 children)</i>	<i>Pupils not eligible for PP end 2019 (national average)</i>	
50% achieving in reading, writing and maths			40.5%	72.2%	
65% making progress in reading			57.1%	83.3%	
80% making progress in writing			76.2%	88.9%	
65% making progress in maths			61.9%	72.2%	
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)					
A.	Large % of pupils with SEND especially emotional difficulties with low self-esteem, confidence and aspirations.				
B.	Lack of vocabulary and life experiences linked to limited real-life experiences.				
C.	Attendance and punctuality.				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
D.	Lack of parental support and poor home learning environments.				
4. Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
A.	To accelerate progress and raise attainment of Pupil Premium children in all core curriculum areas.			Pupil Premium children make accelerated progress and achieve age related expectations in reading, writing and maths.	
B.	To improve the progress of more able Pupil Premium children.			Attainment and progress in line with non-Pupil Premium children.	
C.	To increase the number of Pupil Premium children achieving ARE in reading, writing and maths combined.				
D.	To raise pupils resilience within mental health and wellbeing.			A range of resources and support services in school to support children effectively.	

5. Planned expenditure

Academic year

2019 – 2020

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all and targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All pupils make progress and gap narrows between disadvantaged and others in reading, writing and maths.	Use assessment conversion in Target Tracker to identify those PP pupils who are not on track from KS1 to achieve ARE. Identify effective interventions. Children at W+ to receive quality first teaching. Children below to receive small group or 1:1 intervention.	The number of PP children not on track from KS1 data to achieve or exceed ARE in reading, writing or maths. The School Profile 2019 and internal data demonstrates that the increasing gap between PP and Non-PP children achieving ARE+ in reading, writing or maths.	Pupil Progress meetings. Effective deployment of SSA's for mentoring. Use of resources that are known to be effective in accelerating progress for pupils. Careful tracking of pupil progress and adjustments made swiftly when needed. Governor feedback.	PP coordinator. HT DHT SLT	Oct 2019 Feb 2020 June 2020
More able make progress and the gap narrows between disadvantaged and others in reading, writing and maths.	Quality first teaching using the mastery teaching approach. Use assessment conversion in Target Tracker to identify those PP pupils who are not on track from KS1 to achieve mastery. Mentoring intervention implemented where needed.	The School Profile 2019 and internal data demonstrates that there is a gap between PP and Non-PP children exceeding ARE in reading, writing or maths.	Careful tracking of progress of identified PP pupils using Target Tracker. Pupil Progress meetings.	PP coordinator. HT DHT SLT	Oct 2019 Feb 2020 June 2020
To increase the number of Pupil Premium children achieving/exceeding ARE in reading, writing and maths combined.	Identification of PP children not on track to achieve a combined result in RWM. Effective interventions put in place where needed, either in class or through small group or 1:1 support.	52.1% of PP pupils achieved RWM compared to 71.4% of Non PP children.	All teachers to be aware of pupils who need support to achieve a combined result. Swift action is put in place where needed. (KUNCU)	SLT All teachers	Oct 2019 Feb 2020 June 2020
Total budgeted cost					£11 150.00

ii. Other approaches					
Desired outcome	Chosen action/approach	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 support pupils and families with difficulties using multi-agency intervention.	Pupil Wellbeing Co-ordinator & SENCO to liaise with families and external agencies.	Raised % of attendance and punctuality of Pupil Premium children (persistent absentees). Families more engaged with school.	Attendance action plan. Weekly meetings to review attendance. Feedback from families and meetings. Children identified on Target Tracker and monitored closely. Family Support Workers reports. Wellbeing Co-ordinator reports.	TM CR HT	Termly After external meetings.
To improve the % of PP pupils who are known to have persistence absence.	Identification of pupils. Weekly reviews of attendance. PWCo to visit families where support is needed. HT to have formal meeting in school and introduce an attendance action plan. Involvement of inclusion officers when improvement is not seen.	Overall attendance data shows 93.8% of PP pupils for 2018 2019 compared to 94.9% for all pupils.	Close tracking of attendance figures.	HT TM CR Inclusion support officer	Termly
To raise pupils resilience within mental health and wellbeing.	Introduce a system to identify pupils who may need additional support with mental health issues. Use of a range of strategies/support services which will best suit the needs of the pupil. Eg. Forest School, Nurture Group, ELSA, Drawing and Talking, Referrals to psychology (educational and clinical).	Identified Mental Health First Aider in School. Behaviour logs/CPoms and parental discussions clearly show children come to school with a wide range of emotional needs. Support is needed in order that pupils can engage fully in all aspects of school life.	The needs of each individual child will; be carefully monitored. The effectiveness of any support will be judged on an individual basis.	HT TM All teachers	Termly
To ensure children's social, emotional and behavioural needs are met and consequently children access	Develop the subsidised breakfast club so that PPG pupils can enjoy a healthy start (breakfast) and sporting/ healthy	Attendance data of P.P. children.	There is an increase in PPG children attending breakfast club.	KW	Termly

<p>learning more effectively</p> <p>To enrich and enhance opportunities for learning.</p>	<p>activities from 7:30am each morning. Provide subsidised music lessons for identified PPG pupils</p> <p>Provide Forest School Curriculum for identified PPG children in order to give greater opportunities for outdoor learning.</p> <p>Extend the range of extra-curricular opportunities provided for PPG children</p>	<p>Increased numbers of PPG children accessing peripatetic music lessons in school.</p> <p>Boxall profile shows improved scores. Children show improved self-esteem, independence and confidence.</p> <p>Extra curricular activities for PPG pupils to raise self – esteem, aspiration and confidence.</p>	<p>There is an increase in PPG children attending clubs.</p>	<p>NM</p> <p>KW All staff</p>	
Total budgeted cost					£144 268