

Pupil premium strategy Meadowside Academy 2019-2020

1. Summary information					
School	Meadowside Academy				
Academic Year	2019-20	Total PP budget	£43,200	Date of most recent PP Review	Sept '19
Total number of pupils	208	Number of pupils eligible for PP	32	Date for next internal review of this strategy	Jan '20

2. Attainment 2017 – 2018 (KS1 & KS2 results)				
	KS1 (National)		KS2 (National)	
	Meadowside 2019 Data Outcomes	Meadowside 2019 Data Outcomes Disadvantaged	Meadowside 2019 Data Outcomes	Meadowside 2019 Data Outcomes Disadvantaged
% making expected progress in reading	77% (75%)	100%	70% (73%)	40%
% making expected progress in writing	71% (70%)	100%	83% (78%)	40%
% making expected progress in mathematics	77% (76%)	100%	77% (79%)	60%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Previous limited progress leading to higher proportion who are lower attainers amongst pupils eligible for PP as a whole.
B.	Pupil's Mental Health and Wellbeing – pupils feel safe and in a 'good' place emotionally to access their learning.
C.	Emotional Literacy.
D.	Limited life and cultural experiences for some of our pupils eligible for PP restricts understanding of some curriculum areas.
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
E.	Lack of engagement with school from some parents, which impacts on home learning environment.

F.	Low aspirations about what can be achieved and how to be successful and limited access to positive role models	
G.	Consistent attendance.	
H.	Issues within families e.g. split families, who require support from outside agencies or Early Help Plan.	
4. Intended outcomes		Success criteria
A.	<p>Excellent provision for all through quality first teaching and classroom-based support and challenge (KUNCUP) means that pupils eligible for PP make accelerated progress and increased attainment.</p> <p>There is no ceiling on learning. Higher-attaining pupils make good progress and carry on to exceed end of year expectations.</p>	<ul style="list-style-type: none"> Accelerated progress so that we close gaps. Ensuring that all pupils 'keep up; not catch up' in line with Elevate philosophy and our approach/high expectations. Pupils enjoy coming to school (evidenced through pupil voice) Pupils are taught in class, wherever possible (result of pre-teaching/corrective teaching) Class teachers to ensure PP children are targeted first in progress sweeps and put additional support in place for them. All children access mastery lessons in class through child-led challenge. Excellent achievement across the curriculum. All disadvantaged pupils meet ARE. All disadvantaged pupils make good progress. High prior attainment disadvantaged pupils exceed ARE. All disadvantaged pupils have strong, positive relationships with the adults in their classes. Helen Corkhill (Assistant Headteacher), has completed level 4 mental health training with Compass Buzz (January 2019). All teaching and support staff completed level 1 mental health training with Compass Buzz (July 2018). Charlotte Gale (Learning Mentor and ELSA to support teachers/children where necessary)
B.	<p>All pupils are ready to learn in every lesson. They are confident, self-assured learners who strive to meet their potential.</p> <p>Pupil's health and well-being is a priority.</p>	<p>Refer to NICE guidelines - Social and emotional wellbeing in primary education – when supporting children with poor mental health and well-being.</p>
C.	<p>Pupils have good emotional literacy skills.</p>	<ul style="list-style-type: none"> Access to ELSA trained members of staff (Sally-Anne Green, Charlotte Gale, Emma Cotton) Targeted inclusion within nurture groups at play / lunch time (Sally-Anne Green, Charlotte Gale, Emma Cotton, Callum Forest) Targeted inclusion within Wild Explorer Nurture group (Katy Brown) <p>All adults challenge stigma and use the positive language of mental health and well-being.</p>
D.	<p>Increased opportunities for cultural and curriculum visits / experiences, enrichment activities and physical activities, funded by school where necessary for pupils eligible for PP; these impact positively on pupil achievement for this group.</p>	<ul style="list-style-type: none"> Pupils eligible for PP are identified, monitored and supported to engage in additional life enhancing experiences and opportunities. Parents provided with updated Newsletter relating to funding entitlements. <p>Pupil feedback and teacher observation indicates enriched learning experiences and positive impact on physical and/or mental wellbeing.</p>

E.	Attendance at parent consultations and information sessions is improved.	<ul style="list-style-type: none"> • Specified invites to attend are well-received and responded to. • Parents regularly attend events in school. • Class teachers regularly communicate with parents re their child's progress and attainment outside of scheduled consultations. <p>Celebrations are explicitly made through Marvellous Me / texts / phone calls home.</p>
F.	The curriculum, including, visits, visitors and experiences provide opportunities for children to access 'the wider world' and be inspired by the people who they learn about/meet.	<ul style="list-style-type: none"> • Pupil feedback and teacher observation indicates positive impact of curriculum on children's aspirations and motivation to learn.
G.	Attendance of all disadvantaged pupils is in line with or above class and school averages.	<ul style="list-style-type: none"> • Attendance is equal to non-disadvantaged. • Ste Butterworth (Assistant Headteacher) to work with and support all families in school (report on attendance) <p>Helen Corkhill & Ste Butterworth to monitor and track progress across school half termly, and feedback to SLT.</p>
H.	<p>Parents/carers are supported effectively by the school and outside agencies (where necessary) to deal with issues arising in the family to minimise the emotional impact on the child.</p> <p>Children are supported by staff and outside agencies in order for them to be emotionally in a place to learn.</p>	<ul style="list-style-type: none"> • Those who have had support make equivalent progress in the year to their peers. • Teachers report and leaders observe emotional wellbeing and effective learning behaviour. • Observations show these children are able to access the curriculum in line with their peers. • Observations at playtimes show that these children are effectively interacting and socialising with their peers.

5. Review of expenditure

Previous Academic Year

2018 - 2019

i. Quality of teaching for all

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																																		
<p>Safe, happy pupils who feel listened to and enjoy school.</p> <p>KUNCU approach</p> <p>Feedback policy</p> <p>Pre-teaching (small group)</p> <p>Corrective Teaching (small group)</p>	<p>Excellent achievement – all pupils ready to learn</p>	<p>Variation in progress and attainment in Reading, Writing and Maths respectively compared to class %:</p> <table border="1" data-bbox="656 528 1249 1198"> <thead> <tr> <th></th> <th>WT</th> <th>ARE+</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Rec</td> <td>+3%</td> <td>+7%</td> <td>-10%</td> </tr> <tr> <td>-3%</td> <td>+10%</td> <td>-10%</td> </tr> <tr> <td>=</td> <td>+4%</td> <td>-10%</td> </tr> <tr> <td rowspan="3">Y1</td> <td>n/a</td> <td>+27%</td> <td>n/a</td> </tr> <tr> <td>n/a</td> <td>+27%</td> <td>n/a</td> </tr> <tr> <td>n/a</td> <td>+33%</td> <td>n/a</td> </tr> <tr> <td rowspan="3">Y2</td> <td>-3%</td> <td>+3%</td> <td>-17%</td> </tr> <tr> <td>-10%</td> <td>+10%</td> <td>-17%</td> </tr> <tr> <td>-3%</td> <td>+3%</td> <td>+10%</td> </tr> </tbody> </table>		WT	ARE+	GD	Rec	+3%	+7%	-10%	-3%	+10%	-10%	=	+4%	-10%	Y1	n/a	+27%	n/a	n/a	+27%	n/a	n/a	+33%	n/a	Y2	-3%	+3%	-17%	-10%	+10%	-17%	-3%	+3%	+10%	<ul style="list-style-type: none"> Smaller proportion of children achieving GD in comparison to peers. Number of children reaching ARE positive in majority of classes. Overlap of PP / SEND (depending upon areas of need) impacts upon progress and attainment. These children are closely monitored together by HC / FC in order to ensure provision is meeting their needs to enable progress to take place. KUNCU approaches had limited impact on those children who are below ARE or SEN. This is due to the fact that these children require more significant input before they are able to access the curriculum for their year. When it has been finalised and the system is in place, PP with SEN will benefit from individualised targets on Classroom Monitor to better track progress. Engaging, exciting curriculum supported a love for learning. <p style="text-align: center;">This will continue next year.</p>	<p>£10,000</p>
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<p>Pupil's well-being and mental health is a priority.</p>	<p>All children are able to identify and talk about their emotions.</p>	<ul style="list-style-type: none"> • Children are more able to identify, talk about and reflect upon their emotions both independently and with adult support. Children are more willing to open-up and discuss their emotions. • Attendance at after-schools clubs promoted 5 ways to well-being and use of Nurture groups to target Pupil Premium children supported here too. 	<ul style="list-style-type: none"> • SEMH remains to be a high instance need in our school. • Learning Mentor and ELSA (Charlotte Gale) continues to establish effective working relationships with all staff along with parents. <p>Interventions, nurture groups will continue next year.</p>																															

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)	Cost
Re-distribution of staff. GTAs & HLTAs flexibly distributed according to levels of need.	Reducing class / group size allowing for greater progress to be made.	<ul style="list-style-type: none"> The reduction in group / class sizes meant that greater focus re KUNCU approaches could take place. 	<ul style="list-style-type: none"> Overall progress and attainment of PP children was good. Monitoring and provision where progress and attainment lower than peers has been evaluated and addressed through Pupil Progress meetings. Assignment of expertise to meet needs of children worked well – SALT, THRIVE assessment and use, Social interventions 	£15,000
A range of Nurture groups are timetabled, planned for and monitored.	Support and develop knowledge and skills in how to identify, name and self-regulate emotions.	<ul style="list-style-type: none"> Children are more able to identify, talk about and reflect upon their emotions both independently and with adult support. Children are more willing to open-up and discuss their emotions. 	<p>Regular reviewing of staff distribution and their utilisation will continue next year.</p> <p>Interventions, nurture groups will continue next year.</p>	
Partnership with Just B.	Specialist support in place as and when needed.	<ul style="list-style-type: none"> Providing an expert who was also external from situations, allowed all children to have a voice heard by someone who is fully impartial. Trusted relationships were established and strategies to support beyond meetings are taught and explored. 	<ul style="list-style-type: none"> Children are more willing and able to discuss concerns, worries and where they feel they need help / support. <p>Regular reviewing of children being supported will continue next year.</p>	£1,000
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
Improved attendance.	Improved attendance for disadvantaged children.	<ul style="list-style-type: none"> In most classes attendance improved as the year progressed. This was closely monitored by HC & RM 	<ul style="list-style-type: none"> CPD of class teachers in how to track attendance of children needed as half-termly updates and discussions with some parents not enough and not addressing issues early enough. 	£8,835

Inclusion for all.

All disadvantaged children are provided with the same opportunities as non-disadvantaged children.

- Funding entitlements were made clear to all parents / guardians.
- Charity funding was used to support some families for residential trips in particular.

- Funding accessed by high proportion of parents last year.
- HC to monitor more closely the access of funding this year.

6. 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?
<p>Safe, happy pupils who feel listened to and enjoy school.</p> <p>KUNCU approach</p> <p>Feedback policy</p> <p>Pre-teaching (small group)</p> <p>Corrective Teaching (small group)</p>	<p>Excellent achievement – all pupils ready to learn</p>	<p>When children feel safe, happy and enjoy school their learning and progress is rapid.</p> <p>Curriculum is engaging, inspiring and exciting to promote a love of learning. Children's interests and motivations and planned into the curriculum.</p> <p>The most effective strategies at Meadowside are when pupils receive support in real-time, within the lesson. We have found that when the class teacher provides support it is far more effective due to teacher's detailed knowledge of their children and the relevant end of year expectations. Ensuring that class teams have a high proportion of adults can mean that working walls are updated and pupils are supported with meta-cognition and ownership of their learning. Meta-cognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) aim to help learners think about their own learning more explicitly. This is usually by teaching children specific strategies to set goals, and monitor and evaluate their own academic development. Self-regulation means managing one's own motivation towards learning. The intention is often to give pupils a repertoire of strategies to choose from during learning activities. (EEF)</p>	<p>Full time class teachers in all but 1 class. Here effective communication strategies and consistency will be key.</p> <p>Adoption of consistent learning environments and approaches to learning in all classes,</p> <p>Highly skilled support staff and HLTAs in classes provide additional capacity.</p> <p>Helen Corkhill to monitor attainment and progress each half term.</p>	<p>Helen Corkhill</p>	<p>Ongoing throughout the year</p> <p>Feedback to SLT</p> <p>Termly with PP Champion</p>

Pupil's well-being and mental health is a priority.	All children are able to identify and talk about their emotions.	SEMH is a high instance need in our school. Learning Mentor and ELSA (Charlotte Gale) has established effective working relationships with all staff along with parents.	Ongoing monitoring by Helen Corkhill. Discussion of needs termly at Pupil Progress reviews.	All staff	Ongoing throughout the year.
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Total budgeted cost **£17,000.00**

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?
Re-distribution of staff. GTAs & HLTAs flexibly distributed according to levels of need.	Reducing class / group size.	SEMH is a high instance need within specific classes within our school. In addressing the needs of children within these classes and increasing the number of adults, this will improve learning experiences for all within the main class. In turn this will allow teachers to target disadvantaged children first in pre-teaching, learning sweeps and corrective-teaching.	Ongoing monitoring by Rebecca Maiden & Helen Corkhill.	Helen Corkhill Rebecca Maiden	Half-termly
A range of Nurture groups are timetabled, planned for and monitored.	Support and develop knowledge and skills in how to identify, name and self-regulate emotions.	In addressing the needs of children with SEMH they are being provided with specific modelling and learning relating to their own personal emotional reactions. This will allow them to transfer these skills into the classroom, enabling a more effective and positive environment for learning.	Ongoing monitoring by Rebecca Maiden & Helen Corkhill.	Helen Corkhill Rebecca Maiden	Half-termly
Partnership with Just B.	Specialist support in place as and when needed.	Providing an expert who is also external from situations, allows all children to have a voice heard by someone who is fully impartial. Trusted relationships are established and strategies to support beyond meetings are taught and explored.	Ongoing monitoring by Rebecca Maiden & Helen Corkhill. Regular discussions between Katy and class teachers.	Rebecca Maiden Helen Corkhill	Half-termly

Total budgeted cost **£15,000.00**

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?
Improved attendance.	Improved attendance for disadvantaged children.	Disadvantaged children's attendance has been lower than their peers consistently.	All staff to review attendance each half-term and term. Schedule additional meetings with parents as necessary to discuss attendance. Together formulate plans as to how we can work together to improve. Pupil Progress meetings will review on a termly basis.	All staff	Half-termly HC / SB Regularly as observations made by class teachers
Inclusion for all.	All disadvantaged children are provided with the same opportunities as non-disadvantaged children.	Participation in all residential and day visits throughout the year to ensure equality in opportunities. Provision of funding to allow children to access wider opportunities beyond the school day allows for development of Mental Health and Well-being, self-confidence, increased social skills and the development of mutually positive and respectful relationships.	All disadvantaged children's parents are made aware of entitlements through PP Premium Newsletter & conversations with class teachers & office staff (Michelle Devaney).	Helen Corkhill Michelle Devaney	Termly
Total budgeted cost					£10,000.00
7. Additional detail					