



Pupil Premium Strategy Statement: 2018/2019

1. Summary information					
School	Meadow Park Academy				
Academic Year	2018 – 2019	Total PP budget	£165,000	Date of most recent PP Review	Dec 2017 Ofsted April 2018
Total number of pupils	333	Number of pupils eligible for PP	125	Date for next internal review of this strategy	Summer 2019

2. Current attainment (KS2 SATS data)		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading, writing & maths	43%	70%
% making expected progress in reading (as measured in the school)	71%	90%
% making expected progress in writing (as measured in the school)	62%	90%
% making expected progress in mathematics (as measured in the school)	76%	90%

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.	Gaps in key skills for Maths
B.	Gaps in key SPAG areas
C.	Poor oral and written vocabulary.
D.	Low academic resilience, self-esteem, independence confidence
E.	SEMH needs present as poor self-regulation and conflict resolution
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
F.	Low attendance rates
G.	Parental engagement and support from home
H.	Financial implications – support for some families for school trips and breakfast club
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)	Success criteria
<p>A.</p> <p>Outcome: Children consistently apply their Maths key skills in lessons. Children to make accelerated progress from their starting points to close the gap.</p> <p>Measure: Through data tracking and supported by the school cycle of monitoring and evaluation.</p>	<p>Gaps in learning are identified and support is given within class - this approach is responsive to need.</p> <p>Assertive mentoring is used as a tool, alongside AFL and formative assessments. Where necessary, children will be referred to specific 1:1/group intervention.</p> <p>Pupils identified and discussed at half termly Pupil Progress meetings and weekly inclusion team meetings.</p>

<p>B.</p>	<p>Outcome: Children consistently apply their SPAG knowledge and skills across a range of lessons. No Nonsense spelling will be used from Years 2 – 6. Children to make accelerated progress from their starting points to close the gap.</p> <p>Measure: Through data tracking and supported by the school cycle of monitoring and evaluation.</p>	<p>Gaps in learning are identified and support is given within class - this approach is responsive to need. No Nonsense spelling is used alongside AFL and formative assessments. Where necessary, children will be referred to specific 1:1/group intervention. Pupils identified and discussed at half termly Pupil Progress meetings and weekly inclusion team meetings.</p>
<p>C.</p>	<p>Outcome: Improved level of oral and written vocabulary which will result in improved writing levels.</p> <p>Measure: Progress measured during whole school monitoring and evaluation. Teachers report the successes of specific intervention and whole-school initiatives.</p>	<p>Talk for Writing introduced across the school Higher-level vocabulary evident in lessons and books Children make rapid progress from their starting points Where necessary, referrals made for SALT.</p>
<p>D.</p>	<p>Outcome: Children will feel more confident and empowered and this will be reflected in their attitudes to learning. Their learning outcomes will accelerate as a direct result.</p> <p>Measure: Progress will be reviewed as part of pupil progress meetings and monitoring of the Personal Development curriculum.</p>	<p>Targeted children are monitored and assessed using the Personal Development Curriculum Academic resilience and independence will be increasingly consistent throughout learning opportunities</p>
<p>E.</p>	<p>Outcome: Less learning time is lost to resolving issues because self-regulation and conflict resolution are improved.</p> <p>Measure: Scrutiny of behaviour records, observations and use of Personal Development measures.</p>	<p>Targeted children are monitored and assessed using the Personal Development Curriculum Key children are triaged and supported through the Emotional Wellbeing team Consistent lunchtime routines support the development of self-regulation and conflict resolution skills. Fewer behaviour incidents are reported</p>
<p>F.</p>	<p>Outcome: Overall PP attendance improves to 96.1%, in line with expected school average. The</p>	<ul style="list-style-type: none"> • Attendance meetings held with targeted PP children and parents • Targeted children invited to attend Breakfast Club

	<p>number of PP persistent absentees reduces to 10% or below.</p> <p>Measure: Through weekly attendance monitoring.</p>	<ul style="list-style-type: none"> Classroom incentives to encourage children's punctuality and attendance. School reward system in place to encourage children's attendance.
G.	<p>Outcome: Parents/carers take an active interest in their children's progress and are able to support their children with key learning, including reading, spelling and homework.</p> <p>Measure: Increased number of targeted parents/carers attending school events. Improved quality of homework submitted.</p>	<ul style="list-style-type: none"> PP children make better progress when their parents/carers are better informed and more confident in supporting them. Parents/carers are encouraged to attend school events and staff find mutually convenient times to meet Structured conversations are used to support target families.
H.	<p>Outcome: All PP children are able to access curriculum-linked trips and breakfast club</p> <p>Measure: Through financial support applications, monitoring of trip and breakfast club attendees.</p>	<ul style="list-style-type: none"> For eligible families, trips and breakfast club are subsidised.

5. Review of expenditure

Previous Academic Year	2017 - 2018		
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)
A & E	INSET sessions & Staff Meetings on different provision	Staff have a strong understanding of how to support PP children in class. Staff responded positively to CPD and the impact was evident in	A clear CPD programme has been mapped for the 2018/2019 academic year. From each CPD opportunity, there is a clear

	for PP children, including those with SEND, based on the EEF Toolkit	lesson observations, work scrutinies and pupil voice. The greatest impact was in those classes where the teaching was consistently good or better.	understanding of what the next steps/actions are. There will be more regular coaching time scheduled with the PP lead.
A & B	TA Meetings on different provision for PP children, focused on high quality feedback.	TAs have a deeper understanding of pupil premium children and what additional support looks like. Precision Teaching (5MB) used well in particular classes and all intervention was tailored. The greatest impact was seen in classes with a consistent TA.	Based on the information from 2017/2018, the use of precision teaching was far more effective than traditional interventions and will therefore be the main source of PP intervention in 2018-2019
A	Middle Leadership Programme	The members of staff ran excellent working models in class and their PP children made good progress but their skills were not disseminated effectively across the school.	We have two further teachers signed up for the NPQML and their project will be based on sharing knowledge across the school as opposed to staying focused on their own classes.
A & D	English Lead subject training – Talk for Writing & Literacy shed	The Talk for Writing approach has had a clear impact on progress and attainment in English.	We have a new English coordinator who will continue to focus on the T4W approach and will focus particularly on enthusing PP boys.
A	Assertive Mentoring Training	Assertive Mentoring has raised the profile of Maths across the school and has allowed us to consolidate basic mathematical concepts for our PP children.	Our use of Assertive Maths will continue but we do not require any further training on this. We will look for additional ways to support our PP maths progress and attainment.
A, B & D	Coaching Time with PP lead	The coaching time ended up being focused more on RI teachers (2 in particular). Although their understanding of PP provision was improved, the overall impact was not seen due to lack of quality first teaching.	A clear timetable has been mapped and will be followed for 2018-2019
A, B & D	Additional Year 6 teacher	Clear impact as pupil premium results increased from 2016/2017	This strategy will continue in the second half of the academic year.
A, B & D	Additional Year 2 teacher	Clear impact as pupil premium results increased from 2016/2017	This strategy will continue in the second half of the academic year.
B & C	Production of and training on the use of Personal Development	Teachers used the Personal Development measures and were able to talk about these in Pupil Progress meetings. Teachers had a clearer focus of what to track.	The measures are to be incorporated into the PSHE curriculum and a scoring system will be developed by the inclusion team.

	measures for PP children.		
C	Restorative behaviour training for all staff	This training was started at the beginning of the year but is something that we need to complete, focusing on developing the children's skills of conflict-resolution, perseverance and resilience.	This training will be focusing on developing the children's skills of conflict-resolution, perseverance and resilience.
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)
A	Booster groups for each year group	The greatest impact was seen in those classes with consistently good or better teaching (Year 2, 3 and 6).	Booster groups will continue for Year 2 and Year 6, with specific targeted groups in the other year groups.
A & D	Precision teaching within the school day	This worked extremely effectively in Years 2, 3 and 6 where teachers gave clear targets and the TA was consistent.	LA to train staff on setting and maintaining targets. Inclusion manager to monitor this from term-to-term.
A & B	ABC Read for Year 2 and Year 6	All 6 children supported by ABC Read achieved EXS in Reading in their KS SATs.	This will continue.
A, C & E	Respite provision	The child in question has secured a full-time place which is better suited to their needs.	We plan to use this provision for another child this year.
B & C	Emotional Well-Being Intervention (3 members of staff)	This has been a carefully monitored system and there have been significant improvements in the SEMH needs of the children seen by our team. 95% of children are PP and the waiting lists are full.	We are continuing with this approach and will be looking to expand our provision to include more children. The timescales of individual support will be reviewed on a half-termly basis.
G	Structured Conversations with parents of focus PP children	These started well and parents and children responded well. These were not maintained due to the demands of the term but they are due to be started again this year.	To continue but under closer monitoring from LA.

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)
E	Needs Audit provision and administration	Systems were specific and focused this year which meant that more PP children received tailored intervention and support.	Systems were specific and focused this year and this will need to continue as your numbers of PP children grow.
F	School-based attendance monitoring	Attendance for PP improved throughout the year and we were able to support families more effectively with our in-house team.	This approach will continue.
F & G	Employment of Family Support Worker	Relationships with our disadvantaged families are being strengthened as a result of our family worker's support.	The family worker role will be extended further this year, working with more families and arranging training and speakers for vulnerable families.
G & H	Provision of after-school activities	Clubs have not been monitored as rigorously as we had originally planned this year and therefore this needs to be a priority for next year.	To prioritise in 2018/2019
B & H	Subsidies <ul style="list-style-type: none"> • Trips • Clubs • Holiday provision Kit and uniform purchase	There is a clear system of financial support available for PP parents and families which some have taken up. This will be re-publicised in the next academic year.	To continue in 2018/2019
A, B	Development of outdoor learning	There is evidence of more outdoor learning but we have not spent enough time developing the outdoor spaces therefore the impact cannot yet be measured.	To be developed in 2018/2019

6. Planned expenditure

Academic year

2018 - 2019

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 ?
A & E	INSET sessions & Staff Meetings on different provision for PP children, including those with SEND, based on the EEF Toolkit	CPD for staff to support PP learners. We want to invest funding in longer term change which will help all pupils.	<ul style="list-style-type: none">• Staff feedback• Evidence of training evident in PP provision• Lesson observations• TA folders records• SENCO/Inclusion Manager observations	<ul style="list-style-type: none">• DHT• SENCO• Inclusion Manager	Half-termly
A & B	TA Meetings on different provision for PP children, focused on high quality feedback.	To update staff on effective ways to support PP children.	<ul style="list-style-type: none">• Monitoring of intervention• Scrutiny of intervention planning	<ul style="list-style-type: none">• DHT• Inclusion Manager	Half-termly
A	Middle Leadership Programme	To develop leaders to support PP both in class and whole-class	<ul style="list-style-type: none">• Sharing of good practice in staff meetings	<ul style="list-style-type: none">• KO/MH	Throughout the length of the course.

A & D	English Lead subject training – Reinforcing Talk for Writing Principles Support from the LEA	As part of developing key skills for the children, we want to work on developing vocabulary, spelling and phonics and real-life writing opportunities.	<ul style="list-style-type: none"> • Pupil Voice • Work produced in books • Observations • Work scrutiny 	<ul style="list-style-type: none"> • LCo 	January 2019
A	Assertive Mentoring CPD for staff	CPD throughout the year ensures that teachers are able to fine-tune their maths planning, focusing on key skills.	<ul style="list-style-type: none"> • Work in books shows consistency in key skills • Observations 	<ul style="list-style-type: none"> • LB 	Half termly
A, B & D	Coaching Time with PP lead	To ensure that teachers have the time to provide for their PP children, we want to invest in focused coaching time to work on support and stretch opportunities.	<ul style="list-style-type: none"> • Minutes from meeting • Evidence of coaching approaches evident in lessons and in work produced. 	<ul style="list-style-type: none"> • DHT 	From January 2019
A, B & D	Additional Year 6 teacher	Experienced Year 6 teacher (DHT) to support the core teaching of Maths and English.	<ul style="list-style-type: none"> • Observations • Work recorded in books • Accelerated progress 	<ul style="list-style-type: none"> • Y6 team • DHT 	From January 2019
B & C	CPD on the use of Personal Development measures for PP children.	To continue to track the personal development of our children, particularly those who are prevented from making academic progress due to SEMH needs.	<ul style="list-style-type: none"> • Personal Development records • Children's personal development visibly improving 	<ul style="list-style-type: none"> • Class teachers • DHT 	Half-termly, at assessment points.
C	Restorative behaviour training for all staff	We want to develop the children's emotional responses to problems and conflict. We are encouraging children to reflect on their behaviour and the impact on others.	<ul style="list-style-type: none"> • Number of behaviour incidents are reduced • Records kept of restorative conversations 	<ul style="list-style-type: none"> • HT 	January 2019

E	SLP training for SLT which will then be disseminated to staff via training sessions in INSET, staff and TA meetings	To enhance staff's skills in nurturing the mental health of PP children and to ensure that any mental health/SEMH needs are fully understood	•	•	Ongoing
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Total budgeted cost £46,500

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 ?
A	Booster groups for each year group	Target children (from pupil progress) invited to attend booster groups to allow focused teaching time from teachers and, in some cases, TAs. Evidence from 2018 KS2 Sats has proven the benefit of booster support.	<ul style="list-style-type: none"> Monitoring of progress in booster groups and the impact seen in class work. 	<ul style="list-style-type: none"> Teachers Monitored by DHT 	Half-termly
A & D	Precision teaching within the school day	1:1 or 1:2 work to support the teaching of key skills across the curriculum	<ul style="list-style-type: none"> TA logs record evidence Pupil voice Impact of precision teaching evident in books 	<ul style="list-style-type: none"> Teachers Teaching assistants 	Half-termly
A, D & E	1:1 and whole-school intervention	1:1 or 1:2 work to support the teaching of key skills across the curriculum	<ul style="list-style-type: none"> TA logs record evidence Pupil voice Impact of precision teaching evident in books Observation 	<ul style="list-style-type: none"> Teachers Teaching assistants 	Half-termly
A & B	ABC Read for Year 2 and Year 6	We have used ABC Read for Year 6 in the past and there has been a clear improvement in SATs results.	<ul style="list-style-type: none"> Monitoring by class teachers 	<ul style="list-style-type: none"> Y2 & Y6 teams 	Half-termly

A, C & E	Respite provision	Alternative provision due to high-level SEN and behaviour need	<ul style="list-style-type: none"> • Reports from respite care 	<ul style="list-style-type: none"> • HT 	Half-termly
B & C	Emotional Well-Being Intervention (3 members of staff)	Focused work to support children's SEMH needs.	<ul style="list-style-type: none"> • Notes from meetings • Positive impact on behaviour and responses around the school. 	<ul style="list-style-type: none"> • Inclusion Manager 	Half-termly
G	Structured Conversations with parents of focus PP children	We have used these in the past and have built up strong relationships with parents and children have made noticeable improvements (case studies available)	<ul style="list-style-type: none"> • Parent voice • Pupil voice 	<ul style="list-style-type: none"> • Class teachers • DHT 	Termly

Total budgeted cost £48,500

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 ?
E	Needs Audit provision and administration	Clear systems must be used to monitor provision for PP children and to ensure children are receiving sufficient support.	<ul style="list-style-type: none"> • Monitoring of records 	<ul style="list-style-type: none"> • SEN Admin Officer • DHT 	Half-Termly at assessment points
ALL	Provision and administration from PP lead	Clear systems must be used to monitor provision for PP children and to ensure children are receiving sufficient support.	<ul style="list-style-type: none"> • Monitoring of records 	<ul style="list-style-type: none"> • DHT 	Half-termly
F	School-based attendance monitoring	We now manage attendance within school. HT and Senior Admin Officer run the systems within school.	<ul style="list-style-type: none"> • Monitoring of records • PP attendance improves • Attendance panel meetings 	<ul style="list-style-type: none"> • HT • Admin Officer 	Weekly

F & G	Employment of Family Support Worker	We have employed a family worker to help us to support families and to improve communication between school and home	<ul style="list-style-type: none"> Meeting notes Observations 	<ul style="list-style-type: none"> Family Worker Inclusion Manager 	Weekly monitoring at inclusion meetings
G & H	Provision of after-school activities	We encourage PP children to attend after-school clubs in order to develop their personal development.	<ul style="list-style-type: none"> Club records 	<ul style="list-style-type: none"> Admin officer 	Half-termly
B & F	Provision of breakfast club	To encourage children's attendance and to prepare them for learning.	<ul style="list-style-type: none"> Children's attendance and punctuality improve Children are focused and engaged in class 	<ul style="list-style-type: none"> Office Staff 	Weekly
B & H	Subsidies <ul style="list-style-type: none"> Trips Clubs Holiday provision Kit and uniform purchase 	Financial concerns may cause children to be excluded from enrichment activities, which impacts on self-esteem.	<ul style="list-style-type: none"> Financial records kept by HT and EBM 	<ul style="list-style-type: none"> HT EBM 	Throughout year
A, B	Development of outdoor learning	We want to explore a range of learning opportunities for children and to develop key skills and personal development.	<ul style="list-style-type: none"> Observations Progress of outdoor space 	<ul style="list-style-type: none"> Subject Leads 	From April 2019

Total budgeted cost £70,000

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

- Analysis of previous PP spend
- EEF Toolkit
- Research by Marc Rowland
- Research from The Key