



# Pupil premium strategy statement

1. Summary information					
<b>School</b>	Meadowside Primary School				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£132979	<b>Date of most recent PP Review</b>	October 2016
<b>Total number of pupils</b> Oct Census 2015	398	<b>Number of pupils eligible for PP</b> Jan Census 2016	98 (24.6%)	<b>Date for next internal review of this strategy</b>	March 2017

<b>Academic Year</b>	2015/16	<b>Total PP budget</b>	
<b>Total number of pupils</b> Oct Census 2014	394	<b>Number of pupils eligible for PP</b> Jan Census 2015	83 (21%)

## Good Level of Development – Reception 2016

Good Level of Development Measure		
	National 2016	Meadowside 2016
<b>All</b>	69%	71%
<b>PP</b>		73%

## Year 1 Phonics 2016

Phonics		
Year 1 Phonics Check	National 2016	2016
<b>All</b>	81%	80%
<b>PP</b>	70%	90%
<b>Girls</b>	84%	75%
<b>Boys</b>	77%	85%

### Key Stage 1 Attainment 2016

KS1 2016	EXPECTED +		
	National All	All	PP
Reading	74%	59%	64%
Writing	65%	66%	71%
Maths	73%	58%	64%
Combined		49%	50%

### Key Stage 2 Attainment 2016

KS2 2016	Expected+ National	Expected+ ALL	Expected+ PP
Reading	66%	57%	20%
Writing	74%	68%	60%
EGPS	72%	80%	70%
Maths	70%	52%	40%
Combined	53% (Floor 65%)	36%	0%

## 2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers	
<b>A.</b>	Children not making enough progress in reading due to weaknesses in comprehension skills and stamina to read longer texts
<b>B.</b>	Children not making enough progress in maths not having secure enough foundations in maths, and knowing how to tackle multi part questions in KS2.
<b>C.</b>	Children not making enough progress in writing due to weak spoken language skills and writing is very 'speechlike'.
<b>D.</b>	Children find it hard to focus in class as not able to cope with emotional issues.
External barriers	
<b>E.</b>	Families who have issues at home and find it difficult to support their children and children come into school not ready to learn.

<b>3. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children will be reading more regularly and be able to read longer texts. Children have gained relevant phonic skills to be able to read longer texts independently. Careful tracking of levels and which reading band children are on half termly. Once children have relevant decoding skills will be able to discuss passage read through reciprocal reading and confidently answer a range of written comprehension questions.	Pupils eligible for PP will be least in line with National Average for age related in reading.
<b>B.</b>	Staff will have high enough expectations for children so there are accessing the appropriate age related curriculum for their needs in maths. Children will have had appropriate interventions to secure their basic understanding. Children will have had specific teaching in how to tackle more complex questions.	Pupils eligible for PP will be least in line with National Average for age related in maths.
<b>C.</b>	Staff will have high expectations for the quality of written work. Children will have had appropriate interventions to ensure they are able to write independently and at the level of their year group.	Pupils eligible for PP will be least in line with National Average for age related in writing.
<b>D.</b>	Children will be able to focus in lessons as they will have strategies for coping with emotional issues. PSM and SS club	All children will be focussed in class and not distracted by other issues.
<b>E.</b>	Children will have a more settled home life and come into school ready to learn.	Fewer behavioural incidents recorded for these children

4. Planned expenditure						
Academic year		2016/17				
A. Quality of teaching for all						
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?	Cost
A. Improved reading skills	<p>Staff training on Reciprocal Reading Approach for teachers and teaching assistants</p> <p>Comprehension intervention groups</p> <p>TA/HLTA support in class</p> <p>Teacher planning targeting the needs of PP children</p> <p>Reading Buddies</p> <p>Rapid Readers</p>	<p>We want to invest some of the money in long term change to staff having skills in delivering high quality reciprocal reading sessions and focussing on PP children will enable the children to make better progress.</p> <p>Many different evidence sources e.g. EEF Toolkit suggest reading buddies is an effective way to raise standards.</p> <p>We have used Rapid Readers successfully with Y2 and Y3 children in the past to improve confidence, decoding and fluency skills.</p>	<p>Use INSET days to deliver training</p> <p>English Leads and PP Lead observing sessions focusing on the learning that is happening</p>	Eng Leads and PP Lead	March '17	£21,700
B. Improved Basic Maths Skills	<p>Implement 123 Maths for intervention groups</p> <p>Implement Maths No Problem for intervention groups</p> <p>Use HLTAs and TAs to address misconceptions as they occur with further teaching</p> <p>Use HLTAs to teach the</p>	<p>Many different evidence sources e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is a suitable approach we can implement across the school.</p> <p>Maths No Problem and 123 Maths have been shown to be successful in other schools in improving basic maths skills.</p> <p>Small group interventions with</p>	Maths Leads to deliver CPD through staff meetings	Maths Leads	March '17	£16,200

	class to allow Class Teachers to teach small targeted groups of children	highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.				
C. Improved writing skills	<p>KS1 and lower KS2 staff have higher expectations for writing</p> <p>Change to all writing being done in a Learning Journal, rather than separate subject books.</p> <p>Use HLTAs to teach the class to allow Class Teachers to teach small targeted groups of children</p>	<p>After consulting Outstanding School with similar demographic who demonstrated improved writing results.</p> <p>Children see links more clearly between skills and have same standard of writing in all subjects.</p> <p>Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p>	Eng Leads and PP Lead to monitor Learning Journals for high expectations and consistency	Eng Leads and PP Lead	March '17	£35,576
D. Improved monitoring of pupil outcomes	Customised use of Target Tracker to monitor progress	Ensure effective use of monies to give best outcomes	Governor review	PP lead	March '17	£8,348
<b>Total budgeted costs</b>						<b>£81,824</b>

<b>B. Targeted support</b>						
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	<b>Cost</b>
D. Focus of children in lessons	Sunshine Club extended for children in KS1 and KS2 who find lunchtime playtimes hard to cope with on the main playgrounds.  Pastoral Support Manager (PSM) available to work with individuals and small groups of children	Sunshine Club worked successfully for KS1 children last year, with less incidents of children being involved in playtime issues and being in a frame of mind to settle to learning quickly in afternoon sessions.  PSM has been used effectively last year to help children who are having emotional difficulties in finding ways of overcoming these issues, using programmes such as 'Talk and Draw', 'Hand of Support'	PSM and SENCO monitoring the provision Feedback from class teachers on children who may need provision and effectiveness of those who are receiving provision.	PSM and SENCO	March '17	£12,550
E. Children have a settled home life	PSM working with families to support them with issues such as behaviour, bedtime routines or set up EHAs  Children well nourished  £100 voucher for children eligible for PP funding for parent/carer to spend on enriching their child's education.	Lack of central support services in Northants to support our most vulnerable pupils and families.  PSM able to engage with families who may be experiencing some difficulties to support them before the problems escalate further.  PSM to run relevant support programmes for parents/carers  Provision of FSM & milk  Vouchers can be spent on school visits, residential, clubs run by the school or uniform. This has been shown to be successful at many other schools.	Thorough briefing of PSM about social and emotional issues as a barrier to learning and monitoring progress of families who have been supported  PP lead signs to ensure voucher has been spent appropriately.  Regular review of uptake of FSM & encouragement to take milk	PSM and PP Lead  PP Lead  PP lead/PSM		£38,549
<b>Total budgeted costs</b>						<b>£51,099</b>

<b>5. Review of expenditure</b>	
<b>Current Academic Year (2016/2017)</b>	<b>Total Expenditure £132,923</b>
<b>Previous Academic Year (2015/2016)</b>	<b>(see previous website statement)</b>