

The recent study from the DfE – School Cultures and practices: supporting the attainment of disadvantaged pupils- a qualitative comparison of London and non London schools August 2018- has been used as the basis for this PPG action plan for 2018-19. The actions centre around the 11 themes as identified on page 3 of the report and have been categorised into 4 areas to suit the needs of Meadowfield School.

Area 1 encompasses Aspirations and Expectations; Positivity, energy and purpose; collaboration and competition

Area 2 encompasses Data and evidence and behaviour and attendance

Area 3 encompasses Staffing; Leadership, Targeting resources

Area 4 encompasses Partnerships and activities; learning environment and parental engagement.

Each area has its own evidence base and actions to be taken to close the gap between the attainment of our non disadvantaged and our disadvantaged pupils. It must be noted that Meadowfield Primary has one of the highest percentages of PPG pupils in the city of Leeds at 73%, more than three times the national average, and many of these pupils live in the 10% most deprived areas of the country. Many children face multiple barriers to attainment which include poverty, generational lack of aspiration, vocabulary deprivation, speech and language difficulties, nutritional deprivation and lack of foetal nutrition and care as well as attendance, mental health issues within the family and non engagement.

Priority 1 Aspirations and expectations; positive, energy and purpose; collaboration and competition		Priority Targets/success criteria: That all stakeholders buy into, know and exemplify the vision and values of the school every day That all decisions are made with the vision and values at the heart of them That negativity is challenged and positive energy is celebrated The school works in collaboration with its new MAT – Red Kite Learning Trust – and is competitive to achieve well by comparing itself to other settings in more affluent areas That there is a no excuses culture to the children's attainment and future					
Evidence base		2018 results show that, while the gap between disadvantaged and non disadvantaged pupils is less than national and closing in some areas, this improvement is not rapid enough and there is still a trend through school whereby disadvantaged pupils do not achieve or perform as well as their peers					
Tasks and Actions to be taken	Person/s Responsible	Date for actions	Resources	Monitoring	Milestones	Outcomes	Evidence
Obj.1: school vision and values are shared with all stakeholders and are on display	HS and all	September INSET and assembly	INSET day Assembly time Display boards in class	Governors to monitor this and see assembly coverage Team leaders to monitor use of vision and values in class	September HT report September and on going	Collegiate approach No excuses culture External reports comment on aspirations and vision	Visit reports SIP review SEF – and reviews of this Governor minutes
Obj. 2: vision and values form the basis of the SIP and the school behaviour principles	SLT Govs AC	SIP agreed end of Sept and in LGB meeting October RKLt meetings in November Behaviour principles agreed end of Sept and on website	Meeting time Evidence collection and review time Time for DHT behaviour lead	SLT and governor and RKLt board monitoring of SIP	SIP meets need and focuses resources Statutory compliance for behaviour principles on website end of September	Consistent approach to behaviour exemplified by behaviour principles underpinned by vision and values	External reports Behaviour monitoring Governor minutes

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			Use of new inclusion mentor	Behaviour principles to agree and publish on website (statutory)			
Obj. 3: the school's outcomes improve	All	Sharing of data with RKL Identify strong practice and make use of this Use of new primary SID to identify appropriate new strategies	RKL top slice SID time SDM time	Data collections SLT and team leaders Governors RKL board Appraisal objectives	Baseline data from July 2018 can be compared to half termly data captures- some narrowing seen by Dec; this narrows further Easter so no gap is larger than 10% by July 2019	Gaps narrow All school outcomes improve Positive progress measures for KS2 July 2019	Data ASP IDSR – Nov 2019
Evaluative questions	Do all stakeholders know, understand and share ownership of vision and values? Can they be seen in daily practice? Is the gap narrowing for disadvantaged pupils?			Monitoring including governor involvement	Strategic govts meetings LGB meetings RKL board		
Priority 2 Data and evidence Behaviour and attendance		Priority Targets/success criteria: Attendance improves to be in line with national average at around 95%; there is no discernible difference for attendance of disadvantaged pupil and non disadvantaged As a result outcomes improve					
Evidence base		2018 results show that, while the gap between disadvantaged and non disadvantaged pupils is less than national and closing in some areas, this improvement is not rapid enough and there is still a trend through school whereby disadvantaged pupils do not achieve or perform as well as their peers					
Tasks and Actions to be taken	Person/s Responsible	Date for actions	Resources	Monitoring	Milestones	Outcomes	Evidence
Obj.1: outcomes improve for disadvantaged pupils Staff believe all children can achieve well despite barriers	All NHe	Data collections termly compare disadvantaged to non and to other schools in RKL	Classroom monitor or other data tracking system Identification of pupils at ARE in KS1 to maintain trajectory Interventions – early and rapid responses	SLT Team leaders Governors RKL board	Gap is identified and communicated to teaching staff Oct 2018 Impact conversations Dec 18- gap is no larger than baseline (July 2018) Gap narrows over Easter and by July 2019 is no more than 10%	Higher outcomes Positive progress measures Narrowing of gap More children at ARE- targets set using FFT 20/50 and evaluated	Data LGB minutes Appraisal outcomes HT reports External visits including SID
Obj. 2: attendance improves especially for disadvantaged pupils and those in EY	All Oasis team EY team	Attendance reward and monitoring Continue to raise profile Establish early contact with EY parents – Sept 18 Break down attendance information for disadvantaged and non for govts – HT report	Oasis increase time on attendance – esp first day contact- through use of inclusion mentor	Attendance reports to SLT and LGB HT report Information in SIP review	Contact made face to face or on phone with 90% of EY parents by Oct half term Improved attendance seen by xmas when compared with 17-18; this continues so attendance for EY exceeds 94% and for school over 95.5% Attendance for disadvantaged pupils is in line with peers	Attendance improves when compared to 17-18 Outcomes also improve	Attendance reports to SLT and LGB HT report Information in SIP review

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Evaluative questions	Do children realise impact of non attendance on outcomes? Are teachers challenging parents for reasons for non attendance? Is first day contact rigorous and making a difference?	Monitoring including governor involvement	Attendance reports to SLT and LGB HT report Information in SIP review				
Priority 3 Staffing Leadership Targeting resources	Priority Targets/success criteria: All staff – regardless of role- exemplify the high aspirations and no excuses culture All staff work to overcome barriers to learning Teachers understand their data and know how to make changes as needed Staff team work hard but show consistent moral purpose- they believe they are making a difference						
Evidence base	2018 results show that, while the gap between disadvantaged and non disadvantaged pupils is less than national and closing in some areas, this improvement is not rapid enough and there is still a trend through school whereby disadvantaged pupils do not achieve or perform as well as their peers						
Tasks and Actions to be taken	Person/s Responsible	Date for actions	Resources	Monitoring	Milestones	Outcomes	Evidence
Obj.1: teachers show strong and effective quality first teaching; ensure teachers understand what their data is telling them	All	Typicalities and drop ins show effective practice Where practice is weak good/RI support is given quickly by teacher mentor Appraisal is used to support development of pedagogy and career development	SLT typicalities and monitoring Teacher mentor time Appraisal process Training and recruitment budget	Teaching report to SLT and LGB Teacher mentor monitoring Team leader drop ins	Typcaliites completed by end Nov 2018 PSP in place asap and monitoring every 4 weeks	All teaching is at least good Outcomes improve Differentiation is sound at all levels Gap is narrowing for disadvantaged pupils	Teacher mentor report Data HT report SLT and LGB minutes
Obj. 2: resources are deployed to support pupils in most need and to promote love of learning		Identification of pupils to stay or exceed trajectory including MAAT Adaptation of teaching (sharing of best practice) or deployment of resources to support increased progress or catch up Continue to amend and enhance curriculum including trips (subsidised) and residential	Teachers Data tracking Inclusion mentor SENCo Team leaders Subsidise trips and residential	Data collections SLT and team leaders Governors RKLt board Appraisal objectives Report on impact of trips	Baseline data from July 2018 can be compared to half termly data captures- some narrowing seen by Dec; this narrows further Easter so no gap is larger than 10% by July 2019	Gaps narrow All school outcomes improve Positive progress measures for KS2 July 2019	Data ASP IDSR – Nov 2019
Evaluative questions	Can staff articulate the outcomes of their data so they know if changes need to be made and what these should be? Is the school deploying resources effectively – is this making difference to outcomes for disadvantaged pupils? Do staff show they believe children can achieve – are there tangible high aspirations and how is this communicated to pupils especially disadvantaged and their parents?	Monitoring including governor involvement	Strategic govs meetings LGB meetings RKLt board				
Priority 4 Partnerships and activities Learning environment Parental engagement	Priority Targets/success criteria: Parents come into school regularly- this is valued by staff Where a family is identified as 'hard to reach' this is tackle appropriately (eg texting) for continued liaison and communication The school continues to raise its profile and make links with partners in different areas and counties The learning environment is reflective, appealing and welcoming						

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Evidence base		2018 results show that, while the gap between disadvantaged and non disadvantaged pupils is less than national and closing in some areas, this improvement is not rapid enough and there is still a trend through school whereby disadvantaged pupils do not achieve or perform as well as their peers					
Tasks and Actions to be taken	Person/s Responsible	Date for actions	Resources	Monitoring	Milestones	Outcomes	Evidence
Obj.1: actively engage parents as often as possible into school	All	Class assemblies FUDGE Xmas Reading breakfasts High aspirations for parents' evenings Career kids for Y5	Timetabling and time Bread and spread Tea and coffee	SLT Reports to LGB and RKLT HT reports	School calendar is shared in September Website updated weekly Parents evenings in November and March	More parents want to come in school More parents are positive about school and what is being achieved	Questionnaires Anecdotal evidence
Obj. 2: the school is outward looking	All	The partnerships are relevant and varied and complement school values The partnerships enable engagement of disadvantaged pupils	Links with TNLP and RKLT	SLT Reports to LGB and RKLT HT reports Partnership reports	Termly reports Questionnaire Summer 1 2019	The school has a positive reputation amongst all stakeholders	External reports Press coverage
Evaluative questions	How is the school engaging external partners to support outcomes and engagement of disadvantaged pupils?			Monitoring including governor involvement	Visits Meet with parents Reports from partners		