



# **Meadowside Primary School**

**Pupil Premium  
2018 - 2019**

**Reviewed: September 2018**

**Next Review: September 2019**

## Pupil Premium Report

At Meadowside Primary School we recognise that children face many barriers to their learning. It is part of our ethos to ensure that these are effectively and efficiently removed so that all children make good progress. An integral part of this work surrounds the use of our pupil premium money which is given by the government to support the education of, for example, free school meals and children in care.

For the academic year **2018 – 19**, we have received **£50,720** in funding.

### **What are the main barriers at Meadowside to future attainment? (for pupils eligible for pupil premium, including high ability)**

- Achievement (particularly progress) in writing across the school
- Confidence and attitudes towards learning in targeted year groups.
- Attendance.
- Mathematical confidence and problem solving skills in key stage 2.

### **What is the planned expenditure for this academic year?**

#### **2018 – 19**

<b>Intervention/How the money will be spent</b>	<b>Desired outcome/s</b>
<i>POD Club:</i> (an after-school club that gives children the opportunity to extend their learning outside of the curriculum with musical, forest school, art, cookery and other fun and engaging activities. Opportunity for achievements to be celebrated in assemblies and classrooms.	Improvement of children's engagement confidence, resilience and perseverance.  A greater number of pupil premium children accessing clubs.
Thrive training for two members of staff.	To develop resilient and confident children (Thrive objective).
Learning mentor for one day per week.	Learning mentor worked closely with children and families who are supported by pupil premium to help develop their emotional resilience. Improved emotional well-being.
Counselling/play therapy for ½ day per week.	Pupil premium children targeted to help with their mental well-being. Assessments by counsellor indicated improved mental well-being.
Attainment and progress in current year 5 class is currently lower than national figures. Additional teacher for English in year 5 to help provide verbal and written feedback for pupil premium children.	Narrow the gap in reading and writing for pupil premium in relation to their peers.
Book club. Targeted work with a group of year 5 children. After-school club led by the class teacher.	Create a 'love of books and reading'. Children more engaged in their English lessons as a result.
Additional teacher for maths in the lower ability/confidence year 6 classroom to help provide verbal and written feedback for pupil premium children	Narrow the gap in maths for pupil premium in relation to their peers.
Assistance with funding for school trips and residential.	Children can attend and fully partake in events that families struggle to cover the cost with.
In classes across the school, TA and class teacher support to enable targeted/personalised feedback.	Feedback focus to enable pupil premium children to have extra opportunities to make their expected progress.
Academic subscriptions to ensure home/school access to study support.	Greater engagement with homework and learning at home.

Class teachers in year 6 to call home to parents and carers of pupil premium children x1 a term to talk about attitudes to learning, celebrating success and progress and attainment in their learning.	Strengthening relations between parent-teacher-child/children. Improve resilience and attitudes to learning.
Year 5 teacher to send messages home to parents about their attitudes to learning, celebrating success and progress and attainment in their learning.	Strengthening relations between parent-teacher-child/children. Improve resilience and attitudes to learning.

#### How do we measure the impact the impact of the Pupil Premium funding?

- Standing agenda item on SLT and Governing Body
- Pupil progress meetings (at least 3 times a year)
- Assessment data e.g. ASP. See tables below for a summary of achievement
- Learning Walks
- English and Maths leads monitor subject specific monitoring
- Planning meetings with teachers/teaching assistants
- Observations by SLT

#### Attainment of KS2 Pupil Premium/FSM Ever 6 children at Meadowside Primary School 2017 – 18 compared to all children in their cohort

<b>Subject</b>	<b>Non-FSM children KS2</b>	<b>Pupil Premium children KS2</b>
Reading	Awaiting data	103.6
Maths	Awaiting data	100.4
Combined reading and maths	Awaiting data	102
Writing (teacher assessed)	86% achieved expected standard	60% achieved expected standard
Number of children in each year group	23	5

**Progress of KS2 Pupil Premium/FSM Ever 6 children at Meadowside Primary  
School 2017 – 18 compared to all children in their cohort**

<b>Subject</b>	<b>Non-FSM children</b>	<b>Pupil Premium children KS2</b>
Reading	Awaiting data	Awaiting data
Maths	Awaiting data	Awaiting data
Combined reading and maths	Awaiting data	Awaiting data
Writing	82% made expected progress	60% made expected progress
Number of children in each year group	23	5

**How was the 2017 – 18 Pupil Premium Fund spent?**

For the academic year 2017 – 18 we received **£49,120** as a payment for our pupil premium.

This was spent as follows:

<b>Intervention/How the money was spent</b>	<b>Impact</b>
1:1 targeted pastoral support for pupils with low attendance, social, emotional, developmental and behavioural needs.	Increased engagement during learning time. Improved behaviour. Resilience to learning. Giving themselves high expectations. Improved progress in reading, writing and maths.  Structured conversations to take place with agreed targets relating to individualised learning behaviours.
Key stage 2 intervention groups in reading and writing. Targeted children involved in reading project.	Greater number of pupil premium children at age related expectations.
1:1 year 6 support in mathematics by a specialised and excellent teacher, in readiness for secondary school	Improved progress to bring children eligible for pupil premium in line with their peers.
1:1 and small group support for year 2 by a specialised and excellent teacher, in readiness for end of year assessments in maths, reading and writing.	Improved progress to bring children eligible for pupil premium in line with their peers.
Extra member of staff employed to work with Year 3 to boost attainment and progress in reading, writing and maths.	Targeted support to close the gap. Achievement data frequently checked to review intervention and progress of children.
Additional hours given to an excellent class teacher to support children in both key stage 1 and 2.	Supporting the class teachers in individual children's gaps and misconceptions.
Learning mentor for one day per week.	Learning mentor worked closely with children and families who are supported by pupil premium to help develop their emotional resilience. Improved emotional well-being.
Counselling/play therapy for ½ day per week.	Pupil premium children targeted to help with their mental well-being. Assessments by counsellor indicated improved mental well-being.
Staff training in reading and writing. Including spelling, punctuation and grammar.	Improved subject knowledge and teachers being better prepared for new end of key stage assessment guidelines.
<i>POD Club</i> : an after-school club that gives children the opportunity to extend their learning outside of the curriculum with musical, forest school, art, cookery and other fun and engaging activities. Opportunity for achievements to be celebrated in assemblies and classrooms.	Improvement of children's engagement confidence, resilience and perseverance.  A greater number of pupil premium children accessing clubs.
Financial support for educational visits and residential.	Assists families with the financial aspect of sending a child on a trip that is otherwise unaffordable. Increased confidence, motivation and resilience as a result.

**In 2016 – 17, the number of children eligible for pupil premium was very low so we have not reported the data as it risks identifying the children.**