

Meadows First School Pupil premium strategy statement (Primary) 2020-2021



School overview

School name	Meadows First School
Pupils in school	341 (inc Nursery) 300 without N
Proportion of disadvantaged pupils	15% 51 children 16% 49 children (no N)
Pupil premium allocation this academic year	<p>£68505 estimated £1345 per pupil (ever6) £2,345 per pupil LAC / PLAC £310 per pupil service £300 per pupil EYPP</p> <p><i>It is important to note that this year there is a COVID-19 catchup funding in place at approximately £80 pp (YR-Y4 ONLY) but not ring fenced to just PP although mainly to support vulnerable/disadvantaged £24,000</i></p>
Academic year or years covered by statement	2020-21
Publish date	01 December 2020
Review date	01 November 2021
Statement authorised by	Sue Hewitt (head teacher)
Pupil premium lead	Wendy Dwyer (Designated Teacher for LAC)
Governor lead for pupil premium	Eliza Parker

Disadvantaged pupil performance overview for last academic year (2019-20)

Context: Spring data shown below due to COVID-19. In total across school (from YR-Y4) there were 52 PP children in school. 24 children also identified as SEN with 2 EHCP. Analysis has also been done of children who are PP and not SEN.

Reception	achieving GLD	Reading	Writing	Maths
School PP	50%	50%	67%	79%
National PP (no data 2020)	57%	62%	59%	66%
School Non PP	75%	76%	75%	83%
National Non PP	74%	80%	76%	82%
Year 1 phonics screening	No phonics data 2020 due to COVID-19			
School PP/ National PP	No phonics data 2020 due to COVID-19			
		reading	writing	maths
Year 1 PP/ non PP		63/77%	50/75%	50/75%
Year 2 PP/ non PP		56/87%	56/89%	56/91%
Year 2 national PP/ non				
Year 3 PP/ non PP		63/85%	38/85%	50/81%
Year 4 PP/ non PP		64/83%	64/79%	50/81%

PP (DIS) showing numbers of children and changes in cohorts over the years (mobility) – shows rapid decline in numbers

		N	R	1	2	3	4	
2016-17	PP no.	11	7	11	16	14	14	73/325 = 22%
2017-18	PP no.	5	13	8	12*	15	14	67 = 20%
2018-19	PP no.	5	7	13	8	13	14	60
2019-20	PP no.	7	6	7	16	8	14	58
2020-21	PP no.	2	10	8	8	15	8	51 = 15%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To develop a robust “catch up” curriculum that addresses and meets the needs of all disadvantaged pupils, including supporting wellbeing and behaviour through Nurture
Priority 2	Focussed interventions in class to support ‘catch up’ and close the gaps / accelerate progress (and use of provision mapper)
Priority 3	Prioritising reading across the school
Priority 4	Enrichment experiences to develop language and vocabulary
Barriers to learning these priorities address	Speech and language – especially in EYFS – lower attainment in CL and high number of children with S& L referrals High SEN within PP Lack of aspiration/ enrichment experiences (home life) Attendance – children missing key learning Access to equipment at home to support learning (provide in school)
Projected spending	£68,505

Teaching priorities for current academic year

Aim	Target	Target date
Priority 1 To develop a robust “catch up” curriculum that addresses and meets the needs of all disadvantaged pupils.	Children are settled in school and ‘ready to learn’ with their social emotional and behavioural needs met and supported through a holistic approach to wellbeing and our recovery curriculum	July 21
Priority 2 Focussed interventions in class to support ‘catch up’ and close the gaps / accelerate progress (targeting support of SEN with PP and use of provision mapper)	Achieve at least national average scores for Reception/ Y1 phonics and Y2 Sats for pp To close gaps across the school between PP and non PP with a focus on ensuring identified SEN PP children make good or better progress from their starting points	July 21
Priority 3 Reading	Reading attainment to be at least in line with national (in YR – at least national in reading/ Y1 phonics screening/ Y2) and to close gaps in all year groups	July 21

Priority 4 Enrichment opportunities to develop language and vocabulary	To continue to provide enrichment experiences as part of the curriculum including local trips, visit to the theatre, visitors to school. Classroom coverage of the curriculum reflects the intent to increase cultural capital.	July 21
Other	To continue to monitor and support families and children with poor rates of attendance, so that attendance/ engagement with school improves Increased engagement of families To ensure that disadvantaged children still have support to compensate for lack of IT at home to support their learning (for programmes such as timetables rockstars) – we will purchase ipads to help children have more access to such programmes in school	July 21

Targeted academic support for current academic year

Measure	Activity	spending
Priority 1	<p>From September 2020, it is essential that as a school, we assess for gaps before moving forward with the relevant Year group curriculum. Therefore, the first two weeks of learning (at least) will be PSHE and recovery curriculum focused for assessments to take place. This will aid with the identification of children requiring catch-up provision. Pupil progress meetings will be brought forward to assess the needs across the school. It is expected that most pupils will have gaps in their knowledge, but disadvantaged pupils are likely to face extra challenges as a result of COVID-19.</p> <p>Trauma informed training (TISUK) for SENDco with a view to developing the HIVE for supporting emotional and behavioural needs of children</p> <p>CPD for staff on wellbeing –building on trauma informed training to develop a culture of wellbeing for staff and pupils</p> <p>Use of jigsaw/ trauma informed tracking to identify children that need support</p> <p>The Hive to be used as a base for supporting groups of children for wellbeing and behaviour (when bubbles are allowed to mix)</p> <p>Breakfast purchased for children to have in school in place of breakfast club – and when the scheme continues we will continue to use fare share</p> <p>EYFS – we are an Early Adopter school – the new ELG of self regulation will ensure a focus in classes on children managing their own behaviours</p>	<p>TISUK training £2000</p> <p>Jigsaw £100</p> <p>Hive – 2 Tas x £15.11 x 1 hour x 5 days weekly= £5892.90</p>
Priority 2	<ul style="list-style-type: none"> Acknowledging the high SEN proportion of pupil premium the PP lead will work closely with SENco for interventions across the school. Due to minimising mixing of 'bubbles' this will be mainly in the form of additional adults in each classroom to support HLN and PP for in class interventions/ preteaching and support. Provision mapper purchase and CPD training for all staff Provision mapping will detail support using 'provision mapper tools' This will be sent home to parents to establish closer liaison with school and families.Provision mapper tools to increase support of SEN purchase of dyslexia screening 	<p>Tas in each class for extra days and afternoons –</p> <p>Nursery £13,438</p> <p>YR extra support: 2 x Tas £19970</p> <p>Y1 extra pm daily £5892.90</p> <p>Y2 extra 2 days £5892</p> <p>Y3 extra TA 3 mornings £1223.91</p>

	<ul style="list-style-type: none"> The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behaviour issues can be effective, especially for older pupils. This will be overseen by the SENCo, ensuring children who require the support are identified and targeted fairly and transparently High quality first teaching and introduction of 2 phonic sessions daily (Y1) - Ensuring staff use an evidence-based whole class teaching scheme for high quality reading and phonics Adaption of baseline materials in reception for early identification of children's needs in Nursery and reception Better reading/ rapid reading/ phonics interventions WRH training by maths lead To ensure staff are confident to deliver maths curriculum in line with WRH 	<p>Y4 extra TA x 3 pm £5,303 15.11 x Provision map costs £795 Dyslexia cost £200 TA interventions costs (if in addition to TA supporting in classes – eg Deputy leading phonics interventions) 1767.87</p>
Priority 3	<ul style="list-style-type: none"> To promote reading across the school by purchasing high quality texts including increased phonic progression of texts (YR& Y1) in line with 'letters and sounds' To deliver phonics sessions twice daily in year 1 and for DH to target specific children in Y1 and Y2 To promote high quality text and reading across the school (DEAR etc) EYFS to read regularly at least once daily to children and explore texts/ new vocabulary with 'word aware' and build up a bank of known texts/ stories/ rhymes To use online resources to promote reading at home alongside 'real books' (purchase of rising stars) To develop support for parents to encourage wider reading at home – (remote phonics workshops/ continue with reading challenges) Daily extra reading programme for all pupil premium children across school 	<p>Books purchased £2,293</p> <p>Online reading resources £400</p> <p>Support adults to hear extra readers £589.29</p>
Priority 4	<ul style="list-style-type: none"> To be creative with the curriculum to enable children to still receive high quality learning experiences despite 'lockdown/ covid-19 restrictions of visitors and enrichment activities To explore use of remote learning and IT to have enrichment opportunities within school (Idris in Y4 – virtual cooking/ whole school virtual school games https://www.activehw.co.uk/worcestershire-school-games) To train nursery teacher to be a forest school level 3 leader To explore further the use of the wellbeing garden and outside spaces for enrichment To develop the provision of the arts across school to increase enrichment and cultural capital across school (eg Meadows has talent/ artsweek) 	<p>FS training £800 Wellbeing garden inc Y1 area £2661</p> <p>Arts clay £700</p>
Barriers to learning	<ul style="list-style-type: none"> Speech and language – support from Service level Agreement with dedicated speech therapist working with identified children across school (early identification of needs – may lead to other agency involvement) - Adaption of 'language link' to screen pupils in Reception -Adaption of baseline materials in reception for early identification of children's needs in Nursery and Reception Use of NELI programme applied to via COVID-19 funding to support language in Reception 	<p>SLA S&L £5250</p> <p>AO cost TA x 3 hours per week £1767.87</p>

	<ul style="list-style-type: none"> Attendance officer to support families and children of low attendance (daily phone calls and support) Purchase of 'My concern' to support families and children to ensure closer working with agencies Purchase of ipads to support children who struggle with IT access at home (use of programmes such as rising stars/ rockstars) – and allocate time in school for children to access this support 	Ipads £13,347 (proportion of PP =£2268.99)
Projected spending	£68,505	£79205.73

Wider strategies for current academic year

Measure	Activity	spending
Priority 1	Recovery curriculum implemented across school Trauma informed training CPD all staff The Hive – monitor behaviour and wellbeing – breakfast club reboot when covid restrictions allow for this Wellbeing of all – refocus on PSHE Breakfast provided for children in classes Monitor timetable and curriculum across the school to 'catchup' and close gaps Purchase of 'My concern' to support families and children to ensure closer working with agencies	TISUK training £4000 The Hive staffing 2 x Tas 1 hour daily Breakfast costs My concern £863
Priority 2	Pupil progress meetings – increased in number to monitor all children and target support – Measure effectiveness of interventions and extra adults to provide support in classes Staff review days for 1 to 1 discussions with pupils rebooted when bubbles can mix	Additional days for SENco in school for PPM Staff review days cover costs
Priority 3	Reading strategies across the school led by Literacy lead	Lit lead time to plan
Priority 4	Whole school projects for curriculum enrichment (when Covid-19 allows) – such as visitors to school and educational visits re established Forest School	Costed above
Barriers to learning	Language and vocab - Word aware across school/ S&L service level agreement Attendance -monitoring and support support to families - My concern – safeguarding monitoring and liaison with school nurse/ outside agencies/ Early Support IT extra provision in school to target PP lack of home support	SLA- costed above £12,362
	total	£17,225
	PP £68505 + COVID catchup funding £24,000 = £92,505	£96,430.73

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>COVID-19 – bubbles do not allow for mixing of staff and so teaching is restricted (cannot share expertise across year groups/ restrictions on implementing some aspects of curriculum and sharing of resources)</p> <p>Close contact with children – during COVID -19</p> <p>HIVE use is limited as we cannot support groups across the school for breakfast club or for wellbeing groups due to COVID-19</p> <p>Ensuring enough time is given over to allow for staff professional development and making sure staff wellbeing is monitored and supported</p>	<p>Lifting of COVID-19 restrictions when it is allowed</p> <p>Staff to wear visors and use plastic guards when working closely with pupils</p> <p>Use of INSET days and additional cover being provided by senior leaders</p> <p>Teachers offer support in classes (breakfast offered to individual children)</p> <p>Wellbeing of staff monitored and supported by allowing extra times (staff meetings etc)</p> <p>Wellbeing groups in classes</p>
Targeted support	<p>COVID-19 bubbles means that staff experienced in teaching phonics etc have to be limited to one year group/bubble</p> <p>Teachers having time to use provision mapping</p>	<p>Baseline assessments in all year groups followed by pupil progress meetings to ensure that children who may have fallen behind are supported in class</p> <p>Adults that can support leading interventions that stay within year group and do not cross bubbles</p> <p>TAs have been added to each class for extra adult support to target support within the class under guidance of teacher</p> <p>2 sessions of phonics taught daily in Y1 and 2</p>
Wider strategies	<p>Engaging with parents and families during COVID-19 means that parents cannot come into school to receive face to face support</p> <p>Speech and language support suspended until COVID-19 restrictions allow additional adults in school</p> <p>Attendance has to allow for children/families isolating due to COVID-19</p>	<p>Contact made with families over the phone/ daily greeting by head and deputy</p> <p>S& L to wear visor when working with children</p> <p>Attendance is monitored separately for COVID-19</p>

Review: last year's aims and outcomes

Aim	Outcome
Meeting individual needs through class-based intervention and specific groups being supported	Attainment of PP affected by COVID-19 lockdown Spring data shows: (see data above)

	<p>Gaps identified below from Spring data-</p> <p>2020 PP % ARE gaps within school (SPRING DATA USED)</p> <table border="1"> <thead> <tr> <th></th><th>R</th><th>1</th><th>2</th><th>3</th><th>4</th></tr> </thead> <tbody> <tr> <td>R</td><td>26</td><td>6</td><td>31</td><td>22</td><td>19</td></tr> <tr> <td>W</td><td>8</td><td>18</td><td>33</td><td>47</td><td>15</td></tr> <tr> <td>M</td><td>4</td><td>18</td><td>35</td><td>31</td><td>31</td></tr> </tbody> </table>		R	1	2	3	4	R	26	6	31	22	19	W	8	18	33	47	15	M	4	18	35	31	31
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Pupil premium children with HLN (SEN) (<i>RWInc focus to support interventions of children who have fallen behind in Y2</i>)	<p>No progress data due to COVID-19</p> <p>During COVID-19 lockdown some HLN did continue to attend school</p>																								
Speech and Language focus (word aware)	<p>Due to COVID-19 there is no data to show for this intervention – all outside agency work stopped (no Speech therapist in school etc) in order to show impact of support. However referrals were made into S& L to support children across the school</p> <p>Word aware planning was beginning to be embedded within curriculum planning for each year group</p>																								
Wellbeing & Emotional support	<p>No final data for thrive analysis – COVID-19</p> <p>Wellbeing wheel was being embedded in curriculum across the school</p> <p>During COVID-19 some vulnerable children continued to attend school and some were shielding and did not attend – regular phone calls and contact made with families eg Nursery –</p> <p>Breakfast club was well supported and through the use of fare share children were provided with breakfast/ snacks on a daily basis</p>																								
Attendance	No data for end of year due to COVID-19																								
Family engagement	<p>No external agencies were allowed in school - although we continued to monitor and support lac etc through meetings and epeps virtually. Emails were set up for class teachers to support parents</p> <p>Phone calls were made to families – particularly those who were deemed more vulnerable</p> <p>Food parcels were arranged</p> <p>Zoom meetings- some on a daily basis for families struggling in lockdown and support given</p> <p>Transition into early years was communicated through website and also teachers contacted families by phone and delivered packs to doors</p> <p>Regular communication set up between schools and families during lockdown</p> <p>Safeguarding was monitored regularly and the use of MY CONCERN supported needs</p>																								