

Meridian Primary School Pupil Premium Strategy 2019/20

1. Context					
Strategy written by: Jo Graham (HT) and Jane Sneddon (DHT/PP Lead)			PP Link Governor: Richard Graham (Chair of Curriculum Sub-Comm)		
Academic Year	2019-20	Total PP budget	£72,900	Review of pupil premium strategy	October 2019
Total number of pupils	229	Proportion of pupils eligible for PP	19%	Next review date	October 2020

2. Our Vision for Meridian Pupil Premium Children

As recognised by Ofsted in May 2019, we "have the highest aspirations for disadvantaged children". Driven by our whole school values, our aim is to challenge any **inequalities** which may exist and close the achievement gap between children who are disadvantaged and those who are not, thereby improving children's life chances. We work hard to ensure the **inclusion** of all children and to accelerate progress for our pupil premium children. To this end we strive to **nurture** the children in our care and use current research and evidence to **creatively** explore new and innovative ways to support children's social and emotional development and the quality of their learning so that they become resilient, lifelong learners.

By the end of KS2, we have closed the attainment gap between Meridian children who are eligible for the PP funding and other non-disadvantaged children nationally. We want to continue to challenge social inequality by accelerating progress for our disadvantaged children further, thereby narrowing the in-school achievement gap.

3. Performance Outcomes in 2019

(i) Progress between KS1 and KS2 in 2019	<i>Pupils <u>not</u> eligible for PP - Meridian 2019</i>	<i>Pupils eligible for PP - Meridian 2019</i>	<i>Pupils <u>not</u> eligible for PP - National 2018</i>
Progress score reading	+0.4	-1.7	+0.3
Progress score writing	+3.2	+1.4	+0.2
Progress score maths	+2.1	- 1.1	+0.3
(ii) KS2 Attainment in 2019	<i>Pupils <u>not</u> eligible for PP - Meridian 2019</i>	<i>Pupils eligible for PP - Meridian 2019</i>	<i>Pupils <u>not</u> eligible for PP - National 2018</i>
% achieving expected standard in reading, writing and maths combined	93%	79%	70%
% achieving expected standard in reading	93%	79%	80%
% achieving expected standard in writing	93%	93%	83%
% achieving expected standard in maths	93%	86%	81%
% of Meridian PP children achieving the higher standard in reading: 14%	% achieving greater depth in writing: 29%		% of Meridian PP children achieving the higher standard in maths: 21%

4. Last Year's (2018/19) Pupil Premium Priorities and Outcomes

Priorities we focused on last year	Outcomes
<p>Implement Maths Mastery Increasing reasoning opportunities and accelerating progress of children across the school - teacher research groups for middle leaders, CPD and coaching for staff.</p>	<ul style="list-style-type: none"> • Ofsted (May 2019) recognised: "Middle leaders have taken part in teacher research groups. They have worked with local partners to research and devise a mathematics curriculum that is delivering accelerated progress for current pupils." • In 2019, progress of PP children at the end of KS2 in maths was in line with 2018; within a cohort of high SEMH/CP needs, attainment for Meridian PP children was sustained above 'other children nationally'.
<p>Improve children's resilience Increasing understanding of complex needs of Meridian disadvantaged children, building trust between home and school and improving children's resilience so they are ready to learn - Family Support Worker interventions, bespoke CAMHS/Music Therapy Project.</p>	<ul style="list-style-type: none"> • Key Clinical Outcomes of the CAMHS/music therapy project showed positive improvements in resilience and well-being for Meridian children. Link Governor monitoring visit reported that the holistic nature of the project alongside the commitment of Meridian teachers to improving children's resilience were contributing factors to success. • More disadvantaged children continue to achieve the expected standard in RWM combined by the end of KS2 than other children nationally.
<p>Identify and close learning gaps - TA and teacher interventions</p>	<ul style="list-style-type: none"> • Whilst there was a dip in pupil premium KS1-KS2 progress in reading in 2019, this was specific to a cohort with a high proportion of SEMH and CP needs. • Attainment for PP children at the end of KS2 in R, W and M remained higher than for other children nationally.
<p>Accelerate progress and improve attendance, particularly for PP children - introduce new tracking system and late gate to monitor persistent absence and punctuality more closely.</p>	<ul style="list-style-type: none"> • Overall attendance improved from previous year and persistent absence was reduced. The majority of persistent absentees are PP so this remains a target area. • Improvements in punctuality overall. Continue to build on this success through targeting particular families for support.
<p>Ensure all PP children have the opportunity to access wider opportunities and experience new challenges - GCSP arts project; subsidies for Y2/Y6 Camp and Y5 School Journey to Wiltshire; playclub and breakfast places</p>	<ul style="list-style-type: none"> • PP children took part in a series of drama and art workshops with other children from the GCSP partnership. They were successful in working collaboratively with unfamiliar children and adults and took risks. They were proud to see their work on display at the Tate as part of Tate Exchange. • The vast majority of PP children went on Y2/5/6 school journeys and spoke very positively about their achievements.

5. Strategy for Pupil Premium children this year (2019/20)

Overall Aim: Continue our successful emphasis on improving the progress of disadvantaged pupils to the extent that they make progress comparable to their peers in all subjects and continue to attain more highly than 'other children nationally' by the end of KS2.

The three headings below demonstrate how we plan to use the PP funding to (i) prioritise improvements in teaching, (ii) provide targeted academic support and (iii) deliver wider strategies. We drew on research and evidence to plan approaches most likely to impact on improving achievement.

(i) Teaching Priorities

<i>Rationale/Barriers to learning</i>	<i>Aims</i>	<i>Actions</i>	<i>Monitoring</i>
<p>Social disadvantage can result in limited aspirations and a lack of parental engagement. Some of our PP children may not be exposed to rich and varied life experiences such as early language opportunities which can put them at a disadvantage.</p> <p>The arts have a wider profile than STEM subjects in the school and we are aspirational that disadvantaged children see themselves as scientists and mathematicians, able to access these areas of work in the future if they choose.</p> <p>Teacher research baseline evidence shows that some Meridian disadvantaged children have less of a voice in class discussions.</p>	<p>Embed the 'Mastery for maths' approach across the school - embed deep learning and accelerate progress of PP children (SIP 2b).</p>	<p>Engagement in NCTEM mastery project for maths lead and maths specialist teacher.</p> <p>CPD for all teachers: peer to peer support for teachers/sharing of best practice; INSET; modelling of teaching.</p>	<p>8 weekly progress review meetings (SLT and classroom staff).</p> <p>Facilitation by IoE will guide research and ensure it is robust. IoE baseline and end of project data to be reported.</p> <p>Governor Learning walks.</p> <p>Feedback to Gobs in termly Leadership report.</p> <p>Monitoring visit from Leadership link Gov.</p> <p>Teacher evaluations of PTI CPD.</p> <p>PP children on all agendas (progress review, monitoring, moderation).</p>
	<p>Review the teaching of phonics and reading, sharing best practice (SIP. 3a) - accelerate progress of PP children</p>	<p>Monitoring and targeted support on the Meridian approach to reading/phonics.</p> <p>Refresher training for all teachers and TAs.</p>	
	<p>Implement a Science Capital approach which supports PP children to develop a purposeful voice - deepen children's science knowledge and improve their ability to articulate this understanding (SIP 2a. 1c).</p>	<p>Science Mark - CPD opportunities for Science Lead + 1 teacher. Science week. Science Lead to support teacher subject knowledge. (Spring 2019 - Spring 2020)</p> <p>Create PTI hub in GCSP - one of foci to be science - CPD and collaborative opportunities for teachers. (Begin Spring 2020)</p> <p>IoE research project with other local schools - increased hands-on opportunities and innovation around oracy. (Sept 2019 - July 2020) (SIP 3a).</p>	

Projected Spending: £16,000

(ii) Targeted Academic Support

<i>Rationale/Barriers to learning</i>	<i>Aims</i>	<i>Actions</i>	<i>Monitoring</i>
<p>A significant proportion of our PP children have additional needs, such as SEND (including deafness</p>	<p>Identify gaps in children's knowledge and skills in English and maths and close these gaps - accelerate progress;</p>	<p>High quality 1:1 and small group interventions within and outside the school day in English and maths by teachers and</p>	<p>8 weekly progress review meetings (SLT and classroom staff) - monitor progress against targets.</p>

<p>and SEMH) and/or English as an additional language.</p> <p>A significant proportion of our disadvantaged children join Meridian during KS2. These children often have additional needs and gaps in learning.</p> <p>This complex intersection of need, means that broadly speaking, these children do not make as much progress over time as 'full life' and non-PP Meridian children.</p>	<p>greater proportion of children on track to reach the higher standard in reading and maths at the end of KS2.</p> <p>Accelerate the progress of "new to school" children so that it more closely matches that of "full life" Meridian children.</p>	<p>TAs targeted at teaching and closing gaps. (Sept 2019 - July 2020)</p> <p>Training/peer to peer support for TAs in delivering interventions (Autumn 2019) (SIP 3a).</p>	<p>SEND review meetings termly.</p> <p>Shared moderation between local schools to ensure robust and accurate judgements.</p>
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Projected Spending: £30,000

(iii) Wider Strategies

Rationale/Barriers to learning	Aims	Actions	Monitoring
<p>Challenging family circumstances can lead to low attendance/poor punctuality for some of our disadvantaged children.</p> <p>There is a gap between the attendance of PP and non-PP children within the school. A small number of PP families are persistent absentees.</p>	<p>Continue to improve attendance and punctuality for targeted disadvantaged children (SIP. 1e) - persistent absence for PP children further reduced by end of school year (July 2020)</p>	<p>Late Gate (daily) and monitoring of punctuality (half termly) by member of SLT.</p> <p>Fast track attendance system and use of tracking system for persistent absentees (ongoing throughout the year).</p> <p>Targeted support for families not showing improvement.</p>	<p>Weekly monitoring of targeted families with attendance below 95%.</p> <p>Gov report termly.</p> <p>Liaison with Attendance Advisory Officer.</p>
<p>Disadvantaged children can lack resilience for learning which can slow their progress over time.</p> <p>A large proportion of our disadvantaged children also have additional needs related to their emotional well-being. Children cannot learn unless they feel safe and secure in school.</p>	<p>Better understand children's needs and build trust between children and staff and home and school (SIP. 1d).</p> <p>Build children's Meridian Learning Muscles, particularly resilience in taking risks and embracing new challenges - children ready for next stage in learning (SIP. 1b).</p>	<p>CAMHS/Music therapy project for 9 families (3 per term) and advice to staff re other children.</p> <p>Learning Mentor supporting emotional well-being of targeted children; offering advice and support to parents/carers and signpost to other services.</p>	<p>Weekly inclusion meetings and systems in schools such as 'Cause for concern sheets', SEND review days, progress review meetings, ensures a joined up approach to identifying vulnerable children and monitoring progress.</p>
<p>We believe that it is important to ensure that all children have access to wider opportunities and experience new challenges so we</p>	<p>Ensure PP children can access school journeys and clubs.</p>	<p>Subsidise school journeys and clubs.</p> <p>GCSP Arts Project for small group of disadvantaged children (working across 20</p>	<p>Matrix of all pupil premium children in the school illustrating the opportunities provided and take up of these.</p>

can bridge the social divide which exists in our school community.	Identify opportunities to engage PP children in rich learning experiences.	schools, including opportunity to take part in Tate Exchange). Target PP children for other opportunities which may arise.	Accountability between schools - findings published with Greenwich Schools Community Partnership Public exhibition of children's art work.
Projected Spending: £26,900			