



Meadows School – Pupil Premium Strategy Statement September 2018 - 2019

Pupil Premium is funding in addition to the school's budget to raise the attainment of disadvantaged pupils to close the gap between them and their peers. It was first introduced in April 2011. Schools will receive funding based on the number of pupils who have been eligible for free school meals at any point in the last 6 years. However, as an Independent school, we are normally not eligible to receive Pupil Premium but our commitment to raise achievement for pupils who would be eligible remains steadfast. For this reason, our Pupil Premium Strategy demonstrates our intent to still implement effective strategies that have a direct positive impact on our pupils' attainment.

Key Principles for using Pupil Premium

- We are committed to raising achievement of pupils who are eligible for Pupil Premium.
- We never confuse eligible pupil with low ability and strive to 'bring out the best' in this group of pupils and support them to achieve the highest levels.
- We create an overall package of support aimed to tackle the range of barriers including; attendance, behaviour, external factors, professional development focussing on improving outcomes for eligible pupils, improving the quality of teaching and learning, language acquisition, parental/Carer engagement, opportunities for first hand experiences and development of English and Mathematics skills.
- We use assessment systems to track and enable through the analysis of data to identify pupils that are under achieving and why.
- We direct resources and interventions to accelerate progress of eligible pupils and close the attainment gap compared to their peers.
- We use data to carefully track the impact of targeted spending (interventions, projects or pedagogy) on attainment and progress of eligible pupils.

Pupil premium strategy statement September 2018 – July 2019

1. Summary information					
School	Meadows School				
Financial Year	2018/2019	Total PP budget		Date of most recent PP Review	September 2018
Total number of pupils	15	Number of pupils eligible for PP	15 if in mainstream.	Date for next internal review of this strategy	December 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school) 124 pupils as of September 2018 /KS2 results May 2018</i>	<i>Pupils not eligible for PP (national average) from KS2 SATs 2018</i>
% achieving at least expected progress in English at the end of July 2017	64%	63.3% (National 64%)
% achieving at least expected progress in Maths at the end of July 2017	55%	63.3% (National 64%)
% achieving higher standard in English at the end of July 2017	18%	8.3% (National 10%)
% achieving higher standard in Maths at the end of July 2017	27%	8.3% (National 10%)
PP and non-SEN 100% reached expected progress in July 2017.		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Communication skills are lower for pupils who are new to Meadows School. This has an impact on the progress they make in reading and writing as it is slower. It also is a barrier to accessing the wider curriculum.
B.	Reading skills across the school are lower especially in the three areas of fluency, inference and vocabulary.
C.	High percentage of pupils with additional and special needs who require specialist assessment and support strategies to ensure that they make good progress from their relative starting point.
D.	Pupils enter school at a much lower starting point than expected in most cases. The gap between their peers and themselves is often greater than three years below their chronological age.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance of PP children is lower than non-PP children. Punctuality is also an issue that has an impact on the children having the best start to their day.

F.	Although all pupils at Meadows school have support for early detachment and trauma. There are some identified pupils who require additional support through a bespoke nurture and therapeutic approach to learning.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved reading outcomes across all years.	Levels of progress in line with national expectations.
B.	Improved communication skills	PP children in communication scores demonstrate progress in line with national expectations.
C.	Improve KS3 and KS4 results in English and maths.	Attainment and progress measures are at least in line with national averages and expectations.
D.	PP children receive timely and appropriate support for additional and special needs.	PP children receive appropriate assessment and support plans that allow them to make appropriate amounts of progress in their learning. They receive experienced and qualified advice.
E.	Improved mental wellbeing outcomes for PP children.	Improved scores on exit SDQs. More positive behaviours to learning reported by teachers in termly reviews. Greater progress in learning is made.

5. Planned expenditure

Academic year **2018/19**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. 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?
Improve the % of greater depth attainment for PP by the end of KS3 and KS4 in Reading, Writing and Maths. (Specialist Maths and English Teacher salary at full day x 5 days £26,000- £32,000)	Impact on teaching and learning to be achieved through the streaming/setting of the current cohort by providing a permanent specialist member of staff, aimed at teaching to greater depth with appropriate levels of challenge for the higher attainers.	Attainment needs to be raised for 'greater depth' based upon End of year data not being in line with National averages. To provide funding for those children who are already going to gain national expected attainment and require additional challenge. These pupils do not need support and interventions to 'close the gap', they will strive to reach higher levels of attainment.	Observations will be made of planning and teaching to ensure the appropriate elements of challenge are set. Half termly assessments in line with the teaching of Meadows School resources to be used so as to accurately plot the progress of these pupils.	Linda Robinson	End of Summer 2
To improve teaching and learning through engaging pupils in a therapeutic setting. (The Agricultural and Rural Centre CIC (ARC)) £200pp per week. £7,800pp School building £1500pm ART consultant £20ph x 14 hours per week £280	Teachers to fully utilize the ARC facilities and resources to the benefit of each pupil. Art consultant to develop an environment that encourages learning. Expand classrooms at The ARC. Support ARC with installation of WIFI across the site. Provide pupils with appropriate clothing (horse riding equipment etc)	Pupils have not enjoyed learning at Rochdale school, this has had a profound effect on teaching and learning. Pupils have clearly demonstrated that the ARC environment is more suitable for their learning needs. Monitoring showed that the school environment was poor – dark, not stimulating, shabby. Training needed to get staff linked up to Target Tracker/network meetings.	Meadows Care Quality Assurance team will be overseeing Monitoring to be undertaken by SLT/School Advisor. Tracking of pupil outcomes	Lisa Thomson (HR). Ian Bywater (Premises Manager) Sue Cryer (Safeguarding lead) Paula Forth (HT) Linda Robinson (QA Leader)	Sept 2018 Sept 2018 Autumn Term

<p>To introduce a Breakfast Club in the Education Hub and ARC. (Received £1000 donation from Kellogg's) £2000</p>	<p>Education team to establish a new Breakfast club.</p>	<p>Pupils are not demonstrating that they are ready to learn when they first arrive to school.</p> <p>Pupils are disappointed in the morning facilities and activities. (Pupil voice questionnaire)</p>	<p>ARC Consultant Nurture Teachers</p>	<p>Paula Forth (HT) James Rothwell and D Pollitt (nurture teachers)</p>	
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Evaluation 'Quality Teaching for all'

i. Targeted support

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?
<p>To ensure that every year group has an effective and well-planned intervention and support programme to meet the needs of the PP children and others who fall behind age-related expectations.</p> <p>2 x 20 minute sessions per week with specialist teacher support. £100pp per week.</p> <p>PDWP session on a Friday pm – Bespoke planning £45pp per week.</p>	<p>To provide interventions and support plans in all year groups. This could be class intervention during lessons (alongside the class teacher), implementation of a fully embedded scheme within school, it could be the delivery of specific schemes that are used to help support children or it may be 1-1 or IEP work that is necessary to bridge the gap for certain children in specific areas. TT to track assessments across the curriculum and intervention field.</p>	<p>Interventions can lead to a child catching up with their peers or supporting them to keep up with the expectations of the year group. The school's aim would be for children to catch-up and then keep up with their peers at the earliest possible stage of their primary schooling. The specific interventions chosen show an impact.</p>	<p>Lead Intervention teacher ensuring that all interventions are added to our school Target Tracker system for assessment so that improvements in progress and attainment can be noted each term. Filters on TT can be used to easily identify PP and non-PP children (as well as gender and SEN needs) RWI has a separate tracking system and this also make specific reference to those children in receipt of PP funding and is operated every half term.</p>	<p>HT QA Education staff.</p>	<p>Half termly</p>
<p>To improve attendance and outcomes for the most vulnerable children in school. (1 hr a week x 39 weeks =£1,140)</p>	<p>A contribution to the Welfare Attendance Team funding so that they can specifically target and support children each week and to also deal with Safeguarding, Child in Need and Attendance issues, as they arise in this group.</p>	<p>Although attendance has risen greatly over the last year, with the introduction of a Welfare and Attendance Team (WAT). Pupils still require additional incentives and intervention strategies to raise attendance for new pupils in particular.</p>	<p>The WAT are looking into innovative ways to overcome the barriers to school attendance.</p>	<p>Sue Cryer</p>	<p>Termly at Governors</p>

Evaluation 'Targeted Support'

i. Other approaches					
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?
<p>To identify and support disadvantaged children who have additional or special needs. To provide the highest quality support and advice for teachers to remove barriers to learning and promote positive outcomes.</p>	<p>Contribution to the cost of specialist teachers and Educational Psychologist time. £5,000 for additional Acorn EP consultation, assessment and training. £3,750 for additional assessment, materials and training. Classroom observation support from an Educational Psychologist who can offer advice upon how to best structure the classroom/lessons so that they are accessible to our Pupils. £3,000 Educational Psychologist support for specific classes/groups of PP/vulnerable children</p>	<p>Some children, needing EP intervention, require a vast range of additional support to be able to access education and for this to be successfully, in amongst a class of 3 peers, it is essential that these funding contributions are made to ensure effectiveness and efficiency of teaching and learning strategies to maximise outcomes.</p> <p>Feedback from an Educational Psychologist review changes to be made to environment, questioning (linked to assessment), routines and learning steps.</p>	<p>A priority system has been put into place so that the most vulnerable/needy children gain access to the EP first. Having a SENCo in school they can discuss such issues with one another, identifying where the time and money is best spent to make the biggest impact upon individuals, classes and the school.</p>	<p>Paula Forth Kelly Sweeney.</p>	<p>Termly with Governors</p>
<p>To provide a broad curriculum that enriches the lives of disadvantaged children who would otherwise not have such opportunities. Link4Life Membership £2250. Swimming Lessons £4500.</p>	<p>Contribution to the cost of enrichment activities within the curriculum (e.g.) PE/ Outdoor pursuit.</p>	<p>To provide children with the opportunity to learn new sporting activities, such as swimming, kayaking, Sailing, Rock climbing etc.</p>	<p>Outdoor pursuit and swimming will be included in the timetable for most pupils. PE consultant teacher appointed to deliver this with Link4life.</p>	<p>Laura Frain Beth Kitchen Link4Life management</p>	<p>Termly</p>
<p><u>Evaluation 'Other approaches'</u></p>					