



The Meadow Community Primary School and Pre-School

Curriculum position statements – November 2020 Pupil Premium

Historical

Historically around 20% of the school have been eligible for PP funding. The main barriers are ability within the core subjects, social and family circumstances, family barriers and behaviour and attendance. Across the school, many children who are entitled to PP funding are also on the SEN register. A large percentage of the PP funding is spent on adult support for children during afternoon sessions. LSA's are used to pre-teach, re-teach and deliver interventions.

Each year PP child is provided with a new uniform (when then enquire), milk and all trips are half price.

Current

Due to COVID-19, we have reallocated funds to allow teachers to apply for money for the PP children in their class. This will allow them to focus on the individual needs of the children and support with the catch-up needed.

PIRA			PUMA		
	PP	All		PP	All
FS	NA	NA	FS	NA	NA
Year 1	NA	NA	Year 1	NA	NA
Year 2	54	90.8	Year 2	86.6	97.9
Year 3	62.6	89.6	Year 3	85.3	92.8
Year 4	78.6	93.3	Year 4	81.8	97.1
Year 5	84.6	91.5	Year 5	90.1	96.4
Year 6	85.7	96.6	Year 6	90.0	102.2

The table above shows the average standardised scores from the first PIRA and PUMA tests (after lockdown) of the PP against all children in each year group. There is a huge difference in the outcomes of PP children within each year group due to the barriers individual children have.

We have been focusing on improving reading – many children have little access to books and are not supported at home with reading. All PP children still have access to Lexia to support the basic strategies for reading and phonics. This used a direct instruction approach to support children with their difficulties.

Staff are asked to complete a Disadvantage calculator each term to outline the barriers to learning and then use these to create an individual action plan for each PP child. The individual action plan addresses the barriers to learning. At the moment, PP staff are supporting the children in the afternoon with the teacher directing them to activities.

Future aspiration

- The gap between PP and non-PP children has totally diminished.
- All PP children are able to access experiences to enhance their education, equal to that of their peers.



- Staff used to enrich children's learning as well as academic, including cookery, sewing, outdoor activities etc.
- Children are provided with resources to support and break down their barriers to learning.