



The Meadow Community Primary School and Pre-School

Curriculum position statements – September 2021 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, 29% of 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 targeted interventions.

Each year PP children are able to claim for a new uniform if this is required. Milk and all trips are half price.

Current

Once children were back in school after COVID-19, we focused more on the basics of reading and maths. Gaps were identified via NTS summative assessments and support staff were used to deliver targeted interventions. The tables below show the data from the NTS assessments in the Autumn term followed by data in the Summer term. The APS score for PP children across all groups increased across all subjects; however, the APS also increased for all children which therefore meant the difference between the groups has not closed.

Autumn 2020					
Year 1					
Reading			Maths		
APS all	APS PP		APS all	APS PP	
Year 2					
Reading			Maths		
APS all	APS PP	Difference	APS all	APS PP	Difference
99.2	91.8	7.4	102.5	93.6	8.9
Year 3					
Reading			Maths		
APS all	APS PP	Difference	APS all	APS PP	Difference
92.1	85.4	6.7	95.9	89	6.9
Year 4					
Reading			Maths		
APS all	APS PP	Difference	APS all	APS PP	Difference
95.7	88.8	6.9	99.4	91.2	8.2
Year 5					
Reading			Maths		
APS all	APS PP	Difference	APS all	APS PP	Difference
97.5	92.3	5.2	101.2	93	8.2

Summer 2021					
Year 1					
Reading			Maths		
APS all	APS PP	Difference	APS all	APS PP	Difference
99.8	95.1	4.72	97.6	99.8	-2.15
Year 2					
Reading			Maths		
APS all	APS PP	Difference	APS all	APS PP	Difference
111.8	97	14.5	103.6	95.7	7.9
Year 3					
Reading			Maths		
APS all	APS PP	Difference	APS all	APS PP	Difference
101.4	94.7	6.8	101.2	91.8	9.4
Year 4					
Reading			Maths		
APS all	APS PP	Difference	APS all	APS PP	Difference
103.7	100.6	3.1	110.4	98.3	12.1
Year 5					
Reading			Maths		
APS all	APS PP	Difference	APS all	APS PP	Difference
102.3	97.6	4.7	103.7	95.4	8.3



We have focused heavily on improving reading across the school - in particular with regards to reading fluency. We have used an intervention programme called Speed Read which is a short daily programme based on repeated reading. We have also used a direct instruction intervention to support recognition of sounds and high frequency words.

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 decreased.
- All PP children are able to access experiences to enhance their education, equal to that of their peers.
- Staff are trained in appropriate interventions to support PP children.
- Teachers are able to provide quality first teaching due to CPD offered.