

The Meadow Community Primary School

Pupil Premium Report 2018-2020



This report is for the following years: Action Plan for **2019-20** an Evaluation of **2018-19**



School Details

School Name	The Meadow Community Primary School
School Website	www.meadowcommunity.leics.sch.uk
Head teacher's Name	Charlie Smith/Louise Allen
Report Date	02/09/2019
URN	8552190

The Context of our School

The school is a larger than average primary school with 415 pupils on roll. Wigston is a suburban area of the city of Leicester although the Wigston itself is classed as a 'county' area. Catchment is mixed with a variety of private and social housing and includes some smaller areas of high deprivation. The school underwent an age range change in 2016 and now admits children from 3 (in pre-school)-11 years of age. The previous OFSTED inspection in November 2017 graded the school as Requires Improvement. Progress and attainment across the school was below national average. The school has worked hard to act upon the findings of the inspection with attainment above average in most areas and progress from starting points now mirrors this. The school has also undergone a significant staffing restructure since the last inspection which, among other things, has given the school strong financial security. The Meadow Community Primary School is part of a multi-academy trust (Symphony Learning Trust). This trust has over 2400 pupils across 7 schools in Leicestershire. The school has received a great deal of support from within the trust to improve it's outcomes. This support has been in the form of Peer Review Inspections, Data Analysis and Tracking and the Deployment of SLEs from the Symphony Teaching School. These have all helped to quality assure the schools judgements and rapidly improve outcomes for pupils. The school leadership team now consists of an Executive Headteacher and 2 Heads of School that job share the main leadership position. There has also been a significant change to governance personnel whilst retaining elements of strong governance and experience. The school is currently working on redesigning the curriculum to ensure not only a breadth of knowledge but

Inclusion Leader	Debbie Rigby
Pupil Premium Link Governor	Lynn Knox
Date of last Pupil Premium Review	01/10/2019
Date of next Pupil Premium Strategy Review	31/01/2020
Date of when the website was last updated	28/10/2019
Is the Pupil Premium statement on the school website (Y/N)?	Y



Pupil Numbers and Funding

No. of Eligible Pupils <small>(to match with the table which follows)</small>	2019-20			2018-19			2016 - 17		
	Number	% (of NOR)	Funding	Number	% (of NOR)	Funding	Number	% (of NOR)	Funding
	62	17%	£100,920	73	18%	£110,458	69	17.00%	£101,658

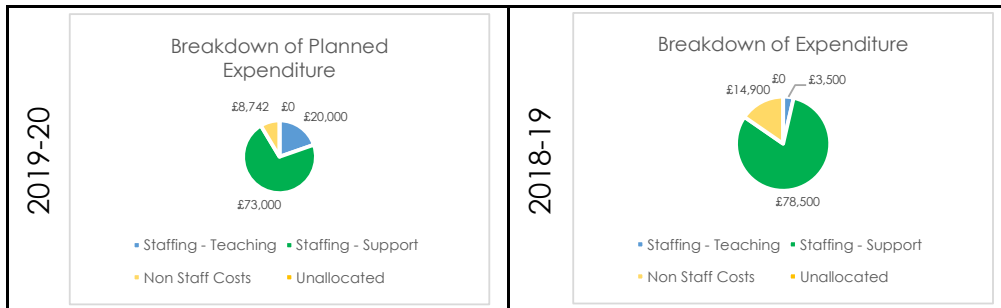
2018-19 PPG Numbers	FSM + Ever6	LAC	Service Children	Total Disadvantaged	TOTAL NOR	Disadvantaged %
Year R	8			8	60	13%
Year 1	12			12	60	20%
Year 2	8	1		9	60	15%
Year 3	6	1	1	8	60	13%
Year 4	11			11	59	19%
Year 5	11	1		12	57	21%
Year 6	11	2		13	59	22%
TOTAL	67	5	1	73	415	18%

2019-20 PPG Numbers	FSM + Ever6	LAC	Service Children	Total Disadvantaged	TOTAL NOR	Disadvantaged %
Year R (predicted)				0		0%
Year 1	8			8	60	13%
Year 2	12			12	60	20%
Year 3	8	1	1	10	60	17%
Year 4	6	1		7	60	12%
Year 5	11	1		12	59	20%
Year 6	11	2		13	57	23%
TOTAL	56	5	1	62	356	17%

Financial Summary

This table will populate once the Evaluation of 2019-20 and plans for 2018-19 have been completed

<p style="text-align: right; margin-right: 20px;">Total Pupil Premium Allocation</p> <p style="text-align: right; margin-right: 20px;">Total Pupil Premium Planned Expenditure</p> <p style="text-align: right; margin-right: 20px;">Underspend / Overspend (overspend is -£)</p> <p style="text-align: right; margin-right: 20px;">Staffing - Teaching</p> <p style="text-align: right; margin-right: 20px;">Staffing - Support</p> <p style="text-align: right; margin-right: 20px;">Non Staff Costs</p> <p style="text-align: right; margin-right: 20px;">Unallocated</p>	<table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 50%;">2019-20</td><td style="width: 50%;">2018-19</td></tr> <tr><td style="border-top: 1px solid black;">£100,920</td><td style="border-top: 1px solid black;">£110,458</td></tr> <tr><td style="border-top: 1px solid black;">£101,742</td><td style="border-top: 1px solid black;">£104,900</td></tr> <tr><td style="border-top: 1px solid black; color: red;">-£822</td><td style="border-top: 1px solid black; color: red;">£5,558</td></tr> <tr><td style="border-top: 1px solid black;">£20,000</td><td style="border-top: 1px solid black;">£3,500</td></tr> <tr><td style="border-top: 1px solid black;">£73,000</td><td style="border-top: 1px solid black;">£78,500</td></tr> <tr><td style="border-top: 1px solid black;">£8,742</td><td style="border-top: 1px solid black;">£14,900</td></tr> <tr><td style="border-top: 1px solid black;">£0</td><td style="border-top: 1px solid black;">£0</td></tr> </table>	2019-20	2018-19	£100,920	£110,458	£101,742	£104,900	-£822	£5,558	£20,000	£3,500	£73,000	£78,500	£8,742	£14,900	£0	£0
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Barriers to Learning

Type of Barrier (use only up to 9)		Is the barrier: Internal External
1	Low income	external
2	Educational Barriers	external
3	Lack of books in the home	external
4	Family barriers	external
5	Lack of ability to help with homework	external
6	Lack of enrichment of children's lives	external
7	Behaviour and attendance	external
8	Parental engagement	external
9	Social difficulties at school during break and lunch times.	internal

Overall Summary of Barriers to Learning					
2019-20			2018-19		
9	Internal	8	8	Internal	7
	External	1		External	1
	Not Specific	0		Not Specific	0



Pupil Achievement Results

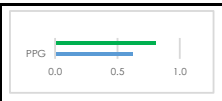
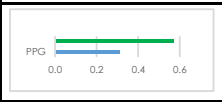
Attainment	Most recent National FSM (2019)	2018-19		Difference	2017-18		Difference	
		Pupil Premium	All Pupils		Pupil Premium	All Pupils		
EYFS (Good Level of Development)*		44.4%	74.1%	-29.7%	46.0%	70.0%	-24.0%	
Year 1 Phonics	70.0%	58.3%	80.0%	-21.7%	63.0%	82.0%	-19.0%	
Reading (EXS+)	Year 2	60.0%	44.0%	76.3%	-32.3%	75.0%	80.0%	-5.0%
Writing (EXS+)		53.0%	44.0%	72.9%	-28.9%	75.0%	75.0%	0.0%
Maths (EXS+)		61.0%	44.0%	76.5%	-32.5%	75.0%	81.6%	-6.6%
RWM combined (EXS+)*		45.0%	45.0%	70.0%	-25.0%	62.5%	71.8%	-9.3%
Reading (EXS+)	Year 6	60.0%	39.0%	59.0%	-20.0%	58.8%	71.7%	-12.9%
Writing (EXS+)		63.0%	69.0%	89.0%	-20.0%	70.6%	83.0%	-12.4%
Maths (EXS+)		59.0%	62.0%	81.0%	-19.0%	76.0%	83.3%	-7.3%
RWM combined (EXS+)		46.0%	31.0%	57.0%	-26.0%	58.8%	70.0%	-11.2%

* no national data available

Pupil Achievement Data Commentary

Comment on the achievement of PPG pupils and how the gap is closing

EYFS (Good Level of Development)		<p>40% (4/10) of Pupil Premium children achieved their GLD, the gap has widened by 0.2% from the 2017-2018 cohort.</p> <p>The children had one session a week with LW. They went on Lexia and completed the tasks set. The children worked on basic skills concentrating on writing and number. This work was completed in a book and sent to yr 1. Staff were aware of Pupil Premium children when completing adult led tasks.</p> <p>LP is proactive at making sure children who are entitled to Pupil Premium can access this funding.</p> <p>Next Steps</p> <ul style="list-style-type: none"> • Children to work on basic skills from the Autumn term- social skills, handwriting, phonics, number recognition and counting. • Children to be read with twice weekly in school including the recapping of phase 2 phonics if necessary • Children to be given a Lexia login to access the programme at home but not complete the tasks in school until it is deemed appropriate • Looking at timetabling in small sessions 	
Year 1 Phonics			
Year 2	Reading	Children had a daily pupil premium session. During this, they either used Lexia to support their basic phonics and decoding or were read with using school reading books to help them move towards the expected standard. Lexia passwords and username were sent home so parents could support. Children were also given books matched to their areas of interest to take home and keep to encourage love of reading.	
	Writing	Children worked with the support of the LSA and their adult response for pupil premium in small groups and 1:1. This helped them to move towards the expected standard and some children achieve greater depth.	
	Maths	Children had a daily pupil premium session. During this session, they used a combination of Prodigy and LSA input to practise key skills to help them achieve the expected standard.	
	Combined	Strategic intervention to ensure as many children who are PP reach the expected standard or above in all areas.	
Year 6	Reading	PP children were provided with extra reading with an adult, they would look at previous SATs questions and discuss how they could answer them. This took place in the afternoon. All PP children completed Lexia 3/4 times per week which focused on developing personalised learning for the main areas of reading. A target group were offered after school intervention.	
	Writing	Children were given support in class. During the afternoons, children were supported with their writing by an adult.	

Maths	Children were offered after school intervention, revision books to complete at home and focused interventions.	 <p>PPG 0.0 0.5 1.0</p>
Combined	Strategic intervention to ensure as many children who are PP reach the expected standard in all areas.	 <p>PPG 0.0 0.2 0.4 0.6</p>