



PUPIL PREMIUM STRATEGY

2016-17

Amount of Pupil Premium funding for 2016-17

Number of pupils eligible	80 (including 3 Children Looked After)
Total amount of Pupil Premium	£69,840

Identified barriers to educational achievement

Meadow Park School has identified the following as barriers for some of the pupils in receipt of Pupil Premium :

- Access to regular additional mentoring and therapeutic support in order to reduce barriers and create a positive climate to successfully re-engage in learning.
- Attendance – pupils often come to our school having had long periods away from their previous schools, and / or poor history of attendance and engagement in education.
- Access to books.
- Extra-curricular activities – educational experiences such as trips and participation in events and physical activities outside of the school day.
- Parental engagement with school – especially regarding attendance at information and workshop events and completion of homework.
- Home learning – access to appropriate and suitable materials to learn at home, supporting and reinforcing the learning at school.
- A large number of pupils who are in receipt of Pupil Premium are also on the SEN register at ‘School Support,’ for cognition and learning and also social, emotional and mental health difficulties.

Key expenditure – how the allocation will be spent

Area of spend	Focus	Total allocation
Dedicated support for reading, literacy and numeracy difficulties (equiv to 1.5 days per week)	English and Maths	£12,311
Dedicated support for higher ability PP pupils	English and Maths	
Dedicated 1:1 tuition to deliver booster sessions for Y6 SATs and Y11 GCSE pupils.	Core Subjects Subjects where pupils need to ‘catch up’ if they start at Meadow Park late in the year.	£8,360
Focussed interventions through our mentoring and therapeutic programme	Personal & social development	£24,000
Funding for breakfast club to encourage improved attendance and	Attendance and engagement	£3,200

punctuality.		
Supporting the transport needs of pupils to get to and from school, who are do not qualify for assistance via the LA.	Attendance and engagement	£5,000
Funding for school trips, including residential visits as part of our enrichment programme.	Personal & social development	£4,500
Additional learning resources, specifically to provide each child with book packs for home, and to implement our new home learning initiative.	Reading Core Subjects	£12,470
	Total	69,840

Pupil Premium Action Plan for 2016/17

Area of spend	Intended outcomes – why these approaches are needed	Actions
Dedicated support for reading, literacy and numeracy difficulties (equiv to 1.5 days per week)	<ul style="list-style-type: none"> Improved learning outcomes in reading, writing and mathematics (pupils making better than expected progress and closing the gap towards meeting end of years age related objectives) Improved confidence for pupils in specified areas. Learning tasks tailored to specific needs of pupils – closing the gaps in understanding. Consolidation of learning completed in class – time for practice and application of skills Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. 	<ul style="list-style-type: none"> Regular reviews of PP group timetable with SENCO/Interventions Manager and Deputy Headteacher. Regular communication between Learning Facilitator, SENCO and class teachers – individual pupil's needs, pre-teaching materials, learning to consolidate, sharing of resources. Teaching resources and materials - Learning Facilitator to liaise with SENCO and teachers as necessary. Attendance at staff meetings – up to date with school priorities, teaching strategies and national developments. LF to run 1x homework club a week – support in completion of tasks set and preparation for teaching / consolidation of learning.
Dedicated support for higher ability PP	<ul style="list-style-type: none"> Improved learning outcomes in reading, writing and mathematics (pupils making better than 	As detailed above.

pupils	<p>expected progress and closing the gap towards meeting / exceeding end of years age related objectives)</p> <ul style="list-style-type: none"> • Improved confidence for pupils in specified areas. • Pupils feel equipped to tackle higher level work. 	
Dedicated 1:1 tuition to deliver booster sessions for Y6 SATs and Y11 GCSE pupils.	<ul style="list-style-type: none"> • 1:1 and / or small group interventions planned to cater for individual needs, in order to boost predicated SATs and GCSE outcomes for pupils who need that extra push, have gaps in their learning, skills and knowledge, or who may have entered the school late after a period of time out of school. • Pupils gain in confidence with key concepts. • Pupils feel equipped to tackle higher level work. • Improved outcomes for pupils in SATs and GCSE's. • Extra sessions for pupils needing more preparation leading up to controlled assessments as part of their GCSE / BTEC studies. 	<ul style="list-style-type: none"> • Deputy Head meet with tutors / learning facilitators delivering booster sessions, to determine cohort, re-shape groupings and focuses, sharing of ideas and resources. • Complete impact statements to provide evidence of outcomes and plan for next steps. • Close communication between learning facilitators, tutors and DHT to track pupils with concerning attendance. HT to address concerns with parents and develop action plan as necessary. • Data analysis at each milestone to identify pupils who are causing concern and to review successes.
Focussed interventions through our mentoring and therapeutic programme	<ul style="list-style-type: none"> • Pupils have their targets reviewed regularly and aspirational targets are set for their progress. • To provide dedicated time and support (1:1 and groups) to help build pupils self-esteem and resilience. • To improve self-esteem, social skills and behaviour of identified pupils leading to increased confidence and engagement / achievement in their learning. • Specific mentoring to support pupils who have witnessed domestic violence. 	<ul style="list-style-type: none"> • Clear protocols in place to ensure pupils are referred for appropriate interventions. • Regular opportunities for mentoring and therapy team to feed back to staff and parents.
Funding for breakfast club to encourage improved attendance and	<ul style="list-style-type: none"> • Provision of a breakfast club to promote improved attendance and punctuality. • Pupils enjoy spending time with their peers prior to lessons 	<ul style="list-style-type: none"> • Inform parents that breakfast club is available free of charge. • Liaise with transport providers to enable pupils to arrive in time for breakfast club.

punctuality.	beginning (readiness for learning). <ul style="list-style-type: none"> • Pupils encouraged to read while having breakfast. 	<ul style="list-style-type: none"> • Ensure classroom bases have an appropriate selection of books, comics and magazines for use during breakfast club.
Supporting the transport needs of pupils to get to and from school, who are do not qualify for assistance via the LA.	<ul style="list-style-type: none"> • Arrange and provide pupils with a means of getting to school if walking is not an option and their parents are unable to do. • Improved attendance, punctuality and engagement in learning. • Arrange transport for parents / carers for progress consultation sessions, to improve parental engagement. 	<ul style="list-style-type: none"> • Liaise with LA transport providers to plan bespoke school offer. • Offer parents / carers transport support when inviting in to discuss their child's progress. • Regularly review the schools own transport fleet and staffing arrangements, in line with the changing needs and demands of our pupil population.
Funding for school trips, including residential visits and extra-curricular activities as part of our enrichment programme.	<ul style="list-style-type: none"> • Pupils are able to participate fully in school trips and residential visits. • Learning is supported by trips that are carefully planned to enhance the school's curriculum and children's SMSC development. • Social skills, independence, perseverance, resilience and team work are developed through participation in group activities and over-night stays on residential visits. • Pupils enjoy the experience of being at school and are keen to take part in after school activities. • Talents, skills and efforts in non-academic subjects are celebrated and develop self-confidence. • The summer club encourages pupils to take part in a range of activities and spend their spare time productively. 	<ul style="list-style-type: none"> • Initial contact with parents to include information about available funding, so that family finances are not a barrier to participation. • Teachers are aware of their responsibilities to widen learning opportunities beyond the classroom and promote SMSC / British Values in the curriculum offer and as part of our enrichment programme. • Staff are aware of the resources available as part of the schools enrichment programme. • Annual analysis of number of pupils who have engaged in after school clubs. • Staff discuss with pupils / parents possible interests and available clubs. • Pupils are asked via the Pupil Leadership Team about their ideas for clubs and visits. • Target appropriate pupils to attend the summer clubs as a means to divert them from engaging in inappropriate / anti-social behaviour.
Additional learning resources, specifically to provide each	<ul style="list-style-type: none"> • Reading is encouraged and further supported by pupils having access to reading materials at home that belong to them. 	<ul style="list-style-type: none"> • Teachers liaise with pupils and parents to gain an insight into what to include in their book packs for home. • Parents invited to a reading at

<p>child with book packs for home, and to implement our new home learning initiative.</p>	<ul style="list-style-type: none"> • Reading is further encouraged with parents and children at home. • Children will develop their love for reading for pleasure outside of the school day. • Our new home learning programme will support key areas of learning, relating to what pupils are learning at that time. • There will be better buy in to complete homework – promoted as ‘home learning.’ • Pupils will be able to access the home learning initiative in school during lunch times and in 2x after school sessions, if they are unable to at home. 	<p>home workshop.</p> <ul style="list-style-type: none"> • Develop the schools website to include a link to our home learning programme. • Parents are invited to a home learning workshop. • DHT to liaise with teachers so home learning needs are planned for, set and monitored.
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