



Pupil Premium Strategy 2018-19

1. Introduction

Pupil Premium funding received by Meadow Park School this year will focus on addressing the inequalities between disadvantaged pupils and their peers. The premium was introduced in April 2011 and is allocated for pupils who have registered for free school meals in the last 6 years, Looked After Children and children of service personnel. Nationally, these pupils achieve significantly below their peers on all key indicators.

For 2018/19 the Government allocated £1320 per primary school pupil and £935 per secondary school pupil. The following document details specific actions together with costs and impact for each element of our pupil premium spend.

Pupil Premium Spending current 2018-19

Summary Information			
Date of most recent pupil premium review:	September 2018	Date of next pupil premium review:	September 2019
Total number of pupils:	113	Total pupil premium budget:	£99,591
Number of pupils eligible for pupil premium:	78 -69%	Amount of pupil premium received per child:	Primary - £1,320 Secondary - £935

Initiative 1							
Focus	Chosen Approach	Reasons for Approaches	Who	When	Monitoring and Evaluation	Cost	Success Criteria
Diminishing the gap in reading ages for disadvantaged pupils against age related expectations	<ul style="list-style-type: none"> Introduce Accelerated Reader to improve literacy levels Develop clear expectations of staff support for reading culture and provide staff training in supporting and developing reading Purchase appropriate books to support accelerated reader provision, organise library provision through audit of pupils preferred book choices Carry out diagnostic testing on reading ages across school using AR Analyse statistical information to monitor and adapt AR to the needs of individual pupils Embed strategies to encourage reading for pleasure and across the curriculum to improve pupil literacy and access to learning Training sessions delivered to staff to support reading approaches and deployed in classroom environment Identify intervention cohorts and develop programme of support Continue weekly emails to staff focussing on one point of standard English. Reading sessions on a daily basis within classrooms 	<ul style="list-style-type: none"> Low literacy levels on entry Disengagement/inability to relate to texts Specific literacy needs creating a barrier to accessing the wider curriculum. Little or no access to reading materials at home Gaps in learning due to attendance or reduced timetables Below chronological reading age is a factor in educational outcomes at KS4, particularly given the increased difficulty of new exam specifications. <p>Education Endowment Foundation</p>	<p>JS HG & AH to lead on implementation of AR</p> <p>JSt, PC & SM to lead on preparing library and books</p>	Spring 2019	<ul style="list-style-type: none"> Review impact of reading intervention-assess the impact of progress in reading and impact of intervention in end of term assessments Case studies relating to PP pupils Progress and AR data is used half termly to monitor any reductions in gap between the reading ages of PP compared with non PP pupils and age related expectations Pupil voice questionnaires 	<p>Accelerated reader cost £3001.45</p> <p>Reading resource £466</p> <p>Teacher training time – 8 hours each for 3 main teachers. £910</p> <p>LF time – setting up library and resourcing books. £2310</p> <p>8 Laptops to facilitate online element of AR £2,612.64</p>	<ul style="list-style-type: none"> Renaissance Accelerated reader programme procured for use in school. Resources purchased to support accelerated reader programme and a successful school Library in place. Reading levels ascertained and disseminated to all staff; QA shows staff using levels to differentiate tasks. Programme of intervention in place with clear targets for measuring success. Reading strategies embedded in curriculum planning documents. Progress in literacy shows pupils closing the gap on age related expectations from starting points. By the end of the academic year, the gap between reading age and chronological age will have reduced significantly. Improved engagement and attainment and KS2, 3 and 4. Access to wider school curriculum improves as gap in reading ages reduces. Pupils feel compelled to read for pleasure. Pupils reading skills are improved through the focus on guided

		<p>research suggests the intervention to add +3 months progress and +5 months progress for FSM students. The report states that AR appears to be effective for weaker readers as a catch-up intervention at the start of secondary school. The most success was seen where there was a well-stocked library with access to computers and support from teachers for those with very low levels of reading.</p>					reading and accelerated reader programme.
Initiative							
Focus	Chosen Approach	Reason for Approach	Who	When	Monitoring and Evaluation	Cost	Success Criteria
Update and improve use of data systems to monitor and analyse progress and ensure expected or	<ul style="list-style-type: none"> • Purchase GL assessment progress system to ensure accurate base lining • Train staff in the use of the new baseline testing system and ensure all pupils are tested and results analysed on entry • Develop assessment manager in SIMS. • Implement use of Doodle progress tracker statements at KS3 	<ul style="list-style-type: none"> • Clear identification of those pupils who are disadvantaged and robust tracking and monitoring ensures they do not fall below that of their peers- 	JC JO'B AC PJ	Autumn 2018 and then on going	<ul style="list-style-type: none"> • Progress data inputted half termly • Cohorts progress analysed thoroughly • Scrutiny of subject and class tracking sheets 	3 days SIMS Assessment Manager programmer £1528.72	<ul style="list-style-type: none"> • Forensic tracking enables rapid analysis and identification of all underachieving disadvantaged pupils and strategies and interventions are put in place to prevent differences in progress outcomes. • No gap in progress for Disadvantaged pupils

<p>better progress for disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Use BTEC and GCSE assessment objectives to track KS4 progress • Develop 'I can statements' at KS2. • Staff training on differentiation for cohorts and new planning proforma • Train staff in the use of national expectations, mapping curriculum and progress flight paths • Input and analyse progress half termly 	<p>rapid intervention when/if gaps appear can prevent a difference in progress outcomes</p> <ul style="list-style-type: none"> • A core element of a schools' success in raising achievement is a robust focus on tracking and monitoring of individual pupil progress and forensic use of assessment data for progress tracking, target setting and support for individual pupils slipping behind with targeted interventions. • Data is used effectively by senior managers, teachers, teaching assistants and governors to pose and answer questions about current standards, 			<ul style="list-style-type: none"> • Reports to various stakeholders • Planning scrutiny • Meetings with Lead Teachers 		<ul style="list-style-type: none"> • New data system allows easy identification and tracking of disadvantaged pupils. • New data system allows use of pupil premium to be identified, tracked and analysed against use of PP and impact.
--	---	--	--	--	---	--	--

		<p>trends over time, progress made by individual pupils' progress and to set high expectations.</p> <p>Using data to Raise Achievement - Good Practise in schools (Lambeth 2013) EEF Rating: no rating available</p>					
--	--	---	--	--	--	--	--

Initiative							
Focus	Chosen Approach	Reason for Approach	Who	When	Monitoring and Evaluation	Cost	Success Criteria
Access to strategic extra-curricular learning resources/activities	<ul style="list-style-type: none"> Improve the PP funding application process and evaluation requirements for staff requesting use of PP Staff training on actively promoting and encouraging the use of PP to support 'closing the gap' to all staff. Target specific areas identified through data and observation as requiring support and funding to help 	<ul style="list-style-type: none"> Financial barriers for pupils paying for equipment, resources and extra-curricular activities Confidence in engagement with extra-curricular activities. Aspirational limitations due to social and economic group. Fear of failure and measured risk taking. Encourage students to take part in extra-curricular activities outside of the academic requirements of their 	J.R-H LW	Throughout the year	<ul style="list-style-type: none"> Evaluation of impact of allocated funding requests takes place and is stored centrally by review team On-going process, monitoring and review cycle to be agreed based on strategy, program and resource etc. Funding requests and associated evaluations of activities for effectiveness and impact. 	Enrichment trips £12,784.78	<ul style="list-style-type: none"> Pupils have access to all extra-curricular activities and equipment regardless of social and economic situation. PP students are able to take part in activities that they are interested in or in which they show a particular talent that can improve their academic or social development. Increased number of PP pupils accessing extra-curricular opportunities. Increased funding requests from staff for further PP pupil opportunities that impact and are strictly related to pupil progress.

	<p>to 'close the gap through extra-curricular activities and resource or implement appropriate activity</p> <ul style="list-style-type: none"> With the support of the Business Manager, ensure budgets are adhered to and funding spend is carefully managed 	<p>studies.</p> <p>The Borough of Knowsley is one of the most deprived local authority areas in the country. Overall, the Index of Multiple Deprivation (IMD) ranks the Borough as the third most deprived in the country. Around 50% of residents live in the 10% most deprived super output areas (SOAs). As shows, the scale and severity of deprivation in the Borough ranks alongside that of the most deprived areas of the North West.</p>			<ul style="list-style-type: none"> Case studies of pupils/groups that have benefitted from PP funding. Half termly reviews of academic progress to determine specific area consideration for allocation of PP funding. Half termly reviews of PP spend and fund availability for targeted allocation. 		<ul style="list-style-type: none"> Evaluations of impact related to allocated funding improves. Funding is directed/advised based on research related to reducing barriers. Pupils are given opportunities to grow, develop and see opportunities beyond their experience. Improvement of pupil opportunities for becoming self-assured and confident so that they are not afraid of failing, risk taking and pupil potential is realised.
--	--	---	--	--	--	--	--

Initiative							
Focus	Chosen Approach	Reason for Approach	Who	When	Monitoring and Evaluation	Cost	Success Criteria
Narrowing the gap in attendance and punctuality between PP and non PP pupils.	<ul style="list-style-type: none"> Revise SLT roles starting September with increased impact on attendance. Develop effective timetabling of attendance team resource including specific priority tasks ie home visits. Breakfast club preparation for school day. Compare attendance, absence and 	<ul style="list-style-type: none"> PP attendance rates are lower. Morning structure and routines Accessibility to appropriate transport issues. Parental engagement and support. Pupil's attitude to attendance and punctuality. History of not working (3rd generations for some families). 	AR PP CT MG	Weekly meetings all year	<ul style="list-style-type: none"> At risk groups identified through data collection and trends – evaluated at weekly meetings Whole school reporting and SIMS Discover to support data capture, trends, at risk groups, comparative information ie for PP and Non PP. Regular timetabled 	<p>Breakfast club costs. £9,660</p> <p>Designated member of staff for attendance. £1,726</p> <p>Attendance SLA £14,443.77</p> <p>Transport costs including staff drivers and escorts – overtime £19,403.69</p>	<ul style="list-style-type: none"> Gap reduced in overall attendance and punctuality of PP pupil's attendance. Progress and outcomes improved. Persistence absence rate reduces for PP pupils. Targeted mentoring/group work has a positive impact on absence levels, attendance figures and punctuality.

	<p>punctuality data to National average.</p> <ul style="list-style-type: none"> Identify pupils where the school environment is not meeting their specific needs. Alternative provision is explored. Personalised timetables to re-engage non attenders and number of hours to be increased Communication with pupils and parents when attendance becomes an issue. Morning mini-bus pick-ups for identified pupils Use skillforce programme for those hardest to engage Use alternative setting for tuition – Kirkby boxing gym Reward system for 100% attendance and improved attendance Improved and consistent parent contact 	<ul style="list-style-type: none"> Single parents. Uniform issues. Parents not in work mean they can allow younger children to stay at home. Holidays taken in term time. <p>Since the beginning of the 2015/16 academic year, pupils have been identified as persistent absentees if they miss 10% or more of their own possible sessions, rather than if they reach a threshold of 15% of the standard number of possible sessions for the period. (DfE 2017 update)</p> <p>The overall absence rate for pupil referral units in 2016/17 was 33.9 per cent, compared to 32.6 per cent in 2015/16. The percentage of enrolments in pupil referral units who were persistent absentees was 73.9 per cent in 2016/17, compared to 72.5 per cent in 2015/16. DfE National Statistics website</p>			<p>fortnightly case conferencing meetings, attendance panels, closer monitoring of 92% or less(alerts set) and targeted pupil/parental Improvement letters.</p> <ul style="list-style-type: none"> ALP Team to monitor groups attendance and discuss and review individual programmes on offer with a view to all pupils attending for 25 hours per week 	<p>WBL provider fees £27,634.11</p> <p>Skillforce fees £877.68</p> <p>Kirkby boxing gym rental fees £1,050.53</p> <p>Uniform costs £1,181.63</p>	
--	---	---	--	--	---	--	--

PE Premium spending plan – Allocation for 2018/19 - £12,583

Focus Area	Summary of Strategy	Barriers to Progress and Notes	Cost
Swimming	1. One public pool sessions per week throughout the year.	Students are not able to partake in community facilities. Students learn to swim.	£4420
ICT in Sport	2. Eight laptops purchased.	To allow non participant's the opportunity to meet the learning objectives without taking part in a practical session. To be used to during research tasks and projects.	£3265.80
Enhanced level of resources for PE	3. Extensive range of equipment purchased	Pupils have a broader curriculum. And also the opportunity to attend lunch time and after school enrichment activities.	£1152.44
Specialist Staffing	4. Specialist PE support	Pupils at key stage 2 were taught PE by a specialist sports facilitator.	£1838
OAA	5. School residential to Low Mill.	Pupils will be given the opportunity to take part in Outdoor Adventure Activities.	£1906.76

Year Seven Literacy Catch Up 2018/9 - £711

Focus Area	Summary of Strategy	Barriers to Progress and Notes	Cost
------------	---------------------	--------------------------------	------

Classroom Support	1. Contribution to 1 extra Learning Facilitator in kS3.	Increase levels of support for vulnerable students.	£711
-------------------	---	---	------