



Meadowhead Infant School

Pupil Premium Impact Statement 2019-2020

The pupil premium grant provides funding for children:

- Who have been in receipt of free school meals (FSM) at any point in the past 6 years (£1320 per child)
- Who have been previously looked after, subject of a special guardianship order and/ or adopted from care (£1900 per child)
- Pupil premium plus children currently being looked after or in care (£1900 per child per school year -held by the LA and accessed via PEP return)
- Whose parents are currently serving in the armed forces (£300 per child)

Schools are held accountable for the spending of these monies. Performance tables will capture the achievement of disadvantaged children covered by the Pupil Premium.

Academic Year 2019 – 2020

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	143 (plus 21 p/t nursery)
Total number of pupils eligible for PPG	92
Amount of PPG received per pupil	£1320/£1900
Total amount of PPG received	£124,080 (plus some additional funding for post LAC - PP plus)

The funding from Pupil Premium 2019 -2020 was planned to be allocated in the following ways (As there are high percentages of PP learners in every class, a high proportion of the funding was used to extend the provision of Teaching Assistants to target support at the point of learning – see below).

Impact of Pupil Premium 2019-2020

The impact of the PPG has been affected by the partial closure of school in March 2020 due to COVID 19. The national assessments were cancelled and as a result there is no validated data to present for Y1 phonics and for the end of KS2. The impact until partial school closure has been evaluated as below.

1.	Continued employment of a Pupil Well-being Co-ordinator to oversee the support of vulnerable children and their families with a focus on improving attendance of this group.	£27,000
Impact:		

The role of the Pupil Well being coordinator is crucial in working to improve the attendance of PP children.

Tracking of attendance and interventions with children heading towards less than 90% attendance and liaison with the Family Support Worker and LA Inclusion Officer has led to a co-ordinated approach in working with families to improve attendance.

	Pupil-Premium	Non Pupil-Premium
September 2019 to February 2020	93.55% 4.53 authorised 1.91% unauthorised	96.39% 2.75% authorised 0.85% unauthorised
September 2018 to February 2020	94.77% 3.73% authorised 1.50% unauthorised	96.31% 2.88 authorised 0.81% unauthorised

Further improvement is needed to address the barrier of attendance and this will continue to be a priority.

2.	<p>Ensure TA support for the full day in every class by 'topping up' existing provision so that groups of PPG pupils can be targeted and receive 'in class' or 'across year group' interventions such as ELS, phonic boosters.</p> <p>Reduce the gap between PPG learners and all learners in Y2, especially in Maths by targeting specific pupils to reach 'expected' and 'greater depth'.</p>	£78,500
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Impact:

In class support for PP children across the curriculum with specific interventions in maths using marvellous maths and reading and writing using ELS resources was having a positive impact on closing gaps in learning particularly phonics in Year 1 and Year 2.

As assessment for 2020 was cancelled due to COVID, validated data to is not available for 2020 to indicate whether targeted pupils reached expected and or greater depth, especially in maths. The data below is those children who were working at age related expectation at February 2020.

	Reading	Writing	Maths
Year 2 PP (38 children)	66%	55%	74%
Year 2 Non PP (12 children)	83%	66%	91%
Year 1 PP (39 children)	77%	59%	59%
Year Non PP (19 pupils)	84%	58%	74%

	GLD
EYFS PP (23 children)	58%
EYFS Non-PP (12 children)	39%

We are confident that a greater % would have reached age related expectation had the school year continued as normal.

3.	Continue to provide afternoon Nurture provision targeting PPG pupils with Social and emotional needs.	£11,750
<p>Impact:</p> <p>Children identified in need of additional social emotional development were assessed using the Boxall Profile and interventions put in place to support identified areas.</p> <p>Support was in place for 10 children led by an ELSA trained Level 3 Teaching Assistant and a Level 2 Teaching assistant.</p> <p>Evidence from the Boxhall Profile shows 80% of pupils made progress in at least one key area of development.</p> <p>Observations from the ELSA trained leaders showed</p> <ul style="list-style-type: none"> • All children were able to become better friends and build reciprocal friendships with their peers. • All children would identify 5 feelings and reason why a person maybe feeling that way. • Could support each other if someone in the group had a negative feeling 		
4.	Maintain the provision of two trained Emotional Literacy Support Assistants (ELSAs) to run targeted SEMH groups and one to one sessions on Friday afternoon.	£1,200
<p>Impact:</p> <p>The focus of support was the development of social skills and making and retaining friendships. As a result of SEMH work undertaken, learning time was increased as there were less incidents of children struggling during free time which needed to be resolved at the end of playtimes.</p> <p>Observations from the ELSA trained teaching assistant showed the children improved their</p> <ul style="list-style-type: none"> • Friendships skills • Ability to share • Respect for each other • Turn taking • Camaraderie • Co-operation • Ability to have fun in a friendly environment 		
5.	Subsidise the cost of educational visits and extra-curricular activities for PP pupils to encourage full participation and access to the curriculum.	£2,000
<p>PP children accessed educational visits until they had to be cancelled due to COVID.</p> <p>There was increased participation from PP children at science club, choir and art club particularly Year 2 children.</p> <p>It also funded PP children to experience</p> <ul style="list-style-type: none"> • a Victorian Christmas at Turton Tower (Year 2) • Role playing activity centre Underwater Street (EYFS) • A train journey and trip to a café (EYFS) • A pantomime at a local theatre (all year groups) 		

6.	Subsidise the cost of breakfast club for targeted pupils according to need.	£200
<p>Impact:</p> <p>School supported five families by offering free breakfast club throughout the year. Children were in school, on time, had a settled start to the school day and had a substantial breakfast to enable them to concentrate and learn better throughout the day.</p>		

7.	Provide a range of visits, visitors and experiences to complement the curriculum and raise confidence and self-esteem, particularly for the Y2 cohort which has 73% PPG pupils.	£3,000
<p>Impact:</p> <p>An artist in residence gave PP children the opportunity to work collaboratively and to produce art work using new skills and techniques. Children grew in confidence after producing a quality piece of work which was displayed in school</p> <p>Music workshops were arranged for parents and children in Year 2 which would have given them an opportunity to perform. Unfortunately this had to be cancelled due to COVID 19 but this will be carried forward to continue to provide opportunities to experience performing.</p>		