



High Meadow  
Community School

## The Effective Use of Pupil Premium at High Meadow Community School

*“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils”* (The EEF Guide to Pupil Premium, Education Endowment Foundation, 2019)

At High Meadow Community School, we pride ourselves on having the highest of expectations for ALL of our children, families and staff. As life-long learners ourselves, we are active in considering the findings of research and studies and sharpening our practice to make a difference. To provide a focused lens in which to evaluate research, we use the findings of the Education Endowment Foundation and in particular the recommendations from the EEF Guide to Pupil Premium (2019) when planning and evaluating our Pupil Premium expenditure.

In their framework they explore Pupil Premium Myths. These include...

### **MYTH: “Only eligible children can benefit from Pupil Premium spending”**

The Pupil Premium is designed to support schools to raise the attainment of disadvantaged children. However, many of the most effective ways to do this – including improving the quality of teaching – will also benefit other groups: that is fine. Likewise, some forms of targeted academic support or wider strategies will benefit other children, including children with Special Educational Needs and Children in Need.

### **MYTH: “The Pupil Premium has to be spent on interventions”**

There is a strong evidence base showing the impact that high-quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour.

### **MYTH: “Pupil Premium strategy can be separated from whole school strategy”**

The Pupil Premium provides an important focus for prioritising the achievement of children from disadvantaged backgrounds in our education system. When it is most effective, the Pupil Premium will sit at the heart of a whole school effort, with all staff understanding the strategy and their role within it.

### **Potential Persistent Barriers**

Dunford and Hutchinson (Divergent Pathways: the disadvantage gap, accountability and the pupil premium, July 2016) refer to typical barriers to learning for pupil premium children, such as:

- Limited language, restricted vocabulary
- Poor attendance
- Mobility – many moves between schools
- Issues within the family
- Medical issues, often undiagnosed
- Lack of sleep
- Poor nutrition
- Poverty
- Lack of family engagement in learning
- Education not valued in local community
- Low aspirations



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Community School

- Low expectations
- Narrow range of opportunities outside school
- Lack of role models, especially male role models
- Lack of self-confidence and self esteem
- Poor social skills
- Inadequate support from teachers and teaching assistants
- Other skills gaps

Not all children eligible for the Pupil Premium have all, or even some, of these barriers. Some have very supportive families, who do their very best for their children, but whose limited resources mean that their children have a narrower range of experiences pre-school and outside school than their better-off peers. We must also remember that a child eligible for Pupil Premium is an individual with specific background and needs, and we must consider these for each individual child in order to target support most successfully.

### A Tiered Approach to Pupil Premium Spending

The Education Endowment Foundation recommend taking a tiered approach to Pupil Premium spending. They recommend we focus on three areas...





High Meadow  
Community School

And so, it is with this knowledge and understanding that we strategically plan for the effective deployment of the Pupil Premium spend. Each year, we will publish on our school website

- A Pupil Premium Plan for that academic year
- A report to show The Impact of Pupil Premium Spend for the previous academic year

### PUPIL PREMIUM PLAN AND IMPACT OF PUPIL PREMIUM SPEND Sept 2019 – July 2020

**Pupil Premium: Our key priorities:**

**Our core aim is:**

- To raise the attainment and progress of pupils eligible for pupil premium funding so that their performance compares favourably with their non-pupil premium peers.
- Address inequalities in education of pupils from low-income families and raise attainment of these pupils.

**What we expect to see:**

Outstanding teaching and learning is paramount to the progress of pupils from disadvantaged backgrounds. This remains a consistent and relentless focus. In addition to this, targeted intervention and support strategies are deployed in order to:

- Improve levels of attainment and progress;
- Close attainment gaps relative to school averages;
- Enhance reading, writing, mathematics and communication skills;
- Engage and develop learning through a creative and inspiring curriculum;
- Have a clear focus on all disadvantaged pupils, including those with SEND and more able pupils;
- Support pupils in becoming aspirational, confident and successful learners

### Evaluation and impact of 2019/20

Strategic spending of the Pupil premium grant ensured that pupils received support and intervention tailored to their needs. Pupils eligible for Pupil Premium support were clearly identified across all year groups.

Qualifying Pupils	Ever 6/ FSM	Looked After Children	Service Families
11	8	3	0
Lead Teacher	Funding 2019-20	Actual Spend	Over spend
Mrs D Hughes	£16,260	£24,045	£7,785



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**Our four key objectives for 2019/20 were:**

1. **Teaching and Learning:** to further improve teaching and learning across the school
2. **Mentoring and well-being support:** to implement strategies to address the emotional, social and behavioural needs of disadvantaged pupils
3. **Support for learning and inclusion:** to further develop the range of intervention strategies to ensure PP children make progress in-line with or exceed the progress of their non-PP peers
4. **Leadership and Management:** to ensure robust tracking and monitoring of disadvantaged pupils to ensure all children reach their full potential

Strategy	Cost £
<p><b>Teaching and learning</b> A wide range of teaching and learning programmes that develop teacher skills and classroom practice to ensure Quality First teaching and effective interventions. These included:-</p> <ul style="list-style-type: none"> <li>• Power of Reading training Sept 2019</li> <li>• Power of Reading training – Jan 2020</li> <li>• Music in the curriculum training – Feb 2020</li> <li>• No Outsiders training (Equality Act) – March 2020</li> <li>• Maths Mastery Training – From Sept 2019 – July 2020</li> <li>• SENCO conferences/workshops – 3 days across the year</li> <li>• Early Years conferences/workshops – 3 days across the year</li> </ul>	<p>£1200</p> <p>£240</p> <p>£230</p> <p>FREE</p> <p>£400</p> <p>£375</p>
<p><b>Mentoring and well-being support</b> One to one and group mentoring supports pupils with emotional and/or personal problems.</p> <ul style="list-style-type: none"> <li>• Young Voices training – Sept 2019</li> <li>• Singing Playgrounds training – Sept 2019</li> <li>• Mental Health and Reading training – Oct 2019</li> <li>• Attachment &amp; Trauma Friendly Schools training – Oct 2019</li> <li>• Protective Behaviours training – Nov 2019</li> <li>• Trauma Informed Practice – Jan 2020</li> <li>• Early Help training – Jan 2020</li> <li>• Virtual Schools Attachment Aware Project training – Jan 2020</li> <li>• 6 x Relax Kids after school sessions for <b>all</b> children free of charge</li> <li>• Uniform paid for for PP and CLA (up to £90 per child)</li> <li>• Before and After school club paid for, for families of PP and CLA (up to £200 per child)</li> </ul>	<p>£150</p> <p>£80</p> <p>£65</p> <p>£65</p> <p>£65</p> <p>£65</p> <p>FREE</p> <p>£180</p> <p>£1,240</p> <p>£1000</p> <p>£2,200</p> <p>£685</p>





High Meadow  
Community School

<ul style="list-style-type: none"> <li>• After school enrichment activities paid for, for families of PP and CLA (up to £90 per child)</li> <li>• Whole class coaching sessions x 6 for Y3</li> </ul>	<p>£400</p> <p>£405</p> <p>FREE</p>
<p>Early help offered as required</p>	
<p><b>Leadership and management</b></p> <p>Clear leadership responsibilities based on the progress and accountability of disadvantaged pupils, the role includes:</p> <ul style="list-style-type: none"> <li>• Leadership and management of an intensive identification process</li> <li>• Vigorous tracking and monitoring measures to ensure pupils who are not reaching their full potential at either level have been identified and have appropriate intervention and support in place.</li> <li>• Reviewing the impact of all provisions and interventions that are in place.</li> </ul>	<p>Nil</p>
<p><b>Support for learning and Inclusion</b></p> <p>An in-depth programme of intervention support groups, this includes:</p> <ul style="list-style-type: none"> <li>• Pupils not making the expected progress in English, phonics and mathematics</li> <li>• Pupils with social communication barriers.</li> <li>• Pupils with very low reading ages.</li> <li>• Pupils experiencing reading difficulties not only with comprehension but also with reading accuracy.</li> <li>• Daily reading support for all PP children</li> <li>• Pupils experiencing writing difficulties</li> <li>• Part time (20 hours) teaching assistant to hear PP daily readers</li> <li>• Early Help Intervention/Family support</li> </ul> <p><b>Paying for school trips/events</b></p> <ul style="list-style-type: none"> <li>• Financial support for trips/events/activities</li> </ul>	<p>1 hour a day, every week in every class = £3,000 x 5 TA's = £15,000</p>

### The IMPACT of PUPIL PREMIUM spending 2019/20

There is no attainment data for  
2019-20 due to disruptions  
caused by COVID-19



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