



High Meadow
Community School

Pupil Premium Plan
Sept 2020 – July 2021

Pupil Premium: The 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 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 and
- Support pupils in becoming aspirational, confident and successful learners

Key developments for 2020/21

Strategic spending of the Pupil premium grant will ensure that pupils receive support and intervention tailored to their needs. Pupils eligible for Pupil Premium support are clearly identified across all year groups.

Qualifying Pupils	Ever 6 / FSM	Children Looked After	Service Families
17	14	3	0
Lead Teacher	Mrs D Hughes	Funding 2020-21	£ 23, 520

The five key objectives:

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





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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

Strategies

Teaching and learning

Alongside 'Quality First Teaching', a wide range of teaching and learning programmes will be delivered, some of which have been recommended by the Education Endowment Foundation. These will continue to develop teacher skills and classroom practice, enhance children's learning and enjoyment and engage children in relevant and exciting ways. These will include:-

- Developing vocabulary using 'Time to Talk' intervention groups
- Purchasing more Phonic home reading books
- 1:1 Daily reading support for all PP children
- Fischer Family Trust Literacy interventions from Spring 2021
- Weekly Forest school sessions for all children
- A range of visitors and class trips for children (PP and CLA will have trips paid for)
- Children's Book Fair (PP and CLA will be given money to spend at the fair)
- Whole school staff training to become a 'Trauma Informed School'
- Whole school staff training to become a 'Legacy PE' school
- Whole school staff training for Maths Mastery (third year)

Mentoring and well-being support

- Restorative approach to behaviour management implemented throughout the school based on Paul Dix book 'When the adult changes, everything changes'
- 'Philosophy for Children' launched in Years 3 and 4 from Autumn B
- Counselling and/or play therapy to support pupils with emotional and/or personal problems
- Confident Kids after school sessions (x6) offered to all children free of charge in Years 4, 3 and 2



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- Uniform will be paid for CLA and PP children to ensure they feel the same as their peers
- Morning club will be offered free to CLA and PP children to help them experience a range of engaging and enriching activities
- After school activities will be offered free to CLA and PP children to help them experience a range of engaging and enriching activities
- Early help will be offered as required to ensure the whole family is being supported and areas of concern addressed

Support for learning and inclusion

- Daily/regular targeted interventions for groups of disadvantaged pupils to ensure they attain at least age-related expectations

Leadership and management

- Clear leadership responsibilities based on the progress and accountability of disadvantaged pupils
- Rigorous tracking and monitoring measures to ensure pupils who are not reaching their full potential have been identified and have appropriate intervention and support in place.
- Rapidly reviewing the impact of all provisions and interventions that are in place and responding accordingly.

We also recognise the potential impact of the COVID 19 pandemic on children's and families' mental health and academic progress. Although the plans above are robust in their nature, they may change as we progress throughout this academic year, as we respond to the needs of the most vulnerable in school.



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