



# LONDON MEED PRIMARY SCHOOL PUPIL PREMIUM STRATEGY

## BRAVERY, COMMUNITY, CURIOSITY, RESILIENCE, RESPECT

Summary Information			
Academic Year:	2020-21	Number of pupils:	45
		Pupil Premium Allocation Per Child:	£1,220
		Total Pupil Premium:	Allocation:£54,895

### Guidance

The strategic and targeted use of Pupil Premium will enable us to achieve the best learning experiences and outcomes for our pupils.

- To ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils we recognise that not all pupils who receive free school meals will be disadvantaged and not all pupils who are socially disadvantaged are eligible for free school meals

#### Main barriers to achievement:

- Low attainment on entry
  - Gaps in learning and recall of age-related expectations
    - Special educational (cognitive development) needs
- Social, emotional and mental health needs that affect learning
  - Social and communications needs
  - Speech and language difficulties
    - Medical and physical needs
    - Access to learning resources
      - Diet
  - Attendance and punctuality



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Use of Funds			
The Education Endowment Foundation recommends a tiered approach of improving teaching, targeted academic support and wider strategies in order to raise the attainment of disadvantaged pupils and reduce the gap between them and their peers.			
Planned expenditure			
Teaching and whole –school strategies			
Desired Outcome	Chosen approach	Anticipated cost	Impact
<u>Supporting great teaching</u> Planning of foundation subjects will detail how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.	Time out of class for foundation subject leaders to scrutinise year group planning and work samples and plan for progression in their subjects.	(£1,500)	Subject leaders' knowledge of how best to support children has increased. Children can move on from their individual starting points.
<u>Teaching assessment and feedback</u> Teachers have a very clear understanding of what gaps in learning remain and use this to inform future planning and interventions.	Purchase NFER tests. Complete in the Autumn and Spring terms for Years 3, 4 and 5. Use past SATs papers in Years 2 and 6. Track and monitor performance.	(£2,800)	Gaps in learning are identified and planning adjusted to resolve these. Extra interventions run by the class teacher or Learning Support Assistant are put in place where necessary.
<u>Curriculum review</u> Curriculum is broad and balanced and accommodates our	Trips and first hand experiences access to the Arts, access to technology broaden pupils' experiences and ambitions.	(£2000)	All children have access to a device for home/remote learning. All pupils have the opportunity to learn more about the area they live in.



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pupils' needs and interests while being aspirational.			through local links made during history and geography planning.
<u>Other staffing costs</u> There are sufficient staff to enable a broad and balanced curriculum.	Member of staff has a responsibility for curriculum and coaching subject leaders.	(£750)	Curriculum is ambitious for all children.

Targeted academic support			
Desired Outcome	Chosen approach	Anticipated cost	Impact
<u>Intervention programme</u> Identified pupils will have increased reading fluency and prosody.	LSA led intervention groups to boost self-esteem and independence through improved access to learning	(£17,252)	They will be able to access learning across the curriculum.
<u>1:1 and small group tuition</u> Identified pupils in Upper Key Stage 2 will improve their comprehension skills. Acquisition of mathematical concepts will be secured.	Pupils will be given extra support 1:1 support with reading. Small groups will be targeted from extra support during English and mathematics lesson	(£7,461)	Pupils will be able to reach the expected outcomes in English and maths
Wider strategies			
Desired Outcome	Chosen approach	Anticipated cost	Impact
<u>Supporting attendance</u> Families are supported to secure good attendance.	Half termly telephone calls or meeting to discuss attendance, progress and attainment.	(£3,379)	Families are working in partnership with our school and feel supported. Children's attendance will be above 97%.



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<u>Nurture Groups</u> Barriers to learning are removed.	Weekly nurture groups for identified children.	(£5000)	Children have the opportunity to discuss and explore issues they face and are better able to focus on their learning.
<u>Counselling</u> Targeted support for children with specific emotional needs	1:1 weekly counselling sessions.	(£3,510)	Improved understanding by adults in school of the barriers to learning that individual children face.
<u>Speech and Language Therapy</u>	1:1 speech and language therapy for identified children following assessment.	(£1,500)	Children will develop confidence in being able to orally express themselves.
<u>Additional Online Subscriptions Resources</u> Children have the opportunity to practise reading, phonics and mathematics skills at home.	Purchase of Mathletics, Reading Eggspress subscriptions.	Mathletics (£5,672) Jigsaw PHSE (£2,183) Reading Eggs (£1138)	Children are able to practise and consolidate the skills they have been taught in class.
<u>Personal Resources</u> All Key Stage 2 pupils have their own pencil cases. Numicon packs are given to pupils in EYFS.	Resources for individual children have been purchased.	(£500)	Children have everything they need to support their learning.
<u>School Uniform</u>	Extra sets of school uniform have been purchased for those in need.	(£250)	Children will look the same as their peers and wear



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Individual families have been supported with the purchase of clothing.			weather appropriate school uniform.
		<b>Total cost</b>	<b>£54,895</b>



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