



Meopham Community Academy

Pupil Premium Funding Information 2017-18

Background

The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who may be vulnerable to underachievement.

These include:

- pupils who are entitled to free school meals or who have been on Free School Meals (FSM) within the last six years;
- those looked after by the local authority;
- those adopted from care and
- the children of armed service personnel.

To help us plan how to use our Pupil Premium grant effectively, we looked at research from the Sutton Trust Teaching and Learning Toolkit. This identifies the teaching methods and resources which have the most impact on accelerating children's learning and progress.

We recognise that the most important factor in ensuring that all children make good progress is access to high-quality, differentiated teaching. In addition, to raise attainment for our pupil premium children, we have identified the following priorities for 2017-18:

- Improve reading attainment through the development of higher-level reading skills.
- Raise writing attainment by focusing on developing spelling, higher-level punctuation and grammar.
- Identify and support children with language difficulties as early as possible.
- Improve confidence in Maths reasoning.
- Ensure all children have equal access to extra-curricular activities; for example educational experiences such as educational visits, drama lessons and participation in a variety of physical activities.
- Improve attendance.
- Provide support for children's emotional well-being and resilience.
- Develop the use of peer-mentoring and assessment.



For the year 2017-18 the Pupil Premium funding will be used to support the following areas:

High quality inclusive teaching

All staff are monitored and given regular training to ensure that teaching standards are good or better. For the academic year 2017-18 training will include minimum inclusive strategies to support all learners, the teaching of higher-level reading skills and developing the writing process.

Pupil Progress meetings are held three times each year. Class teachers meet with members of the Senior Leadership Team to review pupil progress. At these meetings the attainment of Pupil Premium children is tracked and, where necessary, interventions are planned and put in place to accelerate progress.

Marking and feedback

The Sutton Trust report highlights the importance of effective feedback. We have developed our [Feedback Guidelines](#) in response to this. Every child from Year 1 onwards has individual targets in Maths and English so that they are clear on what they need to do to improve their work.

All teachers give regular written and verbal feedback which identifies what the child has done well and shows their next steps. Coloured highlighters and pens are used to identify areas for improvement and show clearly where the learning intention has been met.

Children are given regular opportunities to evaluate their own work and work collaboratively to give feedback to their peers. For example, in extended writing, children use success criteria lists, peer review or marking ladders to evaluate tasks.

Developmental marking aims to encourage children to take greater responsibility for editing their own work, e.g initially teachers underline incorrect spellings for children to copy. This is gradually developed until the children identify their own errors and self-correct using dictionaries.

Emotional and social learning

At Meopham Community Academy we believe it is important to support children's mental health and well-being. To facilitate this we have an effective and integrated Pupil Support Team.

Children can access individual support when needed. In addition, small group interventions are planned and tracked on a termly basis to help children develop strategies for dealing with difficult situations and emotions or build self-esteem. In some cases a key worker can be assigned who then plans, coordinates and leads areas such as support, transitions and regular meetings with parents. In addition to this, we employ a Play Therapist to work with children whose emotional needs may be a barrier to effective learning.



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Targeted Small Group Intervention

In addition to high-quality teaching, some Pupil Premium children need additional support to help them make expected progress.

Interventions are planned which target specific areas of weakness; for example, this year 'Project X Comprehension Express' has been purchased by our school to help Pupil Premium children develop higher-level comprehension skills.

To try and ensure that our Pupil Premium children attain the expected standard for their age, booster classes are also provided to try to address any gaps in understanding. These sessions are run by qualified teachers. Working closely with the child's class teacher these sessions are aimed at addressing misconceptions and reinforcing understanding of key areas of learning specifically in Maths and English.

Mentor support

Underachieving Pupil Premium children in Years 5 and 6 are given support from our in-house Learning Mentor. The child's barriers to learning are identified and individual support planned and initiated. As with all of our children in any intervention we run at Meopham Community Academy, each child is given individual targets that enable us to effectively track and report on progress.

Speech and Language

Here at Meopham Community Academy, we employ a Speech and Language Mentor who has been trained to deliver speech and language support throughout the school.

Schemes such as 'Language Link' and 'Speech Link' are used to screen children when they enter Reception so that any potential difficulties can be identified as early as possible such that appropriate future interventions can be planned. In addition, if any child presents with difficulties later in the school they can be re-assessed and appropriate action taken.

Pupil Premium funding is used to fund an additional day of this provision, ensuring that Pupil Premium children can be given appropriate support as promptly as possible.

Access to an Extended Curriculum

To ensure that all Pupil Premium pupils are able to access the same enrichment activities as their peers, funding is allocated to either cover or subsidise the cost of educational visits. For example, the school runs two residential visits in Year 4 and Year 6. To ensure maximum uptake of our Pupil Premium pupils, we use our funding to subsidise these trips.

Attendance

Kent County Council recently highlighted the negative impact of low attendance on achievement for vulnerable groups such as Pupil Premium. To address this, the school has a policy of 'first-day calling' to check the reason for absence.

In addition, whole school initiatives such as 'Attendance Ted', 'Punctuality Pup' and reward certificates are designed to improve attendance and demonstrate the importance of good

attendance to the children. Where children need help to overcome anxiety this can be provided by our experienced Pupil Support Team who can provide interventions to help them to overcome these issues.

Independent Learning

To ensure that Pupil Premium children have equal access to internet-based learning resources for home learning and independent study, in 2016-2017 all of our Pupil Premium children in Years 3 to 6 were given a Wi-Fi-enabled Windows tablet. This year, and moving forward, tablet computers will be purchased for all eligible children when they reach Year 3.

School Uniform

Starting in 2017, all Pupil Premium children are now given a voucher each academic year to be used to help with the purchase of school uniform. This aims to ensure that all children have access to the correct uniform of a good-quality.

Resources

This year additional books have been purchased to target specific areas for improvement. These include challenging reading books for the most able readers in Year 6, the introduction of a new phonics scheme in Year R and Key Stage One (Read Write Inc. Story books) and graphic novels for reluctant readers.

Measuring impact

In order to ensure that the Pupil Premium allocation has a positive effect on pupil progress the impact of interventions is carefully monitored and evaluated.

To do this the following information is used:

- Whole school tracking data
- Results of Statutory Assessment Tests
- Reading tests
- Phonics tests
- Evaluations of children's progress against individual outcomes and SMART targets.
- Lesson observations
- Book scrutiny
- Evidence from discussions at pupil progress meetings

Reporting to governors

An annual report is given to governors which gives detailed information on the progress and attainment of pupil premium children, expenditure and the impact of interventions.



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