



Enjoy, Learn, Aspire

Meopham Community Academy

Pupil Premium Expenditure 2017 – 2018

Evaluation of Impact

Intervention	Impact
Subsidise school trips, including residential visits to Swattenden in Year 4 and Kingswood in Year 6.	All children who are entitled to Pupil Premium were offered support with school visits.
Subsidise enrichment activities	Pupil premium children were able to attend Dance and running clubs with subsidised places
Free school milk for children in receipt of pupil Premium funding	All Pupil Premium children were offered milk daily.
Play Therapy/ counselling	<p>This year the school provided both individual and group counselling and play therapy.</p> <p>In addition, as part of the greater awareness importance of the development of good mental health, training was delivered to all staff on strategies to support children in coping with grief and loss. Staff reported feeling more confident in helping children to cope with children experiencing loss.</p>

Targeted small group intervention

Targeted support was provided to increase the number of children in receipt of Pupil Premium funding making expected or accelerated progress.

Children's progress was monitored and those at risk of not making expected progress were given targeted intervention. This support was delivered in small groups. Each child was given individualised targets and their progress was monitored.

	Average steps progress (6 steps is expected progress)		
Year group	Reading	Writing	Maths
6	7	8	7
5	6	5	5
4	6	7	6
3	6	5	5
2	6	6	6
1	4	4	4

Positive impact:

In Year 6 100% of the children made at least 6 steps progress in all three subjects.

In Year 5 100% of children made at least 6 steps progress in Reading.

In Year 4 75% of children made 6 steps or more progress in all three subjects.

In Year 2 100% made at least 6 step progress in reading.

Areas for further development:

- Increase average progress for children in receipt of Pupil Premium in Years 1 and 3
- Improve progress in writing for pupil premium children in Year 5
- Use strategies employed in Year 6 to increase number of children making accelerated progress across the school.

<p>Resources 'Nessy' subscription- Help for children with dyslexia</p> <p>Project X Comprehension Booster</p> <p>Challenging books for gifted and talented readers</p>	<p>10 Children are now using the 'Nessy' programme. They have allocated time to use this programme at school and are able to access it at home. Progress is monitored by the SENCo. The children who have engaged fully outside of school made the best progress. Next year ways to try to engage parents as fully as possible should be explored to ensure that the programme has maximum impact. As used well the programme does have a positive impact it will be offered to more children next year.</p> <p>This was a new intervention which was used with intervention groups in Year 5 and 6. Staff reported that the children were very enthusiastic about the books and that they felt the resources were good. All children who had this intervention made at least expected progress (6 steps).</p> <p>More able readers were identified in Year 6. They were given access to a library carefully selected challenging books. They then met with the literacy co-ordinator weekly to discuss the books that they had read. The children were very enthusiastic about the books and enjoyed sharing their ideas. Overall the number of children reaching greater depth in reading increased by 30% in KS2 in 2018</p>
<p>£100 uniform voucher to be given to all children eligible for Pupil Premium</p>	<p>The parents of all the Pupil Premium children were offered a uniform voucher.</p>
<p>Provision of a 'tablet' for each Pupil Premium child when they reach Year 3</p>	<p>All Pupil Premium children in KS2 are offered a tablet computer which Ensures that they have access to online resources for home learning.</p>
<p>Attendance</p>	<p>95.01% (Non Pupil Premium 97.15%)</p>
<p>Early identification of any barrier to learning. (lucid Cognitive Profiling System)</p>	<p>Children in Reception were screened to identify any potential barriers to learning. This enabled the early identification of potential barriers to learning so that appropriate intervention could be put in place.</p>

Key Stage 1

FSM: Schools receive Pupil Premium funding for each pupil registered as eligible for free school meals at any point in the last 6 years. FSM is used to identify this group of pupils.

	All children	FSM	Kent FSM
Reading	80% Expected +	80% Expected +	62% Expected+
	32% Greater depth	40% Greater depth	14% Greater depth
Writing	73% Expected +	60% Expected +	56% Expected +
	23% Greater depth	40% Greater depth	7% Greater depth
Maths	83% Expected +	60% Expected +	64% Expected +
	23% Greater depth	20% Greater depth	11% Greater depth

Attainment for FSM in Reading was in line with all children at Meopham Community Academy and exceeded the Kent average for FSM.
In Maths and Writing attainment for FSM at Meopham Community Academy was below that for all children but was broadly in line with the Kent average for FSM.

Next year there will be a focus on raising attainment in Writing and Maths .

Key Stage Two

	All children	FSM	Kent FSM
Reading	88% Expected +	70% Expected+	63% Expected+
	44% Greater depth	40% Greater depth	18% Greater depth
Writing	81% Expected +	60% Expected +	68% Expected +
	25% Greater depth	10% Greater depth	11% Greater depth
Maths	78% Expected +	70% Expected +	61% Expected +
	31% Greater depth	20% Greater depth	11% Greater depth
Combined	75% Expected +	50% Expected +	50% Expected +
	20% Greater depth	10% Greater depth	4% Greater depth

The number of FSM children at Meopham Community Academy achieving expected or better in Reading increased from 40% in 2017 to 70% in 2018. Reading attainment for FSM was higher than the Kent FSM.

The number of FSM at Meopham Community Academy achieving greater depth in Reading was well above Kent FSM. The aim in 2018-19 is to continue to diminish the difference in performance between FSM and all children.

In Maths Attainment for FSM exceeds the Kent average. Next year the aim will be to continue to diminish the difference between attainment for FSM and all children.

Whilst Writing attainment for FSM is close to the Kent average it is an area which will need greater focus next year in order to improve the number of children achieving both expected and greater depth.