



Pupil premium strategy statement 2020-21

School overview

| Metric | Data |
|---|---------------------------|
| School name | Meopham Community Academy |
| Pupils in school | 432 |
| Proportion of disadvantaged pupils | 8% |
| Pupil premium allocation this academic year | £47,730 |
| Academic year or years covered by statement | 2020-21 |
| Publish date | September 2020 |
| Review date | July 2021 |
| Statement authorised by | Mrs Michele-Sowden-Mehta |
| Pupil premium lead | Mrs Johanna Brown |
| Governor lead | Mrs Helen Gula |

Disadvantaged pupil progress scores for last academic year

| Measure | Score |
|---------|--------------------------------------|
| Reading | No data available for 2019-2020 year |
| Writing | No data available for 2019-2020 year |
| Maths | No data available for 2019-2020 year |

Strategy aims for disadvantaged pupils

| Measure | Activity |
|---|--|
| Priority 1 To diminish the gap in attainment between disadvantaged pupils and non-disadvantaged pupils. | <ul style="list-style-type: none">• Baseline all children to ascertain current ability and gaps in learning• CPD for staff in areas that they may feel less knowledgeable about – e.g. scaffolding and supporting the less able writers |

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| | <ul style="list-style-type: none"> • PPM focus on staff knowing their PP children and their assessments and whether targeted support is required to either catch up or reach greater depth. • Specific PP data analysis with headlines and actions created and monitored as well to ensure impact. • SENCo monitoring against PP and Speech and language needs, particularly in KS1 and EYFS • Phonics leader to analyse data against PP and whole cohort, are they inline? • Put in place interventions that are timely • DHT alongside subject leaders to quality assure the feedback policy's effectiveness • Remove barriers to learning if and when remote learning is required |
| <p>Priority 2 To provide a broad and balanced curriculum providing high quality teaching for all children.</p> | <ul style="list-style-type: none"> • Develop a new curriculum which covers the full breath of the National Curriculum • Provide training for staff in curriculum development and the principles underpinning the curriculum. • Time for subject leaders to develop the curriculum for their subjects. |
| Barriers to learning these priorities address | <ul style="list-style-type: none"> • Attainment data shows gap in attainment for PP children. This has widened due to Covid-19 lockdown. • Teacher subject knowledge and pedagogical understanding teachers from providing high quality teaching to all. |
| Projected spending | £20,000 |

Teaching priorities for current academic year

| Aim | Target | Target date |
|-------------------------|---|-------------|
| Progress in Reading | Achieve national average progress scores in KS2 Reading (0) | July 21 |
| Progress in Writing | Achieve national average progress scores in KS2 Writing (0) | July 21 |
| Progress in Mathematics | Achieve national average progress scores in KS2 Mathematics (0) | July 21 |

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|---------|---|---------|
| Phonics | Achieve national average expected standard in Phonics screening check | July 21 |
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Targeted academic support for current academic year

| Measure | Activity |
|--|---|
| <p>Priority 1</p> <p>To diminish the gap in attainment between disadvantaged pupils and non-disadvantaged pupils.</p> | Establish small group interventions in all year groups to support pupils who have fallen behind. |
| <p>Priority 2</p> <p>To diminish the gap between disadvantaged pupils and non-disadvantaged pupils in reading.</p> | <p>Continue to develop the use of Accelerated Reader across the school, using individual targets and whole school incentives. Update book selections using books not yet banded (and also purchase more for lower bands in Year 2-3).</p> <p>Develop RWI within the school ensuring all staff have been trained to deliver RWI phonics and RWI spelling. Use development days with RWI consultants to develop practice with EYFS and KS1.</p> |
| Barriers to learning these priorities address | <ul style="list-style-type: none"> • Following whole class delivery, ensure that all staff are using evidence based interventions to bring this group of learners on in their learning. • Encourage development of the new curriculum to increase engagement. • Encourage reading for pleasure at home and in school. |
| Projected spending | £14,000 |

Wider strategies for current academic year

| Measure | Activity |
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| Priority 1 | Develop the role of FLO to improve attendance for disadvantaged pupils and ensure families gain access to support they need. |
| Priority 2 | In house counselling to provide support to our most vulnerable families. |
| Priority 3 | Speech & Language therapist providing support disadvantaged pupils with communication needs. |
| Priority 4 | Phonics and reading catch up for Years 2-4 |

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| Barriers to learning these priorities address | Improving attendance and readiness to learn for the most disadvantaged pupils |
| Projected spending | £13,730 |

Monitoring and Implementation

| Area | Challenge | Mitigating action |
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| Teaching | Ensuring enough time is given over to allow for staff professional development | Use of Inset Days and twilights to support staff in adopting and developing the new curriculum. Time for CF to share Accelerated Reader information with staff. |
| Targeted support | Ensure time and space is provided for interventions | Additional teaching assistant and tutoring time where needed to allow interventions to take place. Centralised room booking system on Sharepoint so that time is not wasted looking for space to work. |
| Wider strategies | Engaging the families facing most challenges | FLO and SENCo to continue to build relationships with these families to encourage more engagement with school support. |

Review: last year's aims and outcomes

| Aim | Outcome |
|---|--|
| Children will read more regularly and have access to a wide range of high quality books | Accelerated Reader was an excellent resource during lockdown and pupils from Year 2-6 continued to quiz regularly at home. Regular feedback from CF in assemblies and on the website has created a positive competitive atmosphere, especially within upper KS2. Book selections in Years 2 and 3 need to be updated this year, so that pupils have a wider, more engaging choice of books to quiz on. |
| Higher rates of progress for all pupils, including the most able. | There is no progress data available for the 2019-20 academic year due to Covid-19. This remains a target which will be closely monitored this year. Pupils who have slipped back during lockdown will also be identified and given challenging targets to catch up. |
| Improve language skills for pupils eligible for PP in Reception and Year 1. | Talkboost was run successfully up to the beginning of lockdown in Reception. This |

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| | <p>intervention will continue this year, hopefully for several groups of pupils. TAs to complete before and after questionnaires to measure the progress of pupils taking part. The school now has support from a SALT in school three times a year. The SALT provides detailed action plans for individual children which can be delivered by school staff.</p> |
| <p>Families will have easy access to support both from school and via outside agencies which will improve children's readiness to learn.</p> | <p>Due to a change in staffing, the role of the FLO will continue to be developed in 2020-21. The FLO/Senco will continue to support families to access Early Help / Community Paediatrics / SALT / CAMHS where needed.</p> |
| <p>Families whose children are in receipt of Pupil premium funding will be supported by being offered financial help with school trips and school uniform vouchers. Children will also have access to free milk. Pupils in Year 3 will be given a computer tablet.</p> | <p>All pupil premium families were able to access support in 2019-20. During lockdown, families were supported with meal boxes and food vouchers.</p> |