

Pupil premium strategy statement (PPG – Pupil Premium Grant)



| 1. Summary information | | | | | |
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| School | Meadowbank Primary School | | | | |
| Academic Year | 2017-18 | Total PP budget | £ 142,540 | Date of most recent PP Review | Sept '17 |
| Total number of pupils | | Number of pupils eligible for PP | 96 | Date for next internal review of this strategy | Dec '17 |

2b. Current attainment July 2017

| | KS1 PPG | KS1 Non PPG | KS2 PPG | KS2 Non PPG | Pupils not eligible for PP (national average) |
|------------------------------------------------------|---------|-------------|---------|-------------|-----------------------------------------------|
| % achieving ARE or above in reading, writing & maths | 73% | 78% | 58% | 69% | KS1:KS2:61% |
| % achieving ARE or above in reading | 82% | 83% | 79% | 75% | KS1:76% KS2:71% |
| % achieving ARE or above in writing | 82% | 81% | 63% | 83% | KS1:68% KS2:76% |
| % achieving ARE or above in maths | 73% | 82% | 74% | 80% | KS1:75% KS2:75% |

2a. Current Predictions July 2018

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| % achieving ARE or above in reading, writing & maths | 73% | 72% | 51% | 66% | |
| % achieving ARE or above in reading | 75% | 81% | 61% | 73% | |
| % achieving ARE or above in writing | 67% | 75% | 66% | 79% | |
| % achieving ARE or above in maths | 67% | 77% | 68% | 79% | |

2. Barriers to future attainment (for pupils eligible for PP)

In-school barriers

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| A. | Early Speech and Language. 24% of children entering year 1 have been assessed and identified as needing Speech and Language programmes since starting school. 13 children in Year 1 (34% PPG) did not achieve the Early Learning Goal for Communication. This slows reading progress and impacts on attainment in later years. |
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| B. | Boys with less mature learning skills (prior low and middle attainment) – disadvantaged boys of middle prior attainment at Key Stage 1 making poorer progress in all subjects, especially writing than their peers at the end of Years 4 and 5. (Year 5 & 6 cohort 2017-18) At the end of Key Stage 2 in 2017 the percentage of disadvantaged pupils exceeding the National outcome in reading, writing and maths was 56% compared to 67% of non-disadvantaged pupils and 0% of children eligible for PPG exceeded a score of 110 in all 3 subjects compared to 9% of non PPG peers although they outperformed their peers in meeting age related expectations in all subjects. | |
| C. | On entry to EYFS the area of learning with the greatest difference to National average is Moving and Handling, which in turn then has an impact on the number of children able to meet the Early Learning Goal for writing. The gender gap is higher than National (20%) and a number of the boys who are off track to meet the ELG are eligible for Pupil Premium. | |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | |
| D. | Attendance and Punctuality – Attendance of children eligible for Pupil Premium was 93.51% whilst those children not eligible was 95.99% in the last term of 2017. | |
| E. | Disengaged Parents/parents with poor parenting skills. At present the Pastoral manager is working with 13 families where children are eligible for Pupil Premium | |
| F. | Complex family backgrounds eg.on CP register, children as young carers – 12 children eligible for PPG are at TAC, 3 on the Child Protection register and 3 of the 4 of school's young carers are eligible for PPG. | |
| 3. Desired outcomes (<i>Desired outcomes and how they will be measured</i>) | | |
| A. | Improved language skills for children eligible for Pupil premium in Foundation Stage and Key stage one. Children will show progress through the wellcomm Increased number of PPG children to pass phonics screening check in June 2017 (To raise from 69% 9/13chn to 75% 6/8chn) | Success criteria Pupils eligible for Pupil premium to make rapid progress through personalised programmes and diminish the difference with their peers. |
| B. | Higher rates of progress in reading and writing, across Key Stage 2 for children eligible for PPG funding. An increase in children eligible for Pupil Premium funding to be assessed as exceeding end of year expectations at key Stage 2. | The percentage of PPG children achieving the National expectations at the end of each year in Key stage 2 to increase. |
| C. | An increased number of children will achieve the ELG for moving and handling to be in line with national average. Target of 87% | Pupils eligible for Pupil premium to make progress to achieve the moving and handling Early Learning Goal. |
| D. | Improve attendance and punctuality for children eligible for the PPG funding | Reduce the number of persistent lates and absentees among pupils eligible for PPG funding- school target set at 96% attendance |

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| E. | Disengaged parents will come into school and participate in events to support outcomes for children. | Pastoral manager will increase relationships with hard to reach parents so they will attend meetings, parent events and come to school as needed. The uptake of parents working with external agencies as recommended by school will increase. All parents of children eligible for PPG will attend parents evenings. |
| F. | Children whose complex home life impacts on self-esteem and consequently academic achievement will show and self-evaluate an increased self-esteem. | Children will participate in outdoor nurture group learning opportunities. Fewer behaviour incidents recorded. Children & adults will complete pre and post intervention 360 questionnaires showing a rise in self-esteem. Adults will report on a positive impact on learning behaviours. |

| 4. Planned expenditure | | | | | |
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| Academic year | | 2017 - 18 | | | |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies | | | | | |
| i. Quality of teaching for all | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Improved language skills for children eligible for Pupil premium in Foundation Stage and Key stage one. | <p>Additional adult to work in EYFS to facilitate Staff trained to be able to deliver the wellcomm programme.</p> <p>Purchase of additional hours from the speech and Language team for a Speech therapist to work in school one day a week.</p> | <p>Evidence repeatedly shows that significantly delayed speech, language and communication skills and SLCN are overrepresented in the groups of children who are likely to be eligible for the EYPP (Lee 2012; Waldfogel and Washbrook, 2010). Evidence also shows that for many children who do not receive timely support, their needs persist and in some cases get worse. (Goswami and Bryant, 2007; Eastman 2011). Wellcomm is a speech and language toolkit for screening and intervention in the early years.</p> | Staff who have received training previously will implement the Wellcomm programme. | K Carrington & S Pountain | <p>Children will show progress through the EYFS assessments and programme levels. Children who did not complete the programme in EYFS will show progress in Year 1. Children working with the SALT will show progress from baseline.</p> |

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| <p>Increased number of PPG children to pass phonics screening check in June 2017</p> | <p>Personalised programmes to be in place for vulnerable children at all phonics phases. DHT to lead phonics workshop training to incorporate application of phonics in continuous provision. KS1 phase leader to lead a multisensory, outdoor learning approach to phonics.</p> | <p>Staff skills audits last year resulted in a redeployment of adults in Key Stage 1 to facilitate high quality personalised programmes to be delivered. This structure will remain and the phase leader has identified that a multisensory approach to teaching phonics, making use of the outdoor environment has impact on phonics scores last year and gathered this information through a small scale research project (Results presented at Alliance research conference) – This was carried out in Summer 2 last year and it is felt that impact could be even greater if started earlier in the year.</p> | <p>K Carrington will structure a phonics coaching plan for staff. The Key Stage 1 phase leader and Literacy Leader will track the impact of this by conducting learning pop ins and book looks, supported by K Carrington (DHT) Feedback will be provided to staff. Support in application of phonics skills will be</p> <p>Phase leader and Key Stage 1 staff to work to review the impact of personalised programmes and alter plans as necessary.</p> | <p>C Ball (KS1 Leader) & K Carrington (DHT) S Taylor (Literacy Leader)</p> | <p>Children will be assessed each half term and personalised programmes adapted as necessary. Phase leader to feed back to SLT and Class Teachers to review at Standards Review meetings each half term. Children's progress towards the phonics screening check and application of phonics skills in independent work will be tracked and reviewed in Standard Review Meetings.</p> |
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| <p>Higher rates of progress in reading and writing, across Key Stage 2 for children eligible for PPG funding Children will meet or exceed Fischer Family trust targets at the end of Key Stage 2.</p> | <p>Spelling is a barrier to writing for many of the children eligible for PPG. Personalised programs for children in Key Stage 2 to work to support need. Children working in mixed year group programmes, including cross phase with Key Stage 1 if appropriate. Purchase of class sets of high quality, age appropriate texts to promote enjoyment of reading and inspiration for writing.</p> | <p>There is a significant difference in reading and writing scores across Key Stage 2 (20% in Year 6). Using hooks to engage children though high quality texts proved a successful approach in raising standards in reading in the last academic year, which we will maintain through engagement in high quality texts for more children as analysis of results in previous years have shown children who read quality texts more regularly are more fluent writers. These practices and philosophies will be applied in writing. To raise standards in writing, engagement and writing for enjoyment will be promoted through opportunities writing for a range of real life purposes.</p> | <p>Implementation of PAT (Phonological awareness training) phonics work for those children for whom letters and sounds hasn't worked. TA delivering the programme will receive training, time for planning and accessing training resources and will deliver CPD to others as appropriate.</p> | <p>K Jenkins & S Cawley S Taylor</p> | <p>Review impact during Standards Review Meetings Progress towards phonics screening check or gap analysis of phonics for those who have passed screening check. Phase leaders to monitor the application of phonics in independent writing – evidence in books. Reflections of programme in writing.</p> |
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| <p>An increased number of children eligible for PPG grant in EYFS will achieve the ELG for moving and handling to be in line with national average.</p> | <p>EYFS will take part in in the balanceability programme.</p> | <p>The Balanceability programme will not only provide children with the opportunities to develop gross motor skills but set the groundwork for a life skill of being able to ride a bike. MORI study say 43% of children at 6 years cannot ride a bike. Combining a great start in cycling with the fundamental development of children's motor skills through this age appropriate programme will provide a secure foundation on which to build. The structured programme will help children develop gross motor skills, spatial awareness, dynamic and static balance and bilateral co-ordination along with the necessary skills to make the transition from a balance bike to an ordinary pedal bike in a safe, challenging, but fun way.</p> | <p>Two members of staff will attend training to become leaders of the programme. In addition, they will coach and support other professionals working in EYFS so that the philosophies and practices can be applied and supported in the learning environment.</p> | <p>K.Carrington V Lamb</p> | <p>Impact on standards and progress towards the ELG will be monitored each half term in Standards review meetings.</p> |
| Total budgeted cost | | | | | <p>£23,686</p> |

| ii. Targeted support | | | | | |
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| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Improved language skills for children eligible for Pupil premium. | Purchase of additional hours SALT support each week from T Gordon to generate programs for adults in school to deliver. (In addition to the hours allocated by the inclusion service) | 15 children eligible for PPG across Key Stage 1 and 2 require support from the Speech and Language Team. 34% of the children requiring personalised programmes in Year 1 are eligible PPG. Baseline assessment has revealed 40% of children in the Foundation Stage require a speech and language programme at different levels.. The impact of a SALT last year was seen on outcomes for pupils but time limits of one professional can restrict the number of children able to receive this support at any one time. Research shows that where a programme is delivered regularly for a short space of time it has a greater impact than once a week for a longer period. | KC (DHT & EYFS lead) to ensure that personalised programmes effectively and to work with the SEND leader (Sam Pountain) to ensure programmes are relevant and delivered regularly to have impact. Children's programmes from last year reviewed and progression evident in the revised programme or removed from the SALT work and needs addressed in a more appropriate way. | Kellie Carrington (DHT)& Sam Pountain | Class Teachers and EYFS lead will review the program delivery regularly with Speech and Langugage therapist. SEND leader to monitor delivery and impact of the programs each half term. In half termly standard review meetings impact will be discussed and amendments made in light of all discussions. |

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| <p>Higher rates of progress in reading and writing, across Key Stage 2 for children eligible for PPG funding</p> <p>To increase attainment of PPG children in Year 6 from their Year 5 data.</p> | <p>Employment of an additional Teaching Assistant in each phase (4 TAs)</p> <p>Diminishing the Difference Leader release time.</p> <p>Personalised learning programmes run across Key Stage 1 and 2 after school (Pirate Club and tuition). Children in Key Stage 2 targeted for attendance at Study Club once a week and invited by class teachers.</p> <p>Purchase of high quality texts to engage children and promote reading and writing.</p> <p>Project to develop an outdoor learning project to impact on reading and writing standards to engage a group of boys in Year 5 who are off track to make expected progress in Key Stage 2.</p> | <p>The Education Endowment Foundation (EEF) report 'Making best use of teaching assistants (TAs)'. says that while the typical deployment and use of TAs has not generally led to improvements in academic outcomes, there is emerging evidence that TAs can provide "noticeable improvements to pupil attainment".</p> <p>It suggests that TAs can have a positive impact on outcomes when they work alongside teachers to provide complementary learning.</p> <p>Some TA time will be used to allow teachers to lead smaller personalised programmes for these vulnerable children.</p> <p>The Effectiveness of Outdoor Learning review in 2015 (Giving Evidence) found that programmes completed over a longer period of time had more impact than one off programmes although the impact on behavioural attitude lasted longest in both types of programmes.</p> <p>These attitudes could have an impact in the classroom.</p> | <p>Diminishing the difference lead to work with phase leaders to review the deployment of additional adults each half term following Standard review Meetings and impact of personalised programmes running.</p> <p>Impact of 'outdoor learning' project will be monitored and fed back to the Head Teacher and SLT and the School Governors each term.</p> | <p>Katherine Jenkins (AHT)</p> <p>Stephanie Taylor (Literacy Leader)</p> | <p>Diminishing the Difference leader to work with Teaching Assistants to ensure high quality programs are delivered. Monitoring half termly and CPD opportunities provided as appropriate.</p> <p>Phase Leaders will manage the additional adults within their phase and direct their time as appropriate.</p> <p>Impact of personalise programs to be reviewed in standard review meetings and amendments made as necessary.</p> <p>KJ to feed back to governors termly – showing impact through hard and soft data.</p> |
| Total budgeted cost | | | | | £67,500 |

| iii. Other approaches | | | | | |
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| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Improve attendance and punctuality for children eligible for the PPG funding. | Pastoral manager's role to receive children who arrive at school late, to hold 1:1 check ins with children who show signs of problems around attendance and punctuality, to make first day phone calls, building and maintaining relationships with parents. | A significant number of children eligible for Pupil Premium are regularly late for school. There is also an increase in the number of these children who are presenting social and emotional difficulties as reported by class teachers or parents asking for additional help in school. | Fund 6 children to attend breakfast club and monitor the impact of this on their punctuality. Pastoral manager to be supported in the implementation of new programmes of support from SLT and appropriate CPD opportunities provided – to include safeguarding lead refresher, Monitoring of the WEE programmes and the impact this is having. Further analysis of the gaps in children's needs and outreach to other professionals as deemed necessary. Weekly planned meetings with the | Rachel Cole-Galley (Pastoral Manager) | Impact of the role will be reviewed with the Head teacher half termly and impact on attendance and punctuality monitored overall and for vulnerable families. |
| Disengaged parents will come into school and participate in events to support outcomes for children. | Pastoral manager will continue to build and maintain relationships with parents, making first contact, leading meetings as well as being able to respond to concerns raised by parents and children quickly, involving necessary staff from school. Improved communication through use of text messaging and email more frequently. Continued development and use of an area in school where the pastoral manager can work with parents and children. | An increasingly large number of parents struggle to engage with school systems and this then becomes a frustration to them and relationships with school can breakdown. A proactive approach to addressing this is more beneficial than a reactive approach. | Pastoral manager to be supported in further developing her role as capacity increases, with support from SLT and appropriate CPD opportunities. Weekly planned meetings with the Head Teacher as well as contact with SLT as needed. Continued development of an area within school to allow pastoral manager to complete tasks, hold meetings and meet with parents. | Rachel Cole-Galley (Pastoral Manager) | Parental engagement and feedback will be monitored after parent events in school. Vulnerable families engaged in feedback as appropriate. Impact of the role to be discussed and reviewed with the Head Teacher half termly. |

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| <p>Children whose complex home life impacts on self esteem and consequently academic achievement will show and self evaluate an increased self esteem.</p> | <p>Pastoral manager to meet as needed with children identified by school staff or parents as needing support. Member of staff to lead an outdoor nurture Programme planned to meet the personalised needs of the children. Funding for Year 6 children to attend Robinwood Residential. Enrichment opportunities will be funded for Pupil Premium children, including ½ termly year group opportunities, Young voices, playing with the Halle orchestra, Brass Band. School Sports Coaches to run lunch time clubs, and funded places for PPG children at after school sports clubs. Children offered places at study club after school to promote positive attitudes to learning.</p> | <p>50% of children eligible for PPG had some involvement with the pastoral manager in the summer term. Pastoral manager to run 'We Eat Elephants' sessions with children eligible for PPG as deemed necessary. Support provided for other staff working with these children in how they can also apply personalised approaches that are working. Pupil voice has identified that children having previously taken part in Outdoor Nurture programmes would like more. The children are able to reflect on the social and communication skills learnt and developed in environments outside of their normal parameters. Leading a mixed age group programme can further develop these skills which can be transferred to learning in the classroom building resilience and closing the attainment gap.</p> | <p>Children will be able to self reflect and discuss impact of their work in pupil voice. Staff will report an increase in self esteem of these children and consequent impact in other areas of school life. Children will participate in wider opportunities and reflect upon these opportunities as engagement hooks for other areas of the curriculum.</p> | <p>Rachel Cole Galley Helen Watson</p> | |
| <p>Cool Milk Free School Meals</p> | | | | | |
| Total budgeted cost | | | | | £52,316 |

