**Pupil premium strategy / self-evaluation (primary, middle)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Summary information** | | | | | |
| **School** | Meanwood Primary School | | | | |
| **Academic Year** | 2019-20 | **Total PP budget** | Sept-Mar  **£120,575** | **Date of most recent PP Review** | Sept 2019 |
| Apr-Aug  **£86,125** |
| **Total number of pupils** | 443 | **Number of pupils eligible for PP** | 159 | **Date for next internal review of this strategy** | Jan 2020 |

|  |  |  |  |
| --- | --- | --- | --- |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | |
| **Academic barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | |
|  | | In 2019 48% of DP (disadvantaged pupils) pupils in the reception year achieved a good level of development compared to 74% of non DP pupils nationally. This means that 52% were not ready to access the Year 1 learning and curriculum. | |
|  | | A significant proportion of children enter EYFS with very low language skills which impacts on speaking and listening, phonics, reading and writing across the school. | |
| **C.** | | A significant proportion of children’s basic understanding of number is poor and fails to sufficiently support their further development of understanding in mathematics. | |
| **D.** | | A higher proportion of PP children are on the SEND register than non-PP children. These children have specific barriers to learning related to their special educational need. | |
| **Additional barriers** *(including issues which also require action outside school, such as low attendance rates)* | | | |
| **E.** | | 35% of the persistent absentee pupils in 2018 – 2019 were PP pupils. | |
| **F.** | | A significant number of DP are not ready to learn when they come to school. This lack of readiness to learn is compounded by issues related to challenging home situations and, in some, cases, child protection factors. Vast majority of pupils on the CP register are children in receipt of pupil premium funding. | |
| **G.** | | Many DP pupils have few opportunities to benefit from cultural and social events and experiences. Parents/carers are unable to fund curricular enrichment opportunities, including trips  Financial constraints result in inability to purchase educational resources, including study support materials and IT facilities | |
| **H** | | For some DP pupils there is challenging behaviour and an inability to interact successfully in a school environment.  Lack of personal aspirations and/or an understanding of career possibilities and future academic opportunities. Low self-esteem and confidence. | |
| 1. **Intended outcomes** *(specific outcomes and how they will be measured)* | | | **Success criteria** |
|  | Improve oral language skills for pupils eligible for DP in Reception in early years Support DP pupils to accelerate progress in key areas of learning | | Pupils in Reception eligible for PP make rapid progress by the end of the year so that they achieve a good level of development. |
|  | Continue to raise attainment in reading in EYFS and KS1 by developing children’s understanding and effective use of phonics and other early reading strategies.  Raise attainment in reading across KS2 by developing pupils understanding of language and inference skills. | | The % of pupils eligible for PP achieving the expected standard in reading is in line with the % for non PP pupils.  The % of pupils eligible for PP passing the phonics screening test in year 1(and the re-take in Y2) is in line with the % for non PP pupils. |
|  | Raise attainment and progress in maths by ensuring that children have a sound knowledge of number upon which to build the rest of their mathematical knowledge. | | The % of pupils eligible for PP achieving the expected standard in maths is in line with the % for non PP pupils. Where this is not the case, PP children are making more rapid progress and the gap is closing. |
|  | The provision for DP children with special educational needs is sufficiently strong so that their attainment and progress is raised. | | The % of pupils eligible for PP and with SEND achieving the expected standard is in line with the % for non PP pupils.  Where this is not the case, PP children are making more rapid progress and the gap is closing. |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **Review of expenditure** | | | | | | | | | | |
| **Previous Academic Year** | | | | **2018-19** | | | | | | |
| 1. **Quality of teaching for all** | | | | | | | | | | |
| **Action** | **Intended outcome** | | | **Estimated impact:** Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | | | **Lessons learned**  (and whether you will continue with this approach) | | | **Cost** |
| Enhance curriculum provision with trips, workshops and events which extend children’s vocabulary and communication skills | To build vocabulary as a means to accessing the curriculum – particularly vocabulary for writing.  To have the opportunity to access a wide range of cultural and educational experiences.  To improve oral language skills for pupils eligible for DP in Reception in early years  To support DP pupils to accelerate progress in key areas of learning | | | English books evidence improved quality of writing. Children are able to explain more clearly their understanding of the topic covered after a trip or visitor. | | | The money for trips and visitors was divided up termly with each cohort having £800 per term. This proved to be less effective than anticipated as some trips could not happen due to being more expensive than £800.  Next year, each cohort will have £2400 allocated for trips and visitors over the whole year, rather than broken down into termly amounts. | | | £800 per cohort per term  = £16,800 |
| Develop the quality of teaching of basic skills – specific areas of focus:   * Reading comprehension * Spelling * Grammar - punctuation * Mental maths skills   Resources to support this work to be purchased and staff release time | To continue to raise attainment in reading in EYFS and KS1 by developing children’s understanding and effective use of phonics and other early reading strategies.  To raise attainment in reading across KS2 by developing pupils understanding of language and inference skills. | | | The % of pupils eligible for PP passing the phonics screening test in year 1(and the re-take in Y2) is in line with the % for non PP pupils.  The % of pupils eligible for PP achieving the expected standard in reading and maths is in line with the % for non PP pupils. Where this is not the case, PP children are making more rapid progress and the gap is closing. | | | Improved outcomes for children at the end of KS1 and KS2 have been evidenced in SATs results improving in reading, GVP and maths in Y6  To continue ensuring staff training is current, classrooms are adequately resourced in line with curriculum expectations | | | £2191 extra reading materials  Staff release time £25,000  Additional resources £28,100 |
| Learning mentor support for children whose social, emotional or behavioural difficulties are impacting on their ability to learn | Removing barriers to learning through addressing the social and emotional skills of vulnerable children | | | Negative behavioural logs for PP children reduce. Less PP children are on the CP register. Attainment and progress for the most vulnerable PP children increases. | | | Behaviour for the majority of children in school has improved. The few children still causing issues have either left or had further support from outside agencies and subsequently have also improved.  Continue embedding the behaviour policy and consequences to ensure a consistent approach across school. | | | *£11,115* |
| An Inclusion Team comprising a non-class based teacher to provide specialist teaching through Numbers Count programmeand 1 day for non class based deputy headteacher / inclusion leader – allocated time to focus on leadership of interventions, staff training, assessment of children and liaison with external agencies / professionals Evidenced based interventions  Programme of Inclusion Team and class based parent workshops | To remove barriers to learning for Pupil Premium children.  To build good home school links, especially with hard to reach parents.  Improve parental involvement in children’s learning – parent’s capacity to support learning at home. | | | The % of pupils eligible for PP achieving the expected standard in reading and maths is in line with the % for non PP pupils. Where this is not the case, PP children are making more rapid progress and the gap is closing.  The % of pupils eligible for PP passing the phonics screening test in year 1(and the re-take in Y2) is in line with the % for non PP pupils. | | |  | | | *£850 for Numbers Count training+ £37,737 staff salaries*  *=£37,737 + £465 for resources* |
| TA time for reading – ensure that PP children read regularly on a 1:1 basis. | To remove barriers to learning for Pupil Premium children. | | | The % of pupils eligible for PP achieving the expected standard in reading is in line with the % for non PP pupils. Where this is not the case, PP children are making more rapid progress and the gap is closing.  The % of pupils eligible for PP passing the phonics screening test in year 1(and the re-take in Y2) is in line with the % for non PP pupils. | | | Reading fluency has improved for a significant proportion of children. This has impacted on learning in other areas of the curriculum as children can access texts used in other subjects more confidently.  This will continue in the same way next year | | | *£42* |
| Lunchtime music clubs, recorder, drumming, choir | Parents’ capacity to support is limited for some PP children. Additional staff support will redress this, leading to improved outcomes. | | | Raise attainment and progress in maths by ensuring that children have a sound knowledge of number upon which to build the rest of their mathematical knowledge. | | | Music clubs are very popular and have been extremely well attended. Children have attended Rochdale music festival and won in many categories  The drumming club performed in Birmingham.  Music has been used to enhance the teaching in many curriculum areas in the classrooms, including a multitude of songs used to embed mathematical understanding, leading to improved understanding of concepts.  These will continue in the same way next year | | | *£4429* |
| 1. **Targeted support** | | | | | | | | | | |
| **Action** | **Intended outcome** | | | **Estimated impact:** Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | | | **Lessons learned**  (and whether you will continue with this approach) | | | **Cost** |
| Speech therapist – One day a week Speech and Language Therapist employed directly by school. | Improving classroom provision for developing children’s language and communication skills will benefit many more children in addition to those who receive direct speech therapy. | | | Children have been identified and support put in place. Staff training has improved identification at a younger age and thus support for these children has been introduced more quickly. | | | To continue in the same way next year. | | | *£8620* |
| Learning mentor support for children whose social, emotional or behavioural difficulties are impacting on their ability to learn | Removing barriers to learning through addressing the social and emotional skills of vulnerable children | | | Negative behavioural logs for PP children has reduced. Less PP children are on the CP register. Attainment and progress for the most vulnerable PP children has increased. | | | Greater impact has been seen with the learning mentor supporting identified children in the classroom environment to use the skills and strategies she has taught them. This has led to better outcomes for all children as disruptions to learning have been greatly reduced.  To continue with the learning mentor supporting children in class. To also increase the learning mentor’s visibility in the playground working with identified children on developing friendships and improving social skills, leading to improved behaviour and better outcomes for all. | | | *£11,110* |
| Counselling for selected children  Bought in service from specialist children’s counselling service. | Removing barriers to learning through addressing the emotional needs of vulnerable children. Counselling provided in school ensures that children have access if parents wouldn’t take to appointments externally | | | Negative behavioural logs for PP children reduce. Less PP children are on the CP register. Attainment and progress for the most vulnerable PP children increases. | | | Identified children have responded well to their counselling sessions and have shown greater resilience in all aspects of school life. This has led to a reduction in negative behaviour logs for these children and a more positive attitude towards their peers and school work.  To continue with counselling sessions next year. | | | *£99 per week x 40 weeks = £3960* |
| An Inclusion Team comprising 2 Level 3 TAs (Pupil Premium funded) to provide 1:1 or small group teaching for target children who are making slow progress. | To remove barriers to learning for Pupil Premium children. | | | The % of pupils eligible for PP achieving the expected standard in reading and maths is in line with the % for non PP pupils. Where this is not the case, PP children are making more rapid progress and the gap is closing.  The % of pupils eligible for PP passing the phonics screening test in year 1(and the re-take in Y2) is in line with the % for non PP pupils. | | | Reading and spelling have improved for a significant proportion of children. This has impacted on learning in other areas of the curriculum as children can access written resources and are more confident in applying their reading and spelling skills in all subjects.  This will continue in the same way next year | | | *£45,407* |
| Beanstalk Reading Programme - additional 1:1 reading for LAC children with trained volunteers. | PP children’s reading outcomes are significantly behind those of non PP children. Additional reading will accelerate children’s progress | | | The % of pupils eligible for PP achieving the expected standard in reading is in line with the % for non PP pupils. Where this is not the case, PP children are making more rapid progress and the gap is closing. | | | Children accessing Beanstalk have made rapid progress in their reading with many now attaining ARE in word reading.  To continue with Beanstalk next year | | | *£600* |
| 1. **Other approaches** | | | | | | | | | | |
| **Action** | **Intended outcome** | | | **Estimated impact:** Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | | | **Lessons learned**  (and whether you will continue with this approach) | | | **Cost** |
| Residential trip at the start of Y6 – subsidised places for children whose parents cannot afford the full cost. | To give children vital self-esteem, collaborative and team building skills which equip them for the demands of the year. | | | Children were more engaged in their learning. They worked better as part of a team and were keen to show what they had learnt.  Y6 children showed themselves to be resilient throughout the year and demonstrated this during SATs, producing greater results than predicted. | | | A great success as each child achieved the expected outcomes from the residential. Next year it will be held in the summer term in future due to poor weather conditions preventing children from accessing some of the planned activities. | | | *£1543* |
| Offer free breakfast club places to target PP children where there are issues with attendance, punctuality or welfare Attendance for these pupils is statistically lowest. Family worker and HT hold regular attendance panel meetings and make home visits if children’s attendance is poor / unexplained absence. | To reduce the number of child absences. | | | Free breakfast places were taken up by 3 families and children were more settled coming into school, attended school more often, improved their behaviour and were more attentive in class leading to greater outcomes. | | | The percentage of persistent absentee PP pupils has reduced from 67% to 35%.  To continue to offer free places to identified families of persistent absentee pupil premium children. | | | *£2000* |
| Purchase an additional 5 Educational Psychologist visits.  Attainment and progress of PP pupils with SEND is below national expectation.  Some children have severe or complex special educational needs. Pupil premium children are disproportionately represented on the SEN register. | Children can be assessed and their needs addressed more quickly | | |  | | | Extra Educational Psychologist visits, a greater number of identified children were able to be assessed and supported with a range of strategies in school.  Due to illness and then the Educational Psychologist leaving her position, the visits were not as many in number as planned. A new Educational Psychologist has since been employed and the extra 5 visits will be planned in again next year to meet the needs of as many of our children as possible. | | | *5 x £520 = £2600* |
| Family Worker and attendance officer support to address issues including school readiness, parenting, welfare, engagement with school, attendance, parental mental abuse, debt and housing / homelessness, health, domestic. | Increasingly, family issues are impacting negatively on PP children’s attendance, behaviour and attainment.  Reduce the number of persistent absentees among pupils eligible for PP  Overall PP attendance improves. | | | Negative behavioural logs for PP children reduce. Less PP children are on the CP register. Attainment and progress for the most vulnerable PP children increases. | | | Attendance figures have improved leading to improved behaviour and attainment  Continue with attendance officer and Family Worker home visits | | | *£25,957 + £1525 for uniform and £10,452 for attendance* |
| After school clubs focussed on supporting PP children – eg homework, reading, maths games, ICT. | Parents’ capacity to support is limited for some PP children. Additional staff support will redress this, leading to improved outcomes. | | | Children engaged in extracurricular activities to develop new skills and improve existing ones. | | | After school clubs have been well attended. Children have improved their skills in a number of areas and this has resulted in better engagement in lessons. To continue to offer a wide range of after school clubs next year. | | | *8 staff x 1 hour per week x 30 weeks = £2640 + IT In 2 Learn £1590* |
| Additional member of staff for reception class (apprentice TA) | To enable staff to provide focussed intervention to children who enter reception and are not yet “school ready” and require a lot of individual support to establish basic skills.  To provide additional staffing cover in reception which frees up other staff to focus on closing the gap for these children in their crucial first year at school.  To address school readiness for PP children to ensure gaps are closed, particularly for boys, by the end of the reception year. | | | Staff have been able to identify children needing extra support more quickly. They have been able to provide focussed intervention to enable these children to develop basic skills necessary for school. | | | To continue with apprentice support in EYFS next year. | | | *£9,687* |
| 1. **Planned expenditure** | | | | | | | | | | |
| **A Academic year** | **2019-20 Sept – Mar** | | | | | | | | | |
| The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies | | | | | | | | | | |
| 1. **Quality of teaching for all** | | | | | | | | | | |
| **Action** | **Intended outcome** | | **What is the evidence and rationale for this choice?** | | | **How will you ensure it is implemented well?** | | **Staff lead** | **When will you review implementation?** | |
| Learning mentor support for children whose social, emotional or behavioural difficulties are impacting on their ability to learn | Removing barriers to learning through addressing the social and emotional skills of vulnerable children | | Many parents do not have the capacity to support children in addressing social, emotional or behavioural difficulties. This impacts on children’s ability to concentrate and learn | | | Half termly pastoral meetings | | Deputy Head for inclusion | Half termly | |
| The purchase of resources, subscriptions and intervention programmes:   * Historical Association * Third Space Learning * Commando Joe | To enhance curriculum provision  To provide focussed intervention for identified children leading to improved outcomes | |  | | | Termly pupil progress meetings  SEN meetings  Termly data analysis, lesson observations, learning walks | | Curriculum co-ordinator  Maths co-ordinator | End of the year | |
| Specialist provision to support curriculum delivery and enhance teachers’ and children’s subject knowledge and skills   * ICT (Saf) * Artist (Y2) * Music teacher | To enhance curriculum provision  To provide extracurricular clubs leading to improved outcomes | | Curriculum review evidenced higher order ICT and music skills needed. Support for teachers to increase their ability to progress children’s skills | | | Termly pupil progress meetings  Termly data analysis, lesson observations, learning walks | | Curriculum co-ordinator  English co-ordinator | End of the year | |
| **Total budgeted cost** | | | | | | | | | **£18,258.62** | |
| 1. **Targeted support** | | | | | | | | | | |
| **Action** | **Intended outcome** | | **What is the evidence and rationale for this choice?** | | | **How will you ensure it is implemented well?** | | **Staff lead** | **When will you review implementation?** | |
| An Inclusion Team comprising 2 Level 3 TAs to provide 1:1 or small group teaching for target children who are making slow progress and 1 day for non class based deputy headteacher / inclusion leader | To remove barriers to learning for Pupil Premium children. | | The % of pupils eligible for PP achieving the expected standard in reading and maths is in line with the % for non PP pupils. Where this is not the case, PP children are making more rapid progress and the gap is closing.  The % of pupils eligible for PP passing the phonics screening test in year 1(and the re-take in Y2) is in line with the % for non PP pupils. | | | Appraisal targets  Termly monitoring through lesson observations, data analysis, book scrutiny, learning walks, pupil progress meetings and SEN meetings. | | Deputy Head for inclusion | Termly | |
| Speech therapist – One day a week Speech and Language Therapist employed directly by school. | Improving classroom provision for developing children’s language and communication skills | | Improving classroom provision for developing children’s language and communication skills will benefit many more children in addition to those who receive direct speech therapy. | | | Speech and language assessments on entry and end of Reception | | Deputy Head for inclusion | Termly evaluation | |
| Learning mentor support for children whose social, emotional or behavioural difficulties are impacting on their ability to learn | Removing barriers to learning through addressing the social and emotional skills of vulnerable children | | Many parents do not have the capacity to support children in addressing social, emotional or behavioural difficulties. This impacts on children’s ability to concentrate and learn | | | Half termly pastoral meetings | | Deputy Head for inclusion | Half termly | |
| Counselling for selected children  Bought in service from specialist children’s counselling service. | Removing barriers to learning through addressing the emotional needs of vulnerable children. | | Counselling provided in school ensures that children have access if parents wouldn’t take to appointments externally | | |  | | Deputy Head for inclusion | Half termly | |
| Beanstalk Reading Programme - additional 1:1 reading for LAC children with trained volunteer. | Additional reading will accelerate children’s progress | | PP children’s reading outcomes are significantly behind those of non PP children. | | | Evaluation of provision maps during pupil progress meetings and SEN meetings  Termly assessment data | | English co-ordinator | Termly | |
| The purchase of resources and subscriptions:   * IDL | To remove barriers to learning for Pupil Premium children.  To provide focussed intervention leading to improved outcomes | |  | | | Evaluation of provision maps during pupil progress meetings and SEN meetings  Termly assessment data | | Deputy Head for inclusion | Termly | |
| **Total budgeted cost** | | | | | | | | | **£46,282.71** | |
| 1. **Other approaches** | | | | | | | | | | |
| **Action** | **Intended outcome** | | **What is the evidence and rationale for this choice?** | | | **How will you ensure it is implemented well?** | | **Staff lead** | **When will you review implementation?** | |
| Enhance curriculum provision with trips, workshops and visitors. | To extend children’s vocabulary and communication skills  To build vocabulary as a means to accessing the curriculum – particularly vocabulary for writing.  Improved use of vocabulary, spelling and quality of writing | | To ensure children have the opportunity to access a wide range of cultural and educational experiences.  Scrutiny of books and assessment outcomes have evidenced an increase in the quality of writing during topics where an extracurricular trip or visit to enhance the children’s experiences has occurred. | | | Overhaul of trips and visitors for each topic has led to a more streamlined selection of stimuli from other providers to ensure quality experiences for the children. Curriculum co-ordinator will scrutinise work and hold pupil interviews after trips/visits to gauge effectiveness and implementation | | Curriculum Co-ordinator | Termly  End of the year ready for the following year | |
| Family Worker and attendance officer support to address issues including school readiness, parenting, welfare, uniform, engagement with school, attendance, parental mental abuse, debt and housing / homelessness, health and domestic. | Reduce the number of persistent absentees among pupils eligible for PP  Overall PP attendance improves. | | Increasingly, family issues are impacting negatively on PP children’s attendance, behaviour and attainment. | | |  | | Head teacher | Half termly pastoral meetings  Termly supervision meetings | |
| Residential trip towards the end of Y6 | To give children vital self-esteem, collaborative and team building skills | | Subsidised places for children whose parents cannot afford the full cost. | | | Members of SLT will accompany children on the residential.  Deputy head will organise booking the residential and all activities undertaken. | | Deputy head | Evaluation of trip completed at the end of the residential and feedback given to the provider | |
| The school is provided with 5 Educational Psychology visits. We will purchase an additional 10 Educational Psychologist visits. | Children can be assessed and their needs addressed more quickly | | Attainment and progress of PP pupils with SEND is below national expectation.  Some children have severe or complex special educational needs. Pupil premium children are disproportionately represented on the SEN register. | | | Deputy Head for inclusion will meet with Educational Psychologist and plan for and review each child assessed | | Deputy Head for inclusion | Termly | |
| Offer free breakfast club places to target PP children where there are issues with attendance, punctuality or welfare | To reduce the number of child absences. | | Attendance for these pupils is statistically lowest. Family worker and HT hold regular attendance panel meetings and make home visits if children’s attendance is poor / unexplained absence. | | | Attendance officer to highlight children with persistent absence. Attendance at breakfast club monitored half termly by attendance officer and SLT | | SLT | Half termly | |
| After school clubs focussed on supporting PP children – eg reading, maths games, ICT, sports. | To improve outcomes for PP children. | | Parents’ capacity to support is limited for some PP children. | | | Attendance at clubs will be monitored by SLT with priority given to PP children | | SLT | Half termly | |
| Additional member of staff for reception class (apprentice TA) | To free up staff to focus on closing the gap for PP children in their crucial first year at school.  To address school readiness for PP children to ensure gaps are closed by the end of the reception year. | | Children enter reception not yet “school ready” and require a lot of individual support to establish basic skills. | | | EYFS TLR will timetable the apprentice to ensure each Reception class has equal opportunity to work with identified children. | | EYFS TLR SLT | Half termly | |
| **Total budgeted cost** | | | | | | | | | **£45,762.51** | |
| **A Academic year** | **2019-20 Apr - Aug** | | | | | | | | | |
| The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies | | | | | | | | | | |
| **Quality of teaching for all** | | | | | | | | | | |
| **Action** | **Intended outcome** | **What is the evidence and rationale for this choice?** | | | **How will you ensure it is implemented well?** | | | **Staff lead** | **When will you review implementation?** | |
| Learning mentor support for children whose social, emotional or behavioural difficulties are impacting on their ability to learn | Removing barriers to learning through addressing the social and emotional skills of vulnerable children | Many parents do not have the capacity to support children in addressing social, emotional or behavioural difficulties. This impacts on children’s ability to concentrate and learn | | | Half termly pastoral meetings | | | Deputy Head for inclusion | Half termly | |
| The purchase of resources, subscriptions and intervention programmes:   * Historical Association * Third Space Learning * Commando Joe | To enhance curriculum provision  To provide focussed intervention for identified children leading to improved outcomes |  | | | Termly pupil progress meetings  SEN meetings  Termly data analysis, lesson observations, learning walks | | | Curriculum co-ordinator  Maths co-ordinator | End of the year | |
| Specialist provision to support curriculum delivery and enhance teachers’ and children’s subject knowledge and skills   * ICT (Saf) * Music teacher | To enhance curriculum provision  To provide extracurricular clubs leading to improved outcomes | Curriculum review evidenced higher order ICT and music skills needed. Support for teachers to increase their ability to progress children’s skills | | | Termly pupil progress meetings  Termly data analysis, lesson observations, learning walks | | | Curriculum co-ordinator  English co-ordinator | End of the year | |
| **Total budgeted cost** | | | | | | | | | **£12,660.23** | |
| **ii. Targeted support** | | | | | | | | | | |
| **Action** | **Intended outcome** | **What is the evidence and rationale for this choice?** | | | **How will you ensure it is implemented well?** | | | **Staff lead** | **When will you review implementation?** | |
| An Inclusion Team comprising 2 Level 3 TAs to provide 1:1 or small group teaching for target children who are making slow progress and 1 day for non class based deputy headteacher / inclusion leader | To remove barriers to learning for Pupil Premium children. | The % of pupils eligible for PP achieving the expected standard in reading and maths is in line with the % for non PP pupils. Where this is not the case, PP children are making more rapid progress and the gap is closing.  The % of pupils eligible for PP passing the phonics screening test in year 1(and the re-take in Y2) is in line with the % for non PP pupils. | | | Appraisal targets  Termly monitoring through lesson observations, data analysis, book scrutiny, learning walks, pupil progress meetings and SEN meetings. | | | Deputy Head for inclusion | Termly | |
| Speech therapist – One day a week Speech and Language Therapist employed directly by school. | Improving classroom provision for developing children’s language and communication skills | Improving classroom provision for developing children’s language and communication skills will benefit many more children in addition to those who receive direct speech therapy. | | | Speech and language assessments on entry and end of Reception | | | Deputy Head for inclusion | Termly evaluation | |
| Learning mentor support for children whose social, emotional or behavioural difficulties are impacting on their ability to learn | Removing barriers to learning through addressing the social and emotional skills of vulnerable children | Many parents do not have the capacity to support children in addressing social, emotional or behavioural difficulties. This impacts on children’s ability to concentrate and learn | | | Half termly pastoral meetings | | | Deputy Head for inclusion | Half termly | |
| Counselling for selected children  Bought in service from specialist children’s counselling service. | Removing barriers to learning through addressing the emotional needs of vulnerable children. | Counselling provided in school ensures that children have access if parents wouldn’t take to appointments externally | | |  | | | Deputy Head for inclusion | Half termly | |
| Beanstalk Reading Programme - additional 1:1 reading for LAC children with trained volunteer. | Additional reading will accelerate children’s progress | PP children’s reading outcomes are significantly behind those of non PP children. | | | Evaluation of provision maps during pupil progress meetings and SEN meetings  Termly assessment data | | | English co-ordinator | Termly | |
| The purchase of resources and subscriptions:  IDL | To remove barriers to learning for Pupil Premium children.  To provide focussed intervention leading to improved outcomes |  | | | Evaluation of provision maps during pupil progress meetings and SEN meetings  Termly assessment data | | | Deputy Head for inclusion | Termly | |
| **Total budgeted cost** | | | | | | | | | **£33,059.08** | |
| **iii. Other approaches** | | | | | | | | | | |
| **Action** | **Intended outcome** | **What is the evidence and rationale for this choice?** | | | **How will you ensure it is implemented well?** | | | **Staff lead** | **When will you review implementation?** | |
| Enhance curriculum provision with trips, workshops and visitors. | To extend children’s vocabulary and communication skills  To build vocabulary as a means to accessing the curriculum – particularly vocabulary for writing.  Improved use of vocabulary, spelling and quality of writing | To ensure children have the opportunity to access a wide range of cultural and educational experiences.  Scrutiny of books and assessment outcomes have evidenced an increase in the quality of writing during topics where an extracurricular trip or visit to enhance the children’s experiences has occurred. | | | Overhaul of trips and visitors for each topic has led to a more streamlined selection of stimuli from other providers to ensure quality experiences for the children. Curriculum co-ordinator will scrutinise work and hold pupil interviews after trips/visits to gauge effectiveness and implementation | | | Curriculum Co-ordinator | Termly  End of the year ready for the following year | |
| Family Worker and attendance officer support to address issues including school readiness, parenting, welfare, uniform, engagement with school, attendance, parental mental abuse, debt and housing / homelessness, health and domestic. | Reduce the number of persistent absentees among pupils eligible for PP  Overall PP attendance improves. | Increasingly, family issues are impacting negatively on PP children’s attendance, behaviour and attainment. | | |  | | | Head teacher | Half termly pastoral meetings  Termly supervision meetings | |
| Residential trip towards the end of Y6 | To give children vital self-esteem, collaborative and team building skills | Subsidised places for children whose parents cannot afford the full cost. | | | Members of SLT will accompany children on the residential.  Deputy head will organise booking the residential and all activities undertaken. | | | Deputy head | Evaluation of trip completed at the end of the residential and feedback given to the provider | |
| The school is provided with 5 Educational Psychology visits. We will purchase an additional 10 Educational Psychologist visits. | Children can be assessed and their needs addressed more quickly | Attainment and progress of PP pupils with SEND is below national expectation.  Some children have severe or complex special educational needs. Pupil premium children are disproportionately represented on the SEN register. | | | Deputy Head for inclusion will meet with Educational Psychologist and plan for and review each child assessed | | | Deputy Head for inclusion |  | |
| Offer free breakfast club places to target PP children where there are issues with attendance, punctuality or welfare | To reduce the number of child absences. | Attendance for these pupils is statistically lowest. Family worker and HT hold regular attendance panel meetings and make home visits if children’s attendance is poor / unexplained absence. | | | Attendance officer to highlight children with persistent absence. Attendance at breakfast club monitored half termly by attendance officer and SLT | | | SLT | Half termly | |
| After school clubs focussed on supporting PP children – eg reading, maths games, ICT, sports. | To improve outcomes for PP children. | Parents’ capacity to support is limited for some PP children. | | | Attendance at clubs will be monitored by SLT with priority given to PP children | | | SLT | Half termly | |
| Additional member of staff for reception class (apprentice TA) | To free up staff to focus on closing the gap for PP children in their crucial first year at school.  To address school readiness for PP children to ensure gaps are closed by the end of the reception year. | Children enter reception not yet “school ready” and require a lot of individual support to establish basic skills. | | | EYFS TLR will timetable the apprentice to ensure each Reception class has equal opportunity to work with identified children. | | | EYFS TLR SLT | Half termly | |
| **Total budgeted cost** | | | | | | | | | **£30,543.80** | |
| 1. **Additional detail** | | | | | | | | | | |
| Meanwood Primary School is a two-form entry primary school, with around 420 pupils on roll. It has a Nursery class with places for 60 part time pupils, including 4 places for two year olds each morning and afternoon. The deprivation factor shows 80.8% of our pupils are in the top 30% most deprived places; putting us in the highest quintile for deprivation. 44.9% of pupils are eligible for the Pupil Premium. 35% of pupils speak English as an additional language and 32 different home languages are spoken by pupils. The local area includes a mixture of private rented and social housing, including properties operated by SERCO for housing asylum seekers. Many children face a range of social issues and challenges including poor housing, parental mental ill health, domestic abuse or other issues. Of the 2019 Y6 cohort, 60% of the children had had known family involvement from targeted services to address what were often multiple needs.  Almost a quarter of the last Y6 cohort joined the school during KS2, many as international new arrivals, and others moving house and school due to family transience issues. A continual cycle of mobility of the school population, needing and receiving significant support, then leaving again before the impact of this support is reflected in end of Key Stage results is a growing challenge for the school.  Another significant contextual factor is the imbalance of boys and girls in several cohorts. In July 2019, across school boys make up 56% of the school population compared to 44% girls and in certain year groups eg. Current Year 3 and Year 4 boys make up 63% of the cohort and girls 37%.  Attainment on entry is significantly below; nursery and reception baseline assessments *(Rochdale Early Years Foundation Stage Profile)* show that children’s attainment is below LA and national averages, particularly in communication, language, literacy and PSE. A particular area of weakness on entry is children’s speech and language skills *(see EYFS file.)* Although the school has its own nursery, the Reception class also draws from a number of other private day nurseries. 56% of Reception 2019 cohort attended Meanwood nursery; others coming from a variety of other providers or have not had any prior pre-school provision.  27.4% of pupils have SEN. 7 children (2%) have EHCPs *(July 2019 SEN Register)*  The Senior Leadership Team comprises a Headteacher, two Deputy Headteachers, one Assistant Headteacher and 2 TLR holders. Since the last inspection, five new class teachers have been recruited to Meanwood, with one joining in September 2019. There are currently two RQTs; in recent years the school has successfully supported several NQTs to achieve good to outstanding teaching.  The school is well regarded in the Local Authority for having very good provision for inclusion and Early Help. The supportive practice by staff in the school’s Inclusion Team has led to demonstrable impact for some extremely vulnerable children and families.  Meanwood is an active member of “Rochdale Urban Schools Collaborative;” a group of 10 local schools aiming to work together to share good practice and pursue school improvement through inter-school collaboration. This includes support for leadership at all levels with groups for SENCOs, Maths and Literacy leaders, SBMs, Early Help staff and TAs. Professional development activities across the cluster have included regular moderation and shared INSET and staff meetings.  Good links also exist with Falinge Park High School, with whom Meanwood has worked on a science project facilitated by Manchester Metropolitan University. This has developed the quality of teaching in science through improving teachers’ own scientific knowledge and sharing good practice in the teaching of practical and investigative science. We have also worked closely with our other main feeder high school, Oulder Hill, on international links and also increased the amount of transition to both high schools for our most vulnerable children going into Year 7.  The Governing Board has 12 members, most of who are new to post in the last couple of years. We are continuing to grow and develop the governing board through training and ensuring that the skills that governors bring are broad and balance the needs of the governing board and the school. | | | | | | | | | | |