Pupil Premium Strategy Statement: Meanwood Primary School

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| **1. Summary information** |
| **School** | Meanwood Primary School |
| **Academic Year** | 2018 -19 | **Total PP budget** | £254,420 | **Date of most recent PP Review** | Jan 2019 |
| **Total number of pupils** | 440 | **Number of pupils eligible for PP** | 145 | **Date for next internal review of this strategy** | April 2019 |

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| **2. Current attainment** |
|  | *Pupils eligible for PP (our school)* | *Pupils not eligible for PP (national benchmark)* |
| **% of pupils achieving GLD at end of EYFS** | **60%** | 74% |
| **% of pupils passing the phonics check at end of Y1** | **73%** | 85% |
| **% of pupils passing the phonics check at end of Y2** | **60%** | 55% |
| **% achieving at least Expected Standard in reading, writing and maths KS2** | **38%** | 70% |
| **% achieving High Standard in reading, writing and maths KS2** | **0%** | 12% |
| **Average progress score in reading KS2** | **-4.86** | +0.2 |
| **Average progress score in writing KS2** | **-4.08** | +0.2 |
| **Average progress score in maths KS2** | **-5.59** | +0.2 |

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| **3. Barriers to future attainment (for pupils eligible for PP, including high ability)** |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* |
| **A.** | In 2018 60% 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 40% were not ready to access the Year 1 learning and curriculum. |
| **B.** | 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. |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* |
| **E.** | 67% of the persistent absentee pupils in 2017 – 2018 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 tripsFinancial 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. |

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| **4. Desired outcomes** |
|  | *Desired outcomes and how they will be measured* | *Success criteria* |
| **A.** | 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. |
| **B.** | 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. |
| **C.** | 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. |
| **D.** | 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. |
| **E.** | Increased attendance rates for DP pupils. | Reduce the number of persistent absentees among pupils eligible for PP Overall PP attendance improves. |
| **F.** | All PP children are ready to learn and attend their lessons positively. They come into school happily and are keen to learn. They have a growth mind-set and successfully build their learning power.The families of DP children create stable, loving and positive home-lives for them where they feel safe, secure and valued. This is supported from within school where required by Family Liaison And attendance officer. | 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. |

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| **5. Planned provision and rationale for action** | **Cost from PP Funding** | **Monitoring/ Evidence of Impact/Review** |
| 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. This ensures they have the opportunity to access a wide range of cultural and educational experiences. This helps them with their learning. | *£800 per year group per term = £16,800* | Curriculum planningReview and feedback on trips |
| 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 | £2191 extra reading materialsStaff release time £25,000Additional resources £28,100 | Monitoring of books shows impact of curriculum provisionLearning WalksObservationsPupil questionnaires |
| Additional member of staff for reception class 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. An additional staff member (apprentice TA) will 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. Addressing school readiness for PP children to ensure gaps are closed, particularly for boys, by the end of the reception year. | *£9,687* | Pupil Progress monitoring of reception children  |
| 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. | *£8620* | Speech and language assessments on entry and end of Reception |
| Residential trip at the start of Y6 – subsidised places for children whose parents cannot afford the full cost. Gives children vital self-esteem, collaborative and team building skills which equip them for the demands of the year.  | *£1543* | Lesson observation in Y6 demonstrate improved levels of pupil resilience and maturity |
| 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 | *£22,225* | Reduction in incidents of poor behaviour recorded through school monitoring system. Monitoring of individual children’s emotional welfare through SDQs Half termly pastoral team meetings |
| Counselling for selected childrenBought 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 | *£99 per week x 40 weeks = £3960* | Monitoring of individual children’s emotional welfare through SDQs Half termly pastoral team meetings |
| An Inclusion Team comprising a non-class based teacher (0.6) and 2 Level 3 TAs (Pupil Premium funded) to provide 1:1 or small group teaching for target children who are making slow progress. (Other staff in this team are paid for with SEN funding.)Teacher provides specialist teaching through Numbers Count programme*.* 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 to remove barriers to learning for Pupil Premium children. Evidenced based interventionsProgramme of Inclusion Team and class based parent workshops 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. | *£850 for Numbers Count training+ £83,144 staff salaries**=£83,994 + £465 for resources* | Pupil entry and exit dataObservations of staff leading interventions |
| Beanstalk Reading Programme - additional 1:1 reading for LAC children with trained volunteers. Parent reading volunteers – recruit parents and train them to read with targeted children in school.TA time for reading – ensure that PP children read regularly on a 1:1 basis. PP children’s reading outcomes are significantly behind those of non PP children. Additional reading will accelerate children’s progress | *£642* | Reading book bands increase.Observations of staff demonstrate effective practice |
| 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. | *£2000* | Monitoring of attendance figures for PP children. Reduced persistent absence Half termly attendance monitoring |
| 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. The school is provided with 5 Educational Psychology visits, but by supplementing this with an additional 5 visits, children can be assessed and their needs addressed more quickly | *5 x £520 = £2600* | Monitoring of provision maps will show that EP advice has been implemented and had an impact on attainment. |
| 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. | *£25,957 + £1525 for uniform and £10,452 for attendance* | Early Help plan minutes evidence progress against actions identified for each family, leading to improved attendance and academic outcomes. |
| After school clubs focussed on supporting PP children – eg homework, reading, maths games, music ICT. Parents’ capacity to support is limited for some PP children. Additional staff support will redress this, leading to improved outcomes. | *8 staff x 1 hour per week x 30 weeks = £2640 + £4429 additional music + IT In 2 Learn £1590* |  |
| Total | *£254,420* |  |