 **Pupil premium strategy statement Meanwood Primary School**

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| 1. **Summary information** | | | | | |
| **School** | Meanwood Community Nursery and Primary School | | | | |
| **Academic Year** | 2017-18 | **Total PP budget** | £249,740 | **Date of most recent PP Review** |  |
| **Total number of pupils** | 440 | **Number of pupils eligible for PP** | 171 | **Date for next internal review of this strategy** |  |

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| 1. **Current attainment** | | |
|  | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **% achieving in reading, writing and maths** | 26.7% | 52.8% (61%) |
| **% making progress in reading** | 33.3% | 63.9% (71.4%) |
| **% making progress in writing** | 53.3% | 63.9% (76.2%) |
| **% making progress in maths** | 53.3% | 75.0% (74.8%) |

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| 1. **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)* | |
|  | Poor speech and language skills on entry, with limited life experiences continuing to limit vocabulary development throughout school |
|  | Barriers to learning linked to social, emotional, behavioural factors |
| **C.** | Reading, writing and maths skills below ARE |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | |
| **D.** | Parenting and social issues impact on children’s attendance and day to day “school readiness” |

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| 1. **Desired outcomes** | | |
|  | *Desired outcomes and how they will be measured* | *Success criteria* |
|  | Improved receptive and expressive language enables children to access the curriculum. | The majority of PP children achieve age appropriate speaking and listening skills by the end of KS1.  Children throughout school continue to develop language skills which enable full access to the curriculum.  Gap narrows in reading, writing and maths. |
|  | Improved social, emotional and behavioural skills | Lesson observations and behaviour monitoring demonstrates that children are engaged in learning and incidents of poor behaviour decline over time. |
|  | Higher rates of attainment through accelerated progress in basic skills in reading, writing and maths. | Percentages of PP children achieving ARE increases. Gap narrows to non PP children. |
|  | Parents of PP children are supported to address issues such as DV, housing, debt, parenting, mental health, alcohol and drug misuse, nutrition, sleep and behaviour management which will have a positive impact on their children’s ability to attend regularly, focus and achieve at school. | Attendance of pupil premium children is at least 96%. Targeted parents make progress against actions outlined in Early Help, Child in Need or Child Protection plan which has a positive impact on their children’s attainment and progress – closing the gap to non PP children. |

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| 1. **Planned expenditure** | | | | | |  |
| **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. | | | | | |  |
| 1. **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?** | **Evaluation** |
| A B | Enhance curriculum provision with trips, workshops and events which extend children’s vocabulary and communication skills  *£800 per year group per term = £16,800* | To build vocabulary as a means to accessing the curriculum – particularly vocabulary for writing. | Monitoring of writing books shows impact of curriculum provision | Su Halliday | **termly** | Evidence in books of wider use of vocabulary in majority of classes. Children are able to articulate learning from their trips and visitors. The wide range of visits and visitors enhance the delivery of the curriculum for all year groups and engage the children which is evidenced in the work produced. |
| B | Attachment friendly school training programme – training for all staff over 3 INSET days.  *£800 contribution to LA for training*  *TA overtime costs for attending 1 full day and 2 half days training = £ 4018* | Building staff understanding and skills in meeting the needs of children who have experienced trauma. Consistent whole school approach to behaviour management and pastoral care. | Termly training evaluated by key staff in school. Behaviour records indicate an improvement in behaviour. | Jill Farkas, SLT | **termly** | The majority of staff are now attachment trained. Staff have a better understanding of many of our children and this has resulted in a quieter, calmer working environment with better learning happening in classrooms. |
| C | Develop the quality of teaching of basic skills – specific areas of focus:   * Reading comprehension * Spelling * Grammar - punctuation * Mental maths skills * Problem solving   *Cost of release time for leadership role.* | These key skills underpin learning in core subjects. | Monitoring of books, planning and pupil progress data. Lesson observations. | Julia Fletcher / Elaine Stott | termly | Staff across school are more confident in delivering grammar and spelling lessons and this has led to improved outcomes in grammar. Higher numbers of children are making progress and attaining ARE in reading. Children in Rec-Y3 have shown improved mental maths skills. Problem-solving is improving across school. |
| A B C | 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.  *£9,687 staff cost* | Addressing school readiness for PP children to ensure gaps are closed, particularly for boys, by the end of the reception year. | Pupil Progress monitoring of reception children | Emma Wright | Half termly | Children who struggle to access whole class teaching have been supported in small group teaching during main input with work pitched at their level of understanding. Smaller and more frequent groupings for interventions have led to 60% of children achieving ELG’s (increase from 52% previously). More opportunities for staff to share good practice whilst ensuring sufficient staff cover in class. |
| A | Speech therapist – One day a week Speech and Language Therapist employed directly by school.  *£8,138 for SLA with Speech Therapy service* | 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 | Jill Farkas | termly | TAs and teachers in foundation stage are confident in assessing and teaching speech and language skills across foundation using new resources. Prompt referrals to CPS/complex needs team and liaises with clinic based SALT for children across school who are under clinic based care plans. Children’s care plans and targets are current and included in provision in school. Upskilled learning mentor to provide interventions linked to speech and language/social emotional. All teachers trained to support children with speech and language needs following a generic pathway for referral |
| C | Quality of teaching – Cost of two L4 TAs - release time for lesson study – linked to school improvement plan priorities. Also their role in providing additional high quality support in lessons and delivering intervention.  *£ 43,512* | Improving quality first teaching is highly effective in raising attainment | Lesson observations and pupil progress data | SLT | termly | TA4s used effectively to cover staff for training, meetings and lesson study. Positive feedback from lesson studies and new ideas from training have improved the quality of teaching in the majority of classes. |
| B | Residential trip at the start of Y6 – subsidised places for children whose parents cannot afford the full cost.  *£1543* | Gives children vital self-esteem, collaborative and team building skills which equip them for the demands of the year. | Lesson observation in Y6 demonstrate improved levels of pupil resilience and maturity | SLT | Termly | Lesson observation show children’s improved behaviour and resilience in attempting difficult tasks. Reduced numbers of blue slips for targeted children show impact of team work and improved use of collaboration between the children. |
| **Total budgeted cost** | | | | | £84,498 |  |

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| 1. **Targeted support** | | | | | |  |
| **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?** | **Evaluation** |
| B | Learning mentor support for children whose social, emotional or behavioural difficulties are impacting on their ability to learn.  *£21,107 (staff salary plus resources)* | Removing barriers to learning through addressing the social and emotional skills of vulnerable children | Reduction in incidents of poor behaviour recorded through school monitoring system.  Monitoring of individual children’s emotional welfare through SDQs | Jill Farkas | Half termly pastoral team meetings | Evidence of reduction of blue slips for many of the most challenging children and improved classroom behaviour. See Learning mentor caseload |
| B | Counselling for selected children  Bought in service from specialist children’s counselling service.  *£99 per week x 38 weeks = £3762* | 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. | Monitoring of individual children’s emotional welfare through SDQs | Jill Farkas | Half termly pastoral team meetings | Children are able to self-regulate and have an awareness of when they need to have a break or access adult support for their emotional needs. This removes the barrier for learning. See  Counselling file. |
| C | An Inclusion Team comprising a non-class based teacher 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.  *£850 for Numbers Count training+ £105,985 staff salaries*  *=£106835* | Evidenced based interventions | Pupil entry and exit data  Observations of staff leading interventions | Jill Farkas | Termly | Staff have specialised skills which enable children to access class lessons. The support improves their independence to work in class. Gaps have closed in children’s English and maths skills and knowledge.  Inclusion team have upskilled class TAs to run interventions in order to facilitate a larger number of children to access interventions. The gap between PP children and non PP has closed in the majority of year groups with many PP children achieving higher standards than non PP in many cohorts. |
| A | Speech Therapist  One day a week Speech and Language Therapist employed directly by school.  *Costed already in previous section* | Children requiring specialist assessment are seen quickly and at school, meaning that vulnerable children do not miss clinic appointments due to parents not taking them. | Individual children’s speech and language assessments | Jill Farkas | Half termly | TAs and teachers in foundation stage are confident in assessing and teaching speech and language skills across foundation using new resources. Prompt referrals to CPS/complex needs team and liaises with clinic based SALT for children across school who are under clinic based care plans. Children’s care plans and targets are current and included in provision in school. Upskilled learning mentor to provide  Interventions linked to speech and language/social emotional. All teachers trained to support children with speech and language needs following a generic pathway for referral |
| C | 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.  *£642* | PP children’s reading outcomes are significantly behind those of non PP children. Additional reading will accelerate children’s progress. | Reading book bands increase.  Observations of staff demonstrate effective practice. | Jill Farkas Elaine Stott | Termly | LAC children have made good progress in reading – 1 Y6 child achieved ARE; 1 Y2 child achieved GDS in reading; 1 Y4 child made 2 years progress |
| **Total budgeted cost** | | | | | £132,346 |  |

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| 1. **Other approaches** | | | | | |  |
| **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?** | **Evaluation** |
| D | Offer free breakfast club places to target PP children where there are issues with attendance, punctuality or welfare. *£2000.*  Family worker and HT hold regular attendance panel meetings and make home visits if children’s attendance is poor / unexplained absence. | Attendance for these pupils is statistically lowest. | Monitoring of attendance figures for PP children. Reduced persistent absence. | Su Halliday | Half termly attendance monitoring | One child was offered a free breakfast place. His attendance at the end of the year was 90% with 11 lates.  Attendance panel meetings were held every half term.  Family worker and attendance manager made home visits due to poor attendance resulting in a reduced number of children with persistent absences. |
| A B C | Purchase an additional 5 Educational Psychologist visits.  *5 x £505 = £2525* | 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. | Monitoring of provision maps will show that EP advice has been implemented and had an impact on attainment. | Jill Farkas | termly | 6 successful requests for EHCPs including 2 in Y6. Support for these children enabled the rest of the class to access the curriculum. Both children had a dual diagnosis of ADHD and ASD and medication was prescribed.  Teachers were better equipped following EP assessment to adapt provision, 1 child in Y3 made 8points progress in word reading. |
| D | Family Worker support to address issues including school readiness, parenting, welfare, engagement with school, attendance, parental mental health, domestic abuse, debt and housing / homelessness.  *£25,971staff salary plus resources* | Increasingly, family issues are impacting negatively on PP children’s attendance, behaviour and attainment. | Early Help plan minutes evidence progress against actions identified for each family, leading to improved attendance and academic outcomes. | Jill Farkas | termly | Family worker has supported 40 families over the year. Early help assessments have been more time limited and focussed, leading to improved attendance for many families. Home and school relationships have improved leading to better behaviour from the children. Initiated early help earlier following home visits for children entering reception classes. Drop in sessions for families that just need a one off chat have been set up and support provided.  Family worker is more visible to families on the yard at the beginning and end of each day. This helps gauge the moods of children coming into school and the learning mentor and family worker are more prepared to offer immediate support as needed. |
| A B C D | Programme 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.  *Inclusion staff salaries already listed in previous section* | Parents’ capacity to support their children’s educational and social development is limited for some PP children. | Targeted parents engage with support and their children’s reading attainment increases to close the gap to non PP. | Jill Farkas |  | Hard to reach parents invited to workshops resulting in 4 year groups having PP children attain higher than non PP children. Percentage of weekly reading stars has increased in each class across school |
| A B C | After school clubs focussed on supporting PP children – eg homework, reading, maths games, ICT.  *8 staff x 1 hour per week x 30 weeks = £2400* | Parents’ capacity to support is limited for some PP children. Additional staff support will redress this, leading to improved outcomes. |  | Julia Fletcher |  | All after school clubs were well attended with 43% of places being taken by PP children. Outcomes evidence greater involvement in class lessons, improved rates of progress for these children. |
| **Total budgeted cost** | | | | | £32,896 |  |

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| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to inform the statement above.  Our full strategy document can be found online at: www.aschool.sch.uk  It should be noted that some staff contribute to pupil outcomes in several sections, but are only costed in one section. |