

Pupil Premium Strategy Statement

Meadow Vale Primary School

1. Summary information					
School	Meadow Vale Primary School				
Academic Year	2020/2021	Total PP budget	£116255	Date of most recent PP Review	May 2020
Total number of pupils		Number of pupils currently eligible for PP	73	Date for next internal review of this strategy	October 2020

2. Attainment at end of KS2 (academic year 2019-2020)			Attainment Target at the end of KS2 (academic year 2020-2021)	
	Pupils eligible for PP	Cohort Outcomes	Pupils eligible for PP	Cohort Target
% achieving in reading, writing and maths	58%	73%		
% achieving expected level reading	70%	79%		
% achieving expected level in writing	65%	78%		
% achieving expected level in maths	75%	83%		

Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)	
A	Low starting point for some children in Reception; oral language skills and self-regulation strategies are lower for some pupils eligible for PP than other pupils
B	Core skills in reading, writing and maths are lower for some pupils eligible for PP than their peers, which has a subsequent impact on their progress
C	Some pupils have a limited range of cultural and extra-curricular experiences
<b>External barriers</b> (issues which also require action outside of school)	
D	Attendance/Lateness of some pupils eligible for PP is below the school's target

3. Desired Outcomes		
	Desired outcomes and how they will be measured	Success Criteria
A	<ul style="list-style-type: none"> <li>Children will be promptly identified if their oral language skills and self-regulation strategies are lower than ARE</li> <li>EYFS staff will receive CPD for communication and language approaches and self-regulation</li> </ul>	<ul style="list-style-type: none"> <li>Interventions will be swiftly put in place for pupils working at below ARE</li> <li>There will be a measurable and sustained improvement from children's starting points as evidenced in Pupil Progress Meetings (PPMs)</li> <li>Staff will be able to articulate the impact training has had on their practice</li> </ul>
B	<ul style="list-style-type: none"> <li>Outcomes for disadvantaged pupils will be in line with their peers across all year groups</li> </ul>	<ul style="list-style-type: none"> <li>From their starting points, disadvantaged pupils will achieve in line with their peers. Where a child is not achieving in line with their peers, targeted intervention will take place to support their progress</li> </ul>
C	<ul style="list-style-type: none"> <li>For disadvantaged pupils to be exposed to a range of cultural and extra-curricular experiences</li> </ul>	<ul style="list-style-type: none"> <li>Develop a range of curriculum promises and non-negotiables with our disadvantaged pupils in mind</li> <li>Measurable and sustained improvements in the quality of pupils writing as evidenced in books</li> </ul>
D	<ul style="list-style-type: none"> <li>To bring attendance of disadvantaged pupils in line with or better than their peers</li> </ul>	<ul style="list-style-type: none"> <li>Number of disadvantaged pupils whose attendance is below 95% to improve</li> </ul>

(i) Quality of teaching for all (ii) Targeted support (iii) other approaches					
Desired Outcome	Chosen action / approach	What is the evidence and rationale behind this approach	How will you ensure it is implemented well?	Staff Lead	When will you review the implementation
A. Children will be promptly identified if their oral language skills and self-regulation strategies are lower than ARE	<p><b>Nuffield Early Language Intervention</b></p> <p><b>CPD for TAs and teachers on self-regulation strategies</b></p> <p><b>Small group work with trained TAs</b></p> <p><b>Small group daily story time for identified pupils</b></p> <p><b>Personal Education Fund (PEF)</b></p>	<p>Rationale: To identify gaps between targeted groups of pupils and create new opportunities for learning.</p> <p>Evidence: The EEF emphasise the importance of spoken language and verbal interaction for young children. Studies show a consistent communication and language approach show positive benefits for young children's learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/communication-and-language-approaches/">https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/communication-and-language-approaches/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/self-regulation-strategies/">https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/self-regulation-strategies/</a></p>	<p>At the beginning of the academic year, children's needs will be assessed and highlighted</p> <p>Small group intervention will take place to improve oral language skills</p> <p>Records of intervention are kept</p> <p>PPMs and Performance Management (PM) will be linked directly to this outcome for identified staff</p> <p>Provide families with targeted resources to support and develop their learning at home.</p>	<p>EYFS Lead</p> <p>Nursery and Reception class teachers and TAs</p> <p>The Leadership Team</p>	<p>Weekly reviews amongst the early year's team to ensure the chosen strategies are proving effective</p> <p>Half-termly and termly monitoring through the review cycle with the leadership team</p>
B. Outcomes for disadvantaged pupils will be in line with their peers across all year groups	<p><b>1:1 Reading support</b></p> <p><b>Booster sessions for Year 6</b></p> <p><b>Third Space Learning Tuition</b></p> <p><b>Pre-teach interventions</b></p> <p><b>Pupil Premium planning sessions</b></p> <p><b>Phonics Training and CPD</b></p> <p><b>Writing resources KS1</b></p> <p><b>Personal Education Fund (PEF)</b></p>	<p>Rationale: Disadvantaged pupils are not achieving outcomes in line with their peers.</p> <p>Evidence: The EEF emphasise the importance and effectiveness of reading comprehension strategies:</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</a></p> <p>The EEF states that evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a></p> <p>Pupil premium planning sessions will allow teaching staff to effectively evaluate each individual child, strategies that are working well, additional barriers and what is needed to support them moving forward.</p>	<p>Ensure that all staff are trained in PM Benchmarking are classrooms are effectively resourced with appropriate and challenging texts.</p> <p>Year 6 staff will identify pupils in need of further academic support, including those targeted at GDS to begin Booster interventions in spring.</p> <p>Timetable sports coach to cover PE sessions during the afternoon to release class teachers to deliver targeted pre-teach sessions.</p> <p>Teaching staff to receive dedicated time during the academic year to focus on improving outcomes for their disadvantaged pupils. This can be in the form of non-contact time, through Performance Management and through staff CPD.</p> <p>For the phonics lead, in conjunction with the English standards lead, to deliver staff CPD</p> <p>Provide families with targeted resources to support and develop their learning at home.</p>	<p>Phase Leaders</p> <p>Class Teachers</p> <p>Leadership Team</p> <p>Phonics subject leader and English standards leader</p>	<p>Half-termly pupil progress meetings</p> <p>Allocated standards meeting to review effectiveness</p> <p>Half-termly release time</p>

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C. For disadvantaged pupils to have a range of cultural and enrichment experiences	<p>All PPG children to be given access to subsidised trip</p> <p>For teaching staff to develop a range of cultural and enrichment experiences that take place within school</p>	<p>Rationale: The families of PPG children will benefit from a subsidy for trips. This will ensure they gain cultural capital, as outlined by the Ofsted Inspection Framework, 2019. This will deepen pupil's knowledge, understanding and experience of the world around them.</p> <p>Evidence:  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/</a></p> <p>This evidence applies to outdoor adventure learning; however, this serves to prove that there are clear links between enrichment experiences and improved <a href="#">collaborative learning experiences</a> and <a href="#">Metacognition and self-regulation</a></p>	Enrichment expenditure to be monitored by SBM and the leadership team.	The Leadership Team, SBM and phase leaders.	Half termly
D. Attendance/Lateness of some pupils eligible for PP is below the school's target	Regular contact with the families of children whose attendance is lower than the school's target.	<p>Rationale: absence rates are higher for pupils who are known to be eligible for and claiming free school meals. It is imperative that those children are given every opportunity to have high attendance.</p> <p>Evidence:  <a href="https://www.gov.uk/government/collections/statistics-pupil-absence">https://www.gov.uk/government/collections/statistics-pupil-absence</a></p>	Attendance Officer and Deputy Head Teacher to track and monitor the attendance of PPG pupils. Where attendance is causing a concern, the attendance policy will be followed.	Attendance office, Deputy Head Teacher, FSA	Half termly