

Pupil Premium Strategy Statement

Meadow Vale Primary School



Making the difference ... together

1. Summary information					
School	Meadow Vale Primary School				
Academic Year	2017/ 2018	Total PP budget	£133000	Date of most recent PP Review	December 2017
Total number of pupils	693	Number of pupils eligible for PP	108	Date for next internal review of this strategy	July 2018

2. Current attainment		
	Pupils eligible for PP	Pupils not eligible for PP
% achieving in reading, writing and maths	21%	63%
% achieving expected level reading	43%	71%
% achieving expected level in writing	64%	70%
% achieving expected level in maths	64%	64%

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.	Social and emotional resilience of PPG pupils has a detrimental effect on some PPG pupils ability to engage with the curriculum	
B.	Some PPG pupils are not ready for the start of the school day, possibly stemming from their late arrival or chaotic start to the day	
C.	Core skills (reading fluency, writing skills, arithmetic, times tables) are lower for PPG pupils than their peers	
D.	The gap for less able PPG pupils widens as they progress throughout the school year and is not enabling these pupils to achieve ARE	
External barriers (issues which also require action outside school, such as low attendance rates)		
E.	Attendance/Lateness of some PPG pupils is below the school target of 95%	
F.	Lack of home support and/or understanding about how to best support the child affects pupils attainment and development	
G.	Very low levels of development for pupils entering the Reception year – 2017/18 only 40% of pupils at the expected developmental level when starting school	
H.	Potential PPG families do not engage with the school until their pupil is much older, potentially minimising the amount of early intervention a PPG child could receive.	
4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Pupils eligible for PPG to develop emotional resilience, independence and improved social skills. This can be measured through the pupils improved attitude to learning, attendance and how they are performing in class and during social times. Statements and references from adults directly involved with that pupil will act as evidence. We will achieve this by providing:	<ul style="list-style-type: none"> Behaviour incidents involving PPG pupils will be in line with their peers or less Families with family intervention reduces and earlier support is provided due to improved identification procedures

	<ul style="list-style-type: none"> • Access to sports coaches during lunchtime – in place • Access to support groups, including nurture lunch, breakfast club, after school clubs – in place • Access to support for parents, via the FSA – in place (ideas developing around open mornings) 	
B.	<p>PPG pupils will be ready for learning at the beginning of the school day. PPG children are to have access to morning clubs and morning support groups. This will be measured through attendance levels, the pupils' engagement in lessons and their attainment.</p> <p>We will achieve this by providing:</p> <ul style="list-style-type: none"> • Access to morning support groups led by LSAs • <i>Investigate</i> the opportunities to provide an active morning club – provided Action Adventure check PPG take up • <i>Investigate</i> the opportunity/need for a homework club – Discussed but needs to be in place by half term – parents invited? 	<ul style="list-style-type: none"> • PPG attendance in line with or better than their peers • PPG monitoring forms indicate that homework is regularly handed in • PPG monitoring forms indicate that PPG pupils are organised and prepared for the school day
C.	<p>Pupils eligible for PPG make as much or more progress than non-PPG pupils and attain ARE (age related expectation) in core subjects. This will be measured and monitored through book scrutinies, attainment and progress data and monitoring during individual PPMs.</p> <p>We will achieve this by providing:</p> <ul style="list-style-type: none"> • Focused and individualised TA/teacher support during lessons • Ensure that PPG pupils are on teacher's marking feedback sheets and their next steps are noted – in place • PPMs specifically targeted at PPG pupils and an assessment of their needs to provide specific and targeted interventions – set up ready for autumn term • PPG pupils provided with subsidised/free trips – in place • <i>Investigate</i> the possibility of providing PPG pupils with a personal education fund (PEF) to enable parents to buy educational resources for their child(ren) 	<ul style="list-style-type: none"> • PPG pupils make progress in line with other pupils with similar starting points, consequently diminishing the attainment gap • % of PPG pupils achieving GDS and ARE will increase
D.	<p>Target the progress for less able PPG pupils to enable them to reach ARE. This will be measured through book scrutinies, attainment and progress data and monitoring during individual PPMs.</p> <p>We will achieve this by providing:</p> <ul style="list-style-type: none"> • 1:1/small group tuition that focuses on pre-teaching the curriculum (either in school or after school) – in place in Y2/4 • Focused and individualised TA/teacher support during lessons – where appropriate and included in mainstream • Ensure that PPG pupils are on teacher's marking feedback sheets and their next steps are noted – in place • PPMs specifically targeted at PPG pupils and an assessment of their needs to provide specific and targeted interventions – in place for autumn term • PPG pupils provided with subsidised/free trips – in place • Investigate the possibility of providing PPG pupils with a personal education fund (PEF) to enable parents to buy educational resources for their child(ren) 	<ul style="list-style-type: none"> • PPG pupils with lower starting points to progress towards ARE throughout the course of the academic year • Decrease the percentage of PPG pupils not achieving ARE
E.	<p>Attendance and lateness will be in line with, or above, our 95% target, resulting in improved progress, attainment and attitude to learning. This will be measured through attendance registers and EWO.</p> <p>We will achieve this by providing:</p> <ul style="list-style-type: none"> • Investigate providing parents with information sessions about the importance of high attendance • Regular contact with the family of children whose attendance drops below the school's target (FSA/office/year group lead/deputy head teacher) – need to find way of monitoring • Access to breakfast club and Acorn club – in place 	<ul style="list-style-type: none"> • PPG in line or better attendance than non-PPG pupils
F.	<p>Maintain and improve the support provided for families and the children's well-being. This will be measured through parent surveys, feedback from parents during workshops, parent partnership meetings and feedback from the FSA. We will achieve this by providing:</p> <ul style="list-style-type: none"> • Reminders for upcoming social and academic events • FSA support for families 	<ul style="list-style-type: none"> • Higher % of PPG families attending parent workshops and support groups (this would need to be tracked by FSA) • PPG monitoring forms indicate high level of parental engagement during the academic year

	<ul style="list-style-type: none"> • Encouraging and supporting the attendance of parenting workshops via the FSA • Improve the communication between all staff members about the issues affecting families 	
G.	<p>Improved attainment in the Communication Language and Literacy strand of the EYFS framework at the end of the Reception year.</p> <p>We will achieve this by providing:</p> <ul style="list-style-type: none"> • Focussed language and communication support for children and families • Investing in language equipment to support the EYFS curriculum • Additional phonics and reading support for PPG pupils 	<ul style="list-style-type: none"> • PPG pupils reaching GLD in EYFS will be at least in line with peers • % of PPG pupils passing the Y1 phonics screening test will be in line with peers
H.	<p>Improve the communication of PPG to potential eligible parents, in particular in EYFS. This will be measured by balancing the numbers of PPG eligible pupils from nursery to Year 6 (currently 0 vs 23)</p> <p>We will achieve this by providing:</p> <ul style="list-style-type: none"> • Detailed documentation to be handed to parents during new to reception meetings, nursery visits and parents evening • Staff in EYFS to understand explicitly what the benefits will be for potential PPG pupils • Documentation to be handed to parents during nursery visits pertaining to PPG • Improving the incentive for EYFS/KS1 pupils to apply for PPG by potentially offering the personal education fund (PEF) 	<ul style="list-style-type: none"> • Numbers of PPG pupils identified in EYFS to increase (N.B. pupil numbers have reduced this year) • Nursery staff to signpost potential PPG families to FSA/SLT

5. Planned expenditure	
Academic year	2017-2018

i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Evidence and reasoning behind chosen action	How will you ensure it is well implemented?	Staff Lead (s)	Date of review (s)
<p>C – PPG pupils to achieve ARE and make progress better than or in line with non-PPG pupils</p> <p>D – improve the percentage of less able PPG pupils achieving ARE</p>	<p>PPG pupils targeted on marking feedback sheets</p> <p>Focused TA/Teacher support during lessons</p> <p>Small group work/tuition for consolidation and pre-teaching</p>	<p>EEF research on pupils receiving high-quality feedback indicates that high-quality verbal and written feedback can have a significant impact on the progress of pupils.</p> <p>The feedback should provide clear, identifiable next steps for the pupils to enable them to progress.</p> <p>EEF research on small class sizes and 1:1 tuition has shown that reducing class sizes “to below 20, or even below 15” positively impacts learning.</p> <p>PPG children at Meadow Vale, who often lack support at home, will likely benefit from this focused intervention time.</p>	<p>Preceding the summer holidays, pupils’ needs are assessed and highlighted. Support groups are identified and established, enabling a rapid programme of intervention to begin immediately in September.</p> <p>Attendance records of 1:1 tuition and small group tuition are kept</p> <p>Where possible, group tuition is led by a class teacher or experienced TA.</p>	Deputy head in liaison with year group leads	Termly
G - Improved attainment in the Communication Language and Literacy strand of the EYFS framework at the end of the Reception year.	Additional phonics and reading support	Phonics research shows a low cost/high impact methodology. For those children who are emerging readers, additional support in 1:1 reading and phonics is shown to be highly effective.	<p>Observations and planning checks by EYFS lead.</p> <p>PPMs will measure success. Phonics screening checks in subsequent year will provide data later on in the child’s academic life.</p>	EYFS lead/Year 1 Team Leader	Termly
<p>C – PPG pupils to achieve ARE and make progress better than or in line with non-PPG pupils</p> <p>D – improve the percentage of less able PPG pupils achieving ARE</p>	Small group work/pre-teaching tuition	<p>Pre-teaching will enable PPG pupils to access the curriculum ahead of their peers and, when supported by a class teacher, be able to identify and address any misconceptions ahead of whole class teaching time.</p> <p>Pupils will be more confident when approaching new topics because they will have already developed their understanding.</p>	<p>Attendance records will be kept and monitored.</p> <p>Where appropriate, class teachers will conduct the pre-teaching sessions</p>	Deputy Head Teacher in coordination with Year group leads/Attendance Office	Half-termly and twice a half-term for Year 6 and Year 2

ii. Targeted Support					
Desired outcome	Chosen action/approach	Evidence and reasoning behind chosen action	How will you ensure it is well implemented?	Staff Lead (s)	Date of review (s)
<p>C – PPG pupils to achieve ARE and make progress better than or in line with non-PPG pupils</p> <p>D – improve the percentage of less able PPG pupils achieving ARE</p>	Assessment of needs and targeted interventions	<p>Interventions need to have specific goals and focus and must be delivered within a clear timeframe. Targets that are set need to be regularly monitored and reviewed to ensure they are having an impact.</p> <p>Pupils will be able to engage with a range of targeted interventions including – but not restricted to – support programmes such as:</p> <ul style="list-style-type: none"> • No-nonsense spelling • Guided reading interventions (training for support staff provided by SLE) • Regular 1:1 reading • Times table support • Targeted CGP interventions <p>Staff will also be encouraged to actively engage in their own research about interventions and different methodologies that may help support their pupils.</p>	<p>Ensure that a baseline judgement has been made, either by liaising with the previous class teacher, or through our own NFER assessments (if intervention is happening later on in the year) and children are to be reassessed to show if there is an impact.</p> <p>Research undertaken by staff is proven and effective and shared with other staff either through staff meetings or in the school's CPD library.</p>	Deputy head in liaison with year group leads, SLT and SENDCo	Termly
A - Pupils eligible for PPG to develop emotional resilience, independence and improved social skills.	<p>Access to sports coaches, FSA, ELSA</p> <p>Access to therapy and playgroups through FSA</p>	<p>Developing security, emotional well-being and resilience are, in our opinion, essential skills for our children, especially those from disadvantaged backgrounds. Our FSA, sports coaches and ELSA trained support staff have designated time to support children, with the aim of improving wellbeing, regulating behaviour and reducing the barriers to learning and relationships</p> <p>Our FSA provides key support for PPG pupils and other vulnerable groups. For the older children, our FSA also provides support for managing relationships and feelings. This in turn enables our PPG pupils to build emotional resilience and learn strategies for dealing with their feelings. The outcome of this is that our PPG pupils will create a more positive attitude to learning and desire to participate</p>	<p>Deputy head teacher to be in regular contact with ELSA trained support staff, FSA and the sports coaches to ensure PPG children are being appropriately targeted for support</p> <p>FSA to liaise with the Deputy head once a term before PPM to analyse the alternative provision that is available to PPG pupils</p> <p>Positive responses to whole class survey and resilience noted by class teachers</p>	Deputy Head in conjunction with sports coaches, FSA, ELSA	Termly

	<p>Access to support for the parents of PPG children to help develop their child's emotional wellbeing, via the FSA</p>	<p>in school life. With this continued support and nurturing, academic attainment and progress are expected to improve.</p> <p>FSA provides key information and advice about parenting workshops and courses for parents. Research from EEF shows that supportive and strong parental links between school, school life and home has a positive impact on a child's learning, academic attainment, behaviour and academic progress.</p>	<p>Records kept of parental engagement with parenting courses</p> <p>Parental course engagement, where appropriate, to be noted on PPG pupils PPMs.</p>		
<p>B - PPG pupils will be ready for learning at the beginning of the school day.</p>	<p>Access to homework club</p> <p>Access to morning breakfast club/LSA run morning clubs/morning active club run by the coach</p>	<p>Feedback from many parents, especially those from disadvantaged backgrounds, indicates that engagement with learning at home is challenging. Although homework club is at the end of the day, if homework needs to be handed in on a regular basis, we are aware that this may cause some anxiety if it has not been able to be completed at home. Regular attendance at homework club aims to alleviate this anxiety, whilst also providing extra support for the children attending.</p> <p>A positive start to the day is crucial to ensuring a child has a positive and productive learning experience throughout the day. By offering pupils a variety of different starts to the day (active, academic, social) we feel that PPG children will be prepared and positive for the day ahead.</p>	<p>Feedback from teachers with regards to regular homework being handed in</p> <p>Attendance registers and feedback from children and parents</p>	<p>Year group leads are to ensure a suitable homework club is set up</p> <p>Sports coach/LSAs under direction from Deputy Head</p>	<p>Termly</p>

i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Evidence and reasoning behind chosen action	How will you ensure it is well implemented?	Staff Lead (s)	Date of review (s)
E – Attendance and lateness will be in line with, or above, our 95% target, resulting in improved progress, attainment and attitude to learning.	<p>Information provided to parents on the importance of high attendance</p> <p>Regular contact with the families of children whose attendance is lower than the school's target (95%)</p>	<p>Significant research has proven that lower performance correlates with higher absence rates. PPG children's attendance is, therefore, a priority to monitor and track.</p> <p>By sending clear and regular information to parents on the importance of high attendance, especially in crucial years (Year 2 and 6) we believe attendance will improve.</p> <p>Our attendance office, FSA and SLT will all work closely with one another to maintain regular contact with PPG families whose attendance drops below the school's target of 95%</p> <p>If a child is late, this will also have a detrimental impact to the start of their day. The FSA and attendance officer will also target PPG children who are consistently late.</p>	<p>FSA to have regular contact with the families of PPG pupils</p> <p>Ensure key information is sent to PPG families about the importance of high attendance</p> <p>FSA to research courses and information evenings to publicise in Oakleaves.</p> <p>Attendance officer will email an attendance spreadsheet for children below our target attendance to the FSA.</p>	FSA and Deputy Head alongside attendance officer	Twice a term
F - Maintain and improve the support provided for families and the children's well-being.	<p>FSA to be in regular contact with PPG families, especially those whose child may have academic/social/behavioural difficulties.</p> <p><i>Investigate</i> the possibility of creating a PEF for all PPG pupils to enable families to acquire tools to support their child's academic progress.</p> <p>FSA to research and promote parenting workshops and support groups for PPG parents.</p>	<p>At Meadow Vale, we believe that early intervention and continued support is crucial in ensuring that families are able to provide the best opportunities to help their children progress. By empowering parents with the skills to support their children, you enable greater independence for families.</p> <p>Some PPG families go unidentified until they are further up the school, thus missing out on crucial support. To incentivise parents applying for Pupil Premium, we will investigate providing each child with a PEF to support their academic progress.</p>	<p>Regular meetings between the FSA and SLT to ensure that identified families are being closely monitored. It is imperative for the FSA, supported by SLT to implement a system that can monitor the impact of any parenting support interventions that have been implemented.</p> <p>TBA – requires consultation with a local primary school that are currently implementing this initiative.</p>	FSA/Deputy Head/School Business Manager	Termly
H - Improve the communication of PPG to potential eligible parents, in particular in EYFS. This will	Nursery visits to promote the pupil premium funding and to explicitly explain how to	Early support will enable pupils to develop key, core skills and narrow the gap between themselves and their peers. Being able to identify PPG pupils early will ensure that the	Regular discussions between nursery teacher/EYFS phase leader, FSA and Deputy Headteacher to ensure that potential PPG pupils, or families that have older siblings	Nursery/EYFS phase leader/Deputy Head/ School	Termly

<p>be measured by balancing the numbers of PPG eligible pupils from nursery to Year 6</p>	<p>complete the paperwork and why it is important.</p> <p>Investigate the possibility of implementing the PEF</p>	<p>correct and appropriate support can be put in place.</p> <p>We want to ensure that academic success is promoted positively for all families. By consulting with parents about what they need to support their child academically at home, then enabling the family the funds to purchase equipment or resources that will help promote academic success, we hope to improve attainment and progress for PPG pupils</p>	<p>that are registered as PPG are being given the option and understand how to apply for PPG.</p> <p>TBA - requires consultation with a local primary school that are currently implementing this initiative.</p>	<p>Business Manager</p>	
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