

Pupil Premium Strategy Statement

Meadow Vale Primary School



1. Summary information					
School	Meadow Vale Primary School				
Academic Year	2019/ 2020	Total PP budget	£140140	Date of most recent PP Review	July 2019
Total number of pupils		Number of pupils currently eligible for PP	92 (as of June 3 <sup>rd</sup> )	Date for next internal review of this strategy	

2. Current attainment		
	Pupils eligible for PP	Pupils not eligible for PP
% achieving in reading, writing and maths	35%	68%
% achieving expected level reading	50%	76%
% achieving expected level in writing	52%	71%
% achieving expected level in maths	55%	77%

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 children in Reception; oral language skills are lower for pupils eligible for PP than other pupils
B	Core skills in reading, writing and maths are lower for pupils eligible for PP than their peers
C	KS2 PP pupils are making less progress than their peers
<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	To continue to improve the oral language skills for pupils in EYFS	Pupils eligible for PP make rapid progress from their starting points so that all pupils meet age-related expectations
B	To achieve higher rates of progress for pupils eligible for PP in reading, writing and maths	Gap in reading, writing and maths is in line with non-PP pupils
C	To improve the progress of KS2 pupils	Progress outcomes will be in line with non-PP pupils
D	To bring attendance of PP pupils in line with or better than their peers	Average attendance of PP pupils is above 95%. Pupils with low attendance show rates of improvement throughout the year

i. Quality of teaching for all					
Intended Outcome	Action	Rationale and Evidence	How will you ensure it is implemented well?	Staff Lead	Review Schedule
A. Improvements in the EYFS indoor and outdoor provision; enhanced opportunities for vocabulary development	Audit of EYFS resources to identify gaps in provision with a focus on language development	<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>Learning walks will be conducted to review the language opportunities in EYFS.</p> <p>Rigorous monitoring of staff and evaluation of pupils' progress in all areas of development</p>	<p>EYFS Lead (when in post)</p> <p>Nursery and Reception class teachers and TAs</p> <p>The Leadership Team</p>	Review of the learning environment once every three weeks in the autumn term, moving to half-termly in the spring and summer term.
B. Higher number of pupils achieving expected and greater depth in writing at the end of KS1 and KS2	<p>Staff training on Talk4Writing and adoption of a consistent approach to the planning of writing across KS1 and KS2</p> <p>Continued investment in reading resources to provide high-quality text stimulus to drive writing forward</p> <p>Release teachers during writing times to support with the planning and editing process of writing and provide personalised feedback for pupils eligible for PP</p>	<p>Rationale: A whole school approach to aspects of Talk4Writing has seen improvements in KS1 outcomes (70% in 2018 → 76% in 2019) and KS2 outcomes (69% in 2018 → 71% in KS2)</p> <p>Targeted interventions to support pupils plan and edit their writing has proven to have a significant impact on pupils in Year 6.</p> <p>Evidence: Feedback and individual instruction are both approaches recommended by the EEF:</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</a> and <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/</a></p>	<p>Half-termly pupil progress meetings and data analysis</p> <p>Learning walks by English and maths subject leads</p> <p>Intervention focus group feedback and discussions (based around release of teachers to lead specific interventions)</p>	<p>Class teachers and TAs</p> <p>English subject leader</p> <p>Phase Leaders</p> <p>Leadership Team</p>	Half termly
Higher number of pupils achieving expected and greater depth in reading at the end of KS1 and KS2	<p>Staff training on PM benchmarking to ensure a consistent approach to assessing children's reading skills</p> <p>Investment in the library to ensure that children are exposed to high-quality texts outside of their reading scheme book</p> <p>Teachers and TAs to continue with a consistent approach to guided reading, providing opportunities for exposure to high-quality texts</p>	<p>Rationale: Reading results for KS1 have improved (70% in 2018 → 80% in 2019) And KS2 results have been on an upward trend since 2016. Investment in a schematic reading programme was needed across KS1 and KS2 and PM benchmarking will support a consistent approach to reading.</p> <p>Evidence: Having a consistent approach to reading comprehension strategies has a significant impact according to the EEF:</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>			

Higher number of pupils achieving expected and greater depth maths at the end of KS1 and KS2	<p>Training and embedding White Rose maths across KS1 and KS2.</p> <p>Third Space Learning booster sessions (1:1 maths tuition)</p> <p>Release teachers to support interventions on core mathematical skills and provide personalised feedback to pupils eligible for PP</p>	<p>Rationale: Whilst maths results are improving in KS2 (2017: 64% → 2018: 71%) and in KS1 they have remained largely the same (2018: 84% → 2019: 83%), we are yet to fully embed White Rose as a teaching and assessment tool.</p> <p>Evidence: Feedback and individual instruction are both approaches recommended by the EEF:</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</a> and <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/</a></p>			
Improve progress in reading, writing and maths in KS2	<p>Third Space Learning booster sessions (1:1 maths tuition)</p> <p>Morning and afternoon booster sessions for Year 6 during spring term until SATs</p> <p>Release teaching staff to support core interventions across reading, writing and maths</p>	<p>Rationale: Progress from KS1 to KS2 needs a clearer focus, with more precise identification of pupils at risk of not making expected progress, or pupils at risk of not achieving combined expected.</p> <p>Evidence: Evidence: Feedback and individual instruction are both approaches recommended by the EEF:</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</a> and <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/</a></p> <p>Third Space Learning is a proven intervention – in-school evidence is yet to be available as the intervention is new to the school.</p>	<p>Learning walks conducted by phase leader and the leadership team</p> <p>Feedback from intervention focus group</p> <p>Regular review of Third Space Learning for impact</p>	<p>Year 6 class teachers and TAs</p> <p>Year 5/6 phase leader</p> <p>Leadership team</p> <p>Maths lead</p> <p>English lead</p>	Half termly
Improve the quality of teaching and learning across all phases	<p>Training opportunities to be provided for all teachers appropriate to their subject lead area</p> <p>Voice 21 training for two lead members of staff</p> <p>Training in Cognitive Load Theory</p> <p>Utilise SLE for English to deliver training on the teaching of writing</p>	<p>Rationale: To expose pupils to high-quality, effective teaching at all times and, where possible, ensure that interventions are planned and led by class teachers.</p> <p>Evidence: Evidence suggests that disadvantaged pupils who exposed to high-quality teaching will make 14 months' progress in an academic year.</p>	<p>A clearly planned and structured monitoring schedule, outlining the key training opportunities for all staff</p> <p>Providing distributed responsibility for training opportunities. For example, phase leaders training TAs on effective support methods</p>	<p>The leadership team</p> <p>Phase leaders</p> <p>English SLE</p>	Weekly during leadership meetings
<b>ii. Targeted Support</b>					
<b>Intended Outcome</b>	<b>Action</b>	<b>Rationale and Evidence</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>Review Schedule</b>
Higher rates of progress in reading, writing and maths across KS1 for pupils eligible for PP	<p>Release teaching staff to support core interventions across reading, writing and maths</p> <p>Small group phonics teaching</p>	<p>Clear evidence that small group teaching is required to support pupils eligible for PP as they are significantly behind their peers from their starting points</p>	<p>Learning walks conducted by phase leader and the leadership team</p> <p>Feedback from intervention focus group</p>	<p>Year 1 and 2 phase leader</p> <p>English lead</p> <p>Maths lead</p> <p>Leadership team</p>	Half termly

Improve the progress for pupils eligible for PP in reading, writing and maths at the end of Year 6	<p>Third Space Learning booster sessions (1:1 maths tuition)</p> <p>Morning and afternoon booster sessions for Year 6 during spring term until SATs</p> <p>Release teaching staff to support core interventions across reading, writing and maths</p>	<p>Rationale: Progress from KS1 to KS2 needs a clearer focus, with more precise identification of pupils at risk of not making expected progress, or pupils at risk of not achieving combined expected.</p> <p>Evidence: Evidence: Feedback and individual instruction are both approaches recommended by the EEF:</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</a> and <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/</a></p> <p>Third Space Learning is a proven intervention – in-school evidence is yet to be available as the intervention is new to the school.</p>	<p>Learning walks conducted by phase leader and the leadership team</p> <p>Feedback from intervention focus group</p> <p>Regular review of Third Space Learning for impact</p>	<p>Year 6 class teachers and TAs</p> <p>Year 5/6 phase leader</p> <p>Leadership team</p> <p>Maths lead</p> <p>English lead</p>	Half termly
iii. Other approaches					
Intended Outcome	Action	Rationale and Evidence	How will you ensure it is implemented well?	Staff Lead	Review Schedule
Curriculum Enrichment	<p>Provide children with a wide range of enrichment and enhancement opportunities that are linked into their curriculum:</p> <p>Theatre visits; Oracy projects; 3M challenge; educational visits; links with secondary schools; visits from local businesses and external educators</p>	<p>Rationale: To create opportunities and experiences that engage and excite our children. Pupils self-confidence will increase when they learn and apply new skills.</p> <p>Evidence: Data from pupil survey and pupil voice</p>	<p>Enjoyment of activities</p> <p>Pupils growing in confidence and developing new skills</p> <p>Views and support of parents</p>	<p>Class teachers</p> <p>External teaching providers</p> <p>Leadership team</p>	Half-termly
Extended Services	<p>Provide children with a range of before, during and after-school clubs run by external staff and school staff.</p>	<p>Pupils enjoy taking part in a wide-range of activities, developing new skills and growing confidence which is reflected in lessons and in a large number of performances/sporting events when they represented the school.</p>	<p>Evaluate success of the activities using pupil voice and pupil surveys</p>	<p>Class teachers</p> <p>External club providers</p> <p>Leadership team</p>	Half-termly



