

A Primary Academy Pupil Premium Strategy Statement

1. Summary information					
School	Meavy CofE Primary			Total PPG Budget	£12,200
Academic Year	2017/18	Pupils eligible for PPG	6	Date of most recent PP Review	Feb 2018
Total number of pupils	102	Pupils eligible for SP	7	Date for next internal review of this strategy	Feb 2019

2. Review of expenditure 2016/17				
2.1 Quality of teaching for all				
Desired outcome	Chosen action/approach	Cost	Impact	Lessons learned
<p>to ensure PP students in all years make progress in line with or exceeding the progress of their non PP peers especially in reading (emphasised KS1) and challenge the more able in maths.</p> <p>to further improve teaching and learning across school and for targeted cohorts especially challenge in maths</p>	<p>to develop further the range of intervention strategies in use to</p> <p>TA training</p>	<p>TA release and SENDCo = £425</p>	<p>Pupils are supported more effectively by TAs since the SENDCo was released to train and engage the TAs more in the assessment of vulnerable groups interventions and interventions generally.</p> <p>TA appraisals ensure there is a direct link to teacher performance management and also the school development plan for the year.</p> <p>targeted training at all levels and new procedures to be adopted for assessing progress in small group interventions.</p> <p>This will have impact next year as targets are monitored.</p> <p>Observations, drop in etc are evidencing</p>	<p>How can TAs enable learners to be challenged, motivated and enjoy their learning?</p>

			<p>that pupils are supported more effectively by TAs.</p> <p>Pupils achieved a 100% pass rate in the phonics check which puts Meavy in the top 3% of schools nationally.</p> <p>The end of KS2 results shows Meavy in line with all schools nationally in Reading, Writing and Maths.</p>	
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2.2 Targeted support

Desired outcome	Chosen action/approach	Cost	Impact	Lessons learned
Reduce impact of barriers to learning for PPG/SEN Support pupils		<p>Individualising support at all levels: £3000</p> <p>small group phonics support and resources: £230</p> <p>Release for PPMs etc - £540</p> <p>booster sessions for most able in maths and resources: £430</p> <ul style="list-style-type: none"> • Provision of additional SEN support (SENCO) - £1800 (part paid) 	<p>Progress of PP children continues to improve and the vast majority are in line with their peers. Progress is tracked half termly by teachers with specific notes made for all groups and individuals. This is reported to the SENCo and SMT. Pupil progress meetings are also held each half term where SLs discuss specific children and groups with each class teacher. This then enables those pupils to be identified for extra support. There are also achievement team meetings every 3 weeks which enable staff to advise colleagues on interventions for specific children at risk of not achieving expected levels. There is an increasing evidence base built up for pupils in receipt of PP and this is enabling staff and leaders to track the group accurately.</p>	
Reduce the attainment and progress gaps in Reading, Writing and Maths between PPG group and all pupils in the school				

2.3 Other approaches

Desired outcome	Chosen action/approach	Cost	Impact	Lessons learned
<p>to provide a range of opportunities for students to access learning opportunities outside the classroom</p>	<p>Thrive practitioner in school</p>	<p>updated Thrive training 1 day = £180</p> <p>Thrive resource = £320</p> <p>School subsidised cost of annual residential for all pupils in Y5/6 and other year group trips: £350</p> <p>School subsidised trips eg England rugby international. - £150</p> <p>'Heroes Club' for all children of forces families.. = £200</p>	<p>Improved social skills, confidence and attitudes to learning.</p> <p>'Heroes Club' at Meavy Parents have indicated that this has been successful with parents/carers attending tea and cake events as well as a trip to 'Buildabear' for a club mascot.</p> <p>Over 90% of the children attend extra curricular activities. These are not solely the traditional sporting activities,, outdoor club and cross stitch are also well subscribed to giving our pupils a wide range of interests.</p>	<p>Positive strategy to maintain, but the challenge is to sustain the access to emotional support throughout the week within existing resources.</p>
<p>to implement strategies to improve pupils' learning behaviours and social skills.</p>				

KS2 attainment 2016/17				
Pupils eligible for PPG	2	Pupils eligible for PP (school)	All pupils (school)	Pupils not eligible for PP (national)
% achieving expected or above in reading, writing and maths		50%	67%	67%
% achieving expected or above in reading		50%	78%	77%
% achieving expected or above in writing		50%	67%	81%
% achieving expected or above in maths		50%	78%	80%
Average scaled progress score in reading		+2.98	+1.30	0.33
Average scaled progress score in writing		-1.35	-1.09	0.17
Average scaled progress score in maths		+1.43	-0.45	0.28

3. Needs, Barriers and Outcomes					
	Evidence of Need	In-school barriers	External barriers	Desired outcomes	Success criteria
A.	<p>Improving the outcomes in maths across the school -</p> <p>KS2 data shows there is a gap between PP pupils and other pupils in the school and nationally. (31% of PP pupils are currently below ARE and need additional support in maths)</p> <p>Pupils need to be able to articulate their reasoning and deepen their understanding</p>	<p>Until recently, pupils have had limited access to images, models and resources to develop and demonstrate mathematical understanding. ??? See Derek's action plan</p> <p>There has been limited opportunities for pupils to develop and demonstrate understanding and reasoning alongside learning key skills.</p> <p>Pupils' vocabulary levels impacts their ability to articulate their reasoning.</p> <p>TA expertise in maths??</p>	<p>Parental understanding of curriculum changes.</p> <p>generational experiences of learning maths in school</p> <p>Pupil mobility</p>	<p>Improve outcomes for PP pupils across the school in maths</p>	<p>All PP pupils make typical progress relative to their starting points, in maths with the majority achieving 'expected' and some making better progress to 'exceeding'</p>

		Overall progress through KS2 is a strategic priority for the school			
B.	Improving outcomes in writing (particularly spelling, grammar and punctuation) across the school – KS2 data shows there is a gap between PP pupils and other pupils in the school and nationally. (46% of PP pupils are currently below ARE and need additional support in writing)	Spelling ability – children not building on their phonics teaching and developing spelling skills at sufficient pace to meet the standard. Resources to support SPaG teaching TA expertise in supporting SPaG	Assessment at KS1 did not have such an emphasis on spelling and grammar whereas this is now included in the KS2 assessments. Parental understanding of curriculum changes. Pupil mobility?	Increase progress and attainment in Writing for all PP pupils across the school.	All PP pupils make typical progress relative to their starting points, in writing with the majority achieving ‘expected’ and some making better progress to ‘exceeding’
C.	Continuing work on pupil learning behaviours across the school. Some PP pupils have social and emotional issues that are impacting on their readiness to access the curriculum and learn.	Some PP pupils have a range of emotional difficulties which impacts on their relationships with peers, their ability to concentrate, self-regulate and cope with change. Some PP pupils have low self-esteem a negative mind set about their own ability and level of achievement.	Family circumstances (including instability and attachment issues) impacts on some children’s ability to cope in school.	Children are able to manage their emotions, develop resilience and self-esteem, and as a result are able to engage with their learning, sustain focus and make progress.	Lesson visits, book scrutinies and pupil conferencing show children are more confident and positive about their learning. Strengths and Difficulties Questionnaires (SDQs) show lower levels of need and less negative impact on classroom learning following in-school support strategies.
D.	Some PP pupils would be unable to attend trips/take part in curriculum enrichment without subsidy from PP funding.	Ensure effective communication with parents/carers to clarify what support is available.	Less opportunities to engage in activities outside school.	Increased participation in educational visits, clubs, and enrichment activities.	No child misses out on trips/clubs/other enrichment activities because of lack of funding

4. Planned expenditure 2017/18

5.1 Quality of teaching for all

Desired outcomes from Section 4	Chosen action / approach	What is the evidence and rationale for this choice?	Monitoring questions you will ask during implementation	Staff lead	Cost
<p>Improve outcomes for PP pupils across the school in maths</p>	<p>Additional and Flexible in-class support enabling staff to address children at point of need from day to day.</p> <p>Embed new initiatives such as Fast Maths</p> <p>Develop TA subject knowledge to enable them to challenge and support children with problem solving and maths reasoning.</p> <p>Provide pupils with effective feedback (trial of new feedback marking policy) ??</p>	<p>Education Endowment Foundation (EEF) research has shown that quality of TAs talk can improve pupils' independence and quality feedback improves pupils' learning.</p>	<p>Is learning being adapted at point of need? Are pupils making better progress with the support they have received? Following the gaps analysis, what is being done to support learning and teaching? Can children explain their reasoning behind an answer to a problem? Are TAs using questioning to move learning forward or are they just explaining what children need to do? Are pupils more or less independent as a result of TA support? Book scrutiny, pupil conferencing and analysis of test results.</p>	<p>DP (maths SL)</p> <p>SB (SENCo) to monitor TAs</p> <p>KG (feedback marking policy)</p>	<p>TA training</p> <p>in-class support</p> <p>staff inset £480 per lead x2</p> <p>DP release time 3x half day</p>
<p>Improve outcomes for PP pupils across the school in writing (particularly SPaG)</p>	<p>Develop teacher and TA subject knowledge of SPaG.</p> <p>Embed and develop extended writing opportunities (including the development of SPaG) for all pupils.</p> <p>More opportunities to write across the curriculum</p> <p>Provide pupils with effective feedback (trial of new feedback marking policy) ??</p>	<p>To equip staff to meet the requirement of KS2 writing assessment??</p> <p>Marking/Feedback taking place at time of learning means that teacher can assess learning and next steps can be given in a meaningful context.</p>	<p>Is progress in writing evident in children's books? Is there a focus on feedback so that the children are clear about what they have done well and what they need to action to improve?</p>	<p>A-M C CB (English SLs)</p>	<p>TA training</p> <p>in-class support</p> <p>staff inset £480 per lead</p> <p>SLs release time 3x half days</p>

Children are able to manage their emotions, develop resilience and self-esteem, and as a result are able to engage with their learning, sustain focus and make progress.	Embed learning behaviours (Growth Mindset) through a whole school approach. Use SDQs to identify levels of need.	Growth mindset have been successfully used in schools to promote positive learning behaviours and attitudes. EEF evidence study shows that meta-cognition and self-regulation approaches have consistently high levels of impact.	Are children showing positive learning behaviours in class? What does the soft data show about children's attitudes to learning and their readiness to learn? Are children able to talk about the characteristics of a successful learner?	LE lead	staff meeting/ training time LE lead to carry out drop-ins and monitoring 6x half days
Increased participation in educational visits, clubs, and enrichment activities.	To continue to review curriculum content to ensure pupils have access to a broad, balanced and engaging curriculum. Promote clubs and enrichment opportunities to encourage those who might not usually attend to do so.	Children will be more engaged in school and it will broaden their horizons.	Does the curriculum appeal to the range of interests of pupils? Are there opportunities for educational enrichment (e.g. outdoor learning) within topics? Do teachers enable children to pursue their own learning interests? Monitor uptake of visits/clubs/enrichment activities by PPG pupils	SAF team	SAF team to monitor 3xhalf days

Total budgeted cost £5010

5.2 Targeted support

Desired outcomes from Section 4	Chosen action / approach	What is the evidence and rationale for this choice?	Monitoring questions you will ask during implementation	Staff lead	Cost
Improve outcomes for PP pupils across the school in maths	Short term targeted interventions for underachieving pupils.	Small group and 1:1 tuition is effective (EEF evidence). Use of baseline and end point data for intervention groups	What evidence do you have to show the impact of additional support? Are PP children progressing at the same or better rate to the other pupils? Do ATM discussions show that fewer PP pupils are requiring additional support?	SENCo to monitor interventions	cost of TA support to lead interventions £960 SENCo time to co-ordinate £800

Improve outcomes for PP pupils across the school in writing (particularly SPaG)	Use of spelling intervention programme 'Sound Discovery'	research evidence from various sources e.g. http://www.interventionsforliteracy.org.uk/home/interventions/list-view/sound-discovery/ relating to the effectiveness of this phonic programme	What evidence do you have to show the impact of additional support? Are PP children progressing at the same or better rate to the other pupils? Do ATM discussions show that fewer PP pupils are requiring additional support?	SENCo to monitor interventions	cost of TA support to lead interventions £960 SENCo time to train TAs to use Sound Discovery and co-ordinate interventions £640
Children are able to manage their emotions, develop resilience and self-esteem, and as a result are able to engage with their learning, sustain focus and make progress.	'Emotional Logic' approach to managing difficult situations and promoting emotional well-being.	Testimonials from schools using Emotional Logic https://www.emotionallogiccentre.org.uk/index.html	Do formal and informal observations of children's behaviour reflect input of Emotional Logic Pupil conferencing – what has helped?	SENCo	SENCo training SENCo to work 1-1 and with small groups £1000 Emotional Logic resources £200

Total budgeted cost **£4560**

5.3 Other approaches

Desired outcomes from Section 4	Chosen action / approach	What is the evidence and rationale for this choice?	Monitoring questions you will ask during implementation	Staff lead	Cost
Improve outcomes for PP pupils across the school in maths	prepare calculation support leaflets for parents and carers Maths open sessions for parents to observe maths lessons/curriculum evenings to inform parents about maths curriculum	some evidence from EEF on parental engagement	feedback to be gathered from parents How are families engaged with learning within school? Are they able to support the learning within school?	DP	release time for SL 3 days a year = £480
Improve outcomes for PP pupils across the school in writing (particularly SPaG)	use English open sessions/curriculum evenings to inform parents about spelling and grammar so they are able to help their children	some evidence from EEF on parental engagement	feedback to be gathered from parents How are families engaged with learning within school? Are they able to support the learning within school?	A-M C, CM	release time for SLs 3 days a year = £480
Increased participation in educational visits, clubs, and	Funding for PP pupils to enable them to fully participate in all	Successfully implemented last year – improved access to	How many PP children are accessing enrichment and extra-	SAF team ??	£1500 coaches, entry etc...

enrichment activities.	educational visits and extra-curricular clubs. 'Heroes Club' for all children of forces families.	enrichment using PP budget.	curricular provision? Is this having an impact on attendance? What does pupil feedback tell you about attitudes to school and enjoyment? What impact has there been on pupils' wellbeing / confidence / self-esteem?		Heroes Club £200
Total budgeted cost					£2660
Overall projected spend					£12230

6. Additional information supporting this strategy

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