

# Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	The Mead Community Primary School				
<b>Academic Year</b>	2016-2017	<b>Total PP budget</b>	£88,420	<b>Date of most recent PP Review</b>	May 2017
<b>Total number of pupils</b>	512	<b>Number of pupils eligible for PP</b>	72 (15%)	<b>Date for next internal review of this strategy</b>	July 2017

2. 2015-16 attainment			
	<i>Pupils eligible for PP (your school)</i>	<i>PP children (excluding SEND)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	Year 6 = 63% Y1-6 = 49%		53% (2016) 75% (2015)
<b>% making progress in reading</b>	Year 6 = 1.44 Y1-6 = 88%	Y6 = 100% Y1-6 = 69%	1.98 (2016) 92% (2015)
<b>% making progress in writing</b>	Year 6 = -1.01 Y1-6 = 91%	Y6 = 100% Y1-6 = 78%	-0.71 (2016) 95% (2015)
<b>% making progress in maths</b>	Year 6 = 0.14 Y1-6 = 89%	Y6 = 67% Y1-6 = 81%	0.37 (2016) 91% (2015)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Application of phonics to support reading at Key Stage 1
<b>B.</b>	Inference and retrieval in reading at Key Stage 2
<b>C.</b>	Outcomes in writing
<b>D.</b>	Oracy across the curriculum.
<b>E.</b>	Reasoning in mathematics
<b>F.</b>	Continuing support of SMSC and widening opportunities
<b>G.</b>	Attendance of children in receipt of Pupil Premium funding
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	
4. Desired outcomes	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children are able to apply phonics strategies to support reading	<ul style="list-style-type: none"> <li>• The number of Disadvantaged children passing the phonics screen increases so it is nearer to the other children.</li> <li>• KS1 reading attainment for Disadvantaged children is high.</li> </ul>
<b>B.</b>	Children are able to retrieve key information, make inferences and give justifications when reading	<ul style="list-style-type: none"> <li>• The outcomes of Disadvantaged children across the school are in line with or better than the other children.</li> <li>• Outcomes for Disadvantaged children are high against the national average.</li> </ul>
<b>C.</b>	Use of Writing Essentials and Speaking Frames in each year group supports outcomes in writing	<ul style="list-style-type: none"> <li>• The outcomes of Disadvantaged children across the school are in line with or better than the other children.</li> <li>• Outcomes for Disadvantaged children are high against the national average.</li> </ul>
<b>D.</b>	Use of Speaking Frames across the curriculum supports oracy and impacts on writing	<ul style="list-style-type: none"> <li>• The outcomes of Disadvantaged children across the school are in line with or better than the other children.</li> <li>• Outcomes for Disadvantaged children are high against the national average.</li> </ul>
<b>E.</b>	Improve children's ability to reason, problem solve and communicate mathematically	<ul style="list-style-type: none"> <li>• The outcomes of Disadvantaged children across the school are in line with or better than the other children.</li> <li>• Outcomes for Disadvantaged children are high against the national average.</li> </ul>
<b>F.</b>	Children receive continuing support of SMSC and entitlement to wider opportunities	<ul style="list-style-type: none"> <li>• All Disadvantaged children will have attended an enrichment event at some point in the year (an extra-curricular club or Residential visit)</li> </ul>
<b>G.</b>	No child in receipt of Pupil Premium funding is disadvantaged by poor attendance.	<ul style="list-style-type: none"> <li>• Attendance of Disadvantaged children is as good as or is improving towards that of others nationally</li> </ul>

5. Planned expenditure					
Academic year	2016-17				
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.					
i. 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?
Application of phonics to support reading at Key Stage 1	Phonics taught daily in EYs and KS1	Research shows that when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read.	<ul style="list-style-type: none"> <li>Phonics lead to monitor teaching and learning in phonics</li> </ul>	LOL/KS	Termly monitoring of Phonics planning, book look to evidence application
Inference and retrieval in reading at Key Stage 2	Use of Accelerated Reader	Accelerated Reader promotes reading for pleasure while monitoring and managing independent reading practice, including vocabulary growth and comprehension.	<ul style="list-style-type: none"> <li>Use of AR monitored regularly by year group leads and English Lead</li> </ul>	LI	Pupil progress reviews, book looks, head teacher trio observations.
	Use of Reciprocal Reading	Reciprocal reading is a well-researched method used to develop learners' reading skills, promote higher order thinking, develop listening and talking, and ensure access to the curriculum for all learners. Studies have also demonstrated that learners transfer their learning into other contexts.	<ul style="list-style-type: none"> <li>Use of reciprocal reading monitored</li> <li>PDM dedicated to staff training for Reciprocal Reading</li> </ul>	LI	Pupil progress reviews, book looks, head teacher trio observations.
Improve outcomes in writing	Use of 'Writing Essentials' in all year groups	Writing Essentials have been developed with year group teams across the trust to support planning, target setting and assessment of writing against year group expectations.	<ul style="list-style-type: none"> <li>Trust wide writing moderations</li> <li>Book scrutiny in Learning Conversations</li> </ul>	LI English Lead	Pupil progress reviews, book looks, head teacher trio observations.
Oracy across the curriculum	Use of 'Progression in Language Structures' document to explicitly model spoken English	The 'Progression in Language Structures' document identifies the language structures needed to acquire and manipulate learning and exemplifies progression through the year groups. This should enable any teacher or practitioner to both identify what is needed and to structure the development of language for progress in key skills over a unit of work.	<ul style="list-style-type: none"> <li>Expectations that speaking frames are planned for and used across the curriculum.</li> <li>Displayed in classrooms</li> <li>Staff use these in both spoken and written learning.</li> </ul>	LI	Pupil progress reviews, book looks, head teacher trio observations.
Improve children's ability to reason, problem solve and communicate mathematically.	Implementation of Maths No Problem approach to teaching mathematics	Maths No Problem is a highly effective approach to teaching maths which is based on research and evidence. It builds pupils fluency without the need for rote learning. It teaches new concepts using	<ul style="list-style-type: none"> <li>Training Days and Professional Development Meetings used to deliver CPD</li> <li>Learning walk, book scrutiny and lesson observations used to</li> </ul>	Maths Lead BM	Weekly oversight of implementation. Termly reviews via Learning Conversations, lesson observations and drop ins.

		the Concrete, Pictorial and Abstract approach and pupils learn to think mathematically as opposed to reciting formulas they don't understand.	identify areas for CPD		
<b>Total budgeted cost</b>					£30 000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Application of phonics to support reading at Key Stage 1	Targeted interventions to support the application of phonics eg Wesford, Sound Discovery, Precision Teaching Reading Recovery	Children who complete 'Reading Recovery' have usually progresses from text level 0 to level 17, or equivalent. These children have learned four-to five times faster than their classmates to catch up and after the intervention their progress continues in line with their peers	<ul style="list-style-type: none"> <li>Children in need of phonics support identified by year group leads.</li> <li>Teams timetable interventions for phonics</li> <li>Senco monitors interventions</li> </ul>	LOL GB	Termly evaluations of impact completed by staff carrying out intervention and SENCo
Inference and retrieval in reading at Key Stage 2	Better Reading Partners	Supports specific and highly individualised reading programmes	<ul style="list-style-type: none"> <li>Children identified by year group leads.</li> <li>Senco monitors interventions</li> </ul>	GB	Termly evaluations of impact completed by staff carrying out intervention and SENCo
Improve children's ability to reason, problem solve and communicate mathematically.	Maths Counts	Evidence strongly supports the claim that one-to-one and small group support are highly effective, particularly for primary school pupils in maths. It also suggests that learning approaches that encourage meta-cognition, or 'learning to learn' behaviours are highly effective, not only in improving confidence and ability in maths, but also in improving long term outcomes across a range of subjects.	<ul style="list-style-type: none"> <li>Five trained Maths Leads across both sites.</li> <li>Maths lead identifies children in need of Maths Counts</li> </ul>	BM CW	Constantly Data reviewed after each 10 week cycle of Maths Counts
Outcomes in writing	Use of 'Slow Write'	Provides learners with a step by step structure with which to create their text. Slow Writing allows learners to not only think about <u>what</u> they're writing, but also <u>how</u> they are writing – slowing down the writing process to ensure high quality. finished piece of work.	<ul style="list-style-type: none"> <li>Monitored through learning conversations and Trust wide writing moderation</li> </ul>	LI	Termly

Oracy across the curriculum	Targeted early Speech and Language support in Early Years. Use of ECAT and Blast programmes.	Data collected from the intervention feeds into ECAT assessments to identify clear next steps.	<ul style="list-style-type: none"> <li>Monitored by Senco</li> </ul>	GB	Termly/at beginning and end of each intervention
	Talkboost 1 and 2		<ul style="list-style-type: none"> <li>Monitored by Senco</li> </ul>	GB	Termly/at beginning and end of each intervention
Attendance of children in receipt of Pupil Premium funding to be 95% or above	Rapid response systems to address poor attendance. (Staff contacting home immediately if child fails to arrive on time, staff work with families to address barriers they face in getting children to school.	Where attendance is above the average, it is often because disadvantaged learners are enjoying their learning. Achieved by: Mutually supportive conversation between school and families Support for parents to model the process of engaging with learning.	<ul style="list-style-type: none"> <li>All office staff aware of policy</li> <li>Dedicated member of office staff linked to attendance</li> <li>Attendance monitored by DHT</li> </ul>	RC	Weekly meeting between attendance lead and HG  Termly Trust wide meeting with attendance leads  Identified children monitored on a fortnightly basis, others termly
Support for SMSC and widening opportunities	Use of tailored mentoring programmes such as 'Sensory circuits'	Participation in a short sensory motor circuit prepares children to engage effectively with the day ahead. There is significant improvement in children's resilience, attitudes and the development of skills.	<ul style="list-style-type: none"> <li>Monitored by Senco</li> </ul>	GB	Termly/at beginning and end of each intervention
Support for SMSC and widening opportunities	Designation of a Parent Support Advisor to proactively support children and families with any challenges they face.	Families aware that there is a designated person within the school that they can talk to and ask advice of, who has a presence on the playground before and after. Parents can drop in or set a time for meetings.	<ul style="list-style-type: none"> <li>Monitored by Senco</li> </ul>	JBW	Termly/at beginning and end of each intervention
<b>Total budgeted cost</b>					£30 000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Continued support of SMSC and wider opportunities	Free extra-curricular clubs run by staff	Providing enrichment activities that feed into the experience and enjoyment of learning and school life, particularly if these are less likely to be provided at home.	<ul style="list-style-type: none"> <li>Clubs are run termly, children have wide range of choices, careful selection process by office. Disadvantaged Learner Lead monitors attendance of children in receipt of PPG.</li> </ul>	BM	Termly

Continued support of SMSC and wider opportunities	An appointed staff member in the role of an ELSA (Emotional Literacy Support Assistant) to work with individuals and groups of children identified as being vulnerable to underachievement due to social, emotional or behavioural needs. Support can include; hand massage groups, supported play and lunchtimes, one-to-one sessions and the facilitation of appropriate programmes with identified groups	Children have the time with a trained adult to listen to them and support them with individual strategies to cope with anger management, social skills, building relationships with peers, building relationships with adults in their lives at school and at home	<ul style="list-style-type: none"> <li>Specially designed Emotional literacy wheels used to provide pre and post assessment data.</li> </ul>	JBW/G B	Termly/at beginning and end of each intervention
Continued support of SMSC and wider opportunities	Universal access to music tuition	Year 4 Ukulele led by specialist music teacher	<ul style="list-style-type: none"> <li>Specialist music teacher employed to teach Ukulele. Overseen by Senior Teacher for Music</li> </ul>	SD	Termly
Continued support of SMSC and wider opportunities	All children in Years 4,5 and 6 have the opportunity to take part in an overnight residential trip. Partly funded by local charities for those children from families with PPG or experiencing hardship.	Develops independence, self-confidence, social skills, team building and resilience.	<ul style="list-style-type: none"> <li>Provision for residential visits overseen by Leadership team, EVC and SMSC lead</li> </ul>	BM LH	Annually
<b>Total budgeted cost</b>					£28 840

6. Review of Expenditure					
<b>Academic year</b>	<b>2015-16 (Funding allocated = £86060)</b>				
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.					
<b>iv. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What was the evidence and rationale for this choice?</b>	<b>How did we check it was being implemented well?</b>	<b>Staff lead</b>	<b>What was the impact? What will the next steps be?</b>

<p>Raising attainment, reducing the gap accelerating progress</p>	<p>We encourage all staff to reflect on and debate the way they teach. The Mead School is linked into a number of networks such as local school clusters, teaching school networks and national research projects. For example Maths Counts; a research projects led by EEF and designed to improve attainment and confidence to a group of identified children, with a focus on narrowing the gap for disadvantaged children</p>	<p>Teachers are motivated and trusted to take risks and innovate in ways that are proven to be right for their pupils to secure rapid progress</p>	<ul style="list-style-type: none"> <li>Assessment data including Sandwell assessments</li> </ul>	<p>Maths Lead DHT</p>	<p>Two cohorts of learners undertook this programme with 12 children receiving targeted Maths Counts intervention support. Assessments at the end of the ten-week programme showed an average of 9 months' number gain. Disadvantaged learners made, on average, made a similar gain of 9 months' progress over the same period.</p> <p><u>Further action</u> We have committed to continue running the Maths Counts programme in 16/17 and to train additional Learning Partners to widen the impact of this intervention.</p>
<p>Raising attainment Reducing the gap and accelerating progress</p>	<p>Employment of a high ratio of graduates in the Early Years classes to work specifically with a focus on Communication, Language &amp; Literacy</p>	<p>Children are supported to meet their age related expectations and to address low starting points in base line, particularly in literacy. 55% of the children in were 'Below Typical' in Communication and Language on entry to FS2(Early Excellence Baseline Assessment) and 15% were 'Well Below'.</p>	<ul style="list-style-type: none"> <li>Assessment Data</li> </ul>	<p>HoS EYs Lead Senco</p>	<p>By the end of the year 81% of children in EYFS achieved a Good Level of Development which exceeded the national average of 69% (Reading = 88%, Writing = 89%, Listening and Attention = 93%, Understanding = 92% and Speaking = 95%). 80% of the Disadvantaged Learners achieved a Good Level of Development which also exceeded the national average of 55% (Reading = 90%, Writing = 90%, Listening and Attention = 100%, Understanding = 90% and Speaking = 100%).</p> <p><u>Further Action</u> Continue to deploy graduate support staff to Early Years classes.</p>
<p>Raising attainment Reducing the gap and accelerating progress</p>	<p>We emphasise the importance of 'quality first teaching'. We aim to provide consistently high standards, through setting expectations, monitoring performance, tailoring teaching and support to pupils and sharing best practice.</p>	<p>This approach is supported by a body of research which has found that good teachers are especially important for pupils from disadvantaged backgrounds.</p> <p>For poor pupils the difference between a good teacher and a bad teacher is a whole year's learning. See Sutton Trust (2011)</p>	<ul style="list-style-type: none"> <li>Monitoring quality of Teaching and Learning</li> </ul>	<p>HoS DHT SLT</p>	<p>At The Mead attainment and progress of Disadvantaged Learners (who do not have SEND) is in line with, and in some cases exceeding, that of non-disadvantaged learners. Where this is not the case, action plans have been put in place to respond to the specific needs of the children. Closing the gap action plans evidence progress over time for all children who are vulnerable to underachievement.</p>
<p>Raising attainment Reducing the gap and</p>	<p>The school has developed detailed marking schemes which identify each pupil's</p>	<p>Improved feedback between teachers and children ensures that children know what they</p>	<ul style="list-style-type: none"> <li>Assessment data</li> <li>Pupil Voice</li> <li>Book Scrutiny</li> </ul>	<p>Maths Lead English</p>	<p>At The Mead Year Group Trust-wide meetings have been used to develop 'Writing Essentials' to support marking, feedback and target setting. Staff</p>

accelerating progress	strengths, areas to focus on and next steps. Pupils have time allotted during the lesson to respond to the feedback and discuss it with teachers and their peers.	need to improve to secure rapid improvement		Lead	meetings have been used to develop and reinforce expectations for marking in both Maths and English. Book scrutiny during Learning conversations has shown an improvement in purposeful marking, clear next steps for children and clear and concise feedback that is responded to by learners. Disadvantaged Learners are well supported to make progress through the use of The Mead's marking and feedback strategies.  <u>Further Action</u> These Trust-wide meetings will continue into the next academic year to further develop and enhance marking and feedback strategies and to moderate consistency of approach with other schools in The Trust.
Raising attainment Reducing the gap and accelerating progress	We have established the role of personalised learning teaching across the school to meet individual learning needs. The focus of these teachers is to see pupils as individuals, each with their own challenges, talents and interests. The personalised learning teachers work to identify what might help each pupil make the next steps in their learning, whether they are performing below, at, or above expectations.	The focus on providing targeted support for under-performing pupils across the curriculum secures improvement. Personalised learning teachers are able to seek out strategies best suited to addressing individual needs, rather than simply fitting pupils into their existing support strategies.	<ul style="list-style-type: none"> <li>• Assessment data</li> <li>• Progress reviews</li> <li>• Classroom assessment packs</li> </ul>	HOS DHT DL Lead STs	Children in Year 2, 3 and 6 have made accelerated progress in reading, writing and maths through the provision of additional teaching capacity in these year groups.
Raising attainment Reducing the gap and accelerating progress	We use the EEF/Sutton Trust Teaching and Learning Toolkit to help us identify new evidence based ideas and initiatives that would work for our children to help them succeed.  For example research supporting use of feedback, the impact of Quality First Teaching and effective use of TAs	The Toolkit summarises their average impact on attainment, the strength of the evidence supporting them and their cost. It has been recommended by the Department for Education, Ofsted and the Head Teachers' associations as a valuable resource in prioritising pupil premium spending.	<ul style="list-style-type: none"> <li>• Assessment data</li> <li>• Monitoring of Teaching and Learning</li> <li>• Learning conversations</li> </ul>	DL Lead HoS	The impact of evidence based practice is of continuing significance at The Mead.  <u>Further Action</u> To continue to identify and implement new evidence based ideas and initiatives to help children succeed.

Raising attainment Reducing the gap and accelerating progress	We ensure strong team work between teachers and support staff through weekly team planning meetings that TAs are paid to attend after school.	Improved communication between staff ensures that they know what they need to provide to secure rapid improvement.	<ul style="list-style-type: none"> <li>Monitoring quality of teaching and learning and interventions</li> </ul>	HoS DHT/ DL Lead Senior Teachers	TAs have clarity about their role, the learning that will be happening and how they can support and develop the Disadvantaged children in their class.  Future action: Continue to fund additional TA hours to plan with the teaching team each week.
Reducing exclusions, improving behaviour Developing personal skills and qualities	We have set up really effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management.	Children should be able to pay attention, not distract the learning of others. Teachers should be able to teach effectively without unnecessary interruption.	<ul style="list-style-type: none"> <li>Behaviour review</li> <li>Learning conversations – pupil voice</li> <li>Monitoring effectiveness of teaching and learning</li> </ul>	Behaviour/PSHE lead	All staff are trained in and effectively use the 5-point scale to support behaviour for learning.  Emphasis is placed on preventing escalated behaviour through relationship building, identifying and thus preventing likely triggers. Frequency charts and kept to show the success of this approach.

**Total budgeted cost** £ 58,024

#### v. Targeted support

Desired outcome	Chosen action / approach	What was the evidence and rationale for this choice?	How did we check it was being implemented well?	Staff lead	What was the impact? What will the next steps be?
Raising attainment Reducing the gap and accelerating progress	As part of the Mead Academy Trust, we have access to a 'Reading Recovery' teacher to raise the attainment of individual children through the Reading Intervention Programme, assessing and planning highly individualised reading programmes for specific children	At the end of this programme, most children are able to read and write without adult intervention, at the appropriate level for their age. Children who complete 'Reading Recovery' have usually progressed from text level 0 to level 17, or equivalent. These children have learned four-to five times faster than their classmates to catch up and after the intervention their progress continues in line with their peer	<ul style="list-style-type: none"> <li>Assessment data</li> </ul>	DL Lead Senco English Lead	In the small group of children who took part in this 1:1 Reading Recovery Programme there was an average reading age gain of 2 years.  <u>Further Action</u> Continue to prioritise Reading Recovery 1:1 reading intervention into the next academic year.
Raising attainment Reducing the gap and accelerating progress	We deliver targeted early Speech and Language interventions in Early Years. Using ECAT and BLAST programmes. All staff in Early Years have been trained to deliver these programmes	At the end of the programme this information feeds into their ECAT assessment and learning journey to clearly identify areas of need	<ul style="list-style-type: none"> <li>Assessment data</li> <li>Monitoring of interventions</li> </ul>	Senco EYs lead	At The Mead 8 children received Talkboost intervention. With a pre assessment average total of 16.75. Post assessment data shows an average of 32.25. Giving an average progress of 15.5.  <u>Further Action</u> Continue to prioritise this intervention in KS1 and

					train key staff to deliver KS2 Talk Boost.
Raising attainment Reducing the gap Developing personal skills ad qualities	<p>We ensure that teaching assistants (TAs) are well trained in supporting pupils' learning as well as in specific learning interventions. Our TA team is trained to provide effective support to individual pupils or small groups in:</p> <ol style="list-style-type: none"> <li>1. 'Better Reading Partners' in order to support specific and highly individualised reading programmes</li> <li>2. 'Sound Discovery' to secure phonemic knowledge</li> <li>3. Accelerad/ Accelewrite in order to support specific and highly individualised reading and writing programmes</li> <li>4. WESforD 1 to secure phonemic knowledge</li> <li>5. Precision Teaching individualised, personalised, targeted daily support for rapid recall</li> <li>6. Sensory Circuits to develop gross motor skills</li> <li>7. EL Art to develop self esteem and target emotional needs</li> <li>8. ELSA to develop self-esteem and target emotional needs</li> <li>9. Circle of Friends to develop social skills</li> </ol>	<p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). New research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes.</p>	<ul style="list-style-type: none"> <li>• Assessment data</li> </ul>	Senco DL lead	<p><u>Impact evaluation</u></p> <ol style="list-style-type: none"> <li>1. Better Reading Partners - Overall improvement of reading shown through quizzing on 'Star Reader' accelerated reading program. Gauge increase in attitude to improve reading comprehension and increase reading age.</li> <li>2. Sound discovery - Tool to assess and teach phonemic knowledge used in Year 3. Impact reflected on improved reading ability and increased reading age.</li> <li>3. Accelerad and Accelewrite - Used as an intervention for BRPs to assess using Star Reader and quizzing methods to gauge success of interventions. All children tested achieved expected and increased reading age.</li> <li>4. WESforD 1 - Children identified as not passing their phonics screening have been reassessed using WESforD to identify those children that require support with their phonemic skills. Phonics Screen achieved the required target with additional numbers of children passing the original expected number.</li> <li>5. Precision teaching - Children identified as "On Watch" have been receiving additional interventions to boost reading, writing and maths. This tool has been successful to assess and then teach the children identified particularly using the "Star Reading" assessment where this has improved reading and impacted on all targeted children.</li> <li>6. Sensory Circuits - 40% of children have made progress within the year, developing their concentration, core strength, motor skills, attitudes to learning and confidence. Photo evidence is applicable for outcome</li> <li>7. EL Art intervention - Informal pre and post assessment. Has been very successful to develop children's self-esteem and emotional issues. Gauge success through Pupil Voice.</li> <li>8. ELSA - Children receiving ELSA have made progress and it is gauged through the use of a</li> </ol>

					teacher and pupil rating scale. 9. Circle of Friends - Social Skills groups children have made progress; this is assessed through pupil voice.
Raising attainment Reducing gap and accelerating progress Improving behaviour Developing personal skills and qualities	We use a ' <i>Pets as Therapy</i> ' reading dog to support the progress of children for whom reading has become a challenge	This will improve children's confidence and motivation to read. This will give children increased opportunities to read aloud.	<ul style="list-style-type: none"> <li>• Attainment data</li> <li>• Personal development wheels</li> </ul>	Senco, Reading support teacher	At The Mead reluctant readers from years 1-6 (including Disadvantaged Learners) read with Archie on rotation. All children who read with Archie showed noticeable increase in confidence, pace, fluency and accuracy. One child showed a calmer persona and also developed greater confidence with their use of the English language. Using reading with Archie as a behaviour reward successfully resulted in a child showing improved behaviour for learning.  <u>Further Action</u> Continue to provide opportunities for children to work with 'Pets as Therapy' Dogs and volunteers.
Improving attendance Engaging parents and families	We have set up rapid response systems to address poor attendance. This includes staff contacting home immediately a child fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school.	Pupils have to be in school and able to pay attention before they can access learning.	<ul style="list-style-type: none"> <li>• Attendance review</li> </ul>	DHT Office staff	At The Mead rigorous systems are in place to identify and monitor children who have an attendance of less than 90%. Contact is made with parents through letters and home visits. Support is provided through our PSAs.  <u>Further Action</u> These systems will be further developed and enhanced over the coming year.
Raising attainment Reducing exclusions, improving behaviour Developing personal skills and qualities	We employ a specialist teacher for PE, working specifically with children to develop PSHE and learning skills through tailored mentoring programmes and the 'Sensory Circuits' programme	Children make progress with their physical development, which impacts on their learning dispositions and levels of attention.	<ul style="list-style-type: none"> <li>• Personal development wheels</li> <li>• Pupil voice</li> </ul>	PE lead	Staff notice significant improvement in the children's resilience, attitudes and the development of skills. The children's relationships with each other have become increasingly positive
Reducing exclusions, improving behaviour Developing personal skills and qualities	We deliver a targeted intervention to support children's development in wellbeing, social communication, language and behaviour.	The targeted intervention enables children to sustain longer sessions at play and resolve conflicts to support learning and development	<ul style="list-style-type: none"> <li>• Behaviour review</li> </ul>	Senco Behaviour/PSHE lead	The school has positive working relationship with outside agencies to allow for targeted support and specialist advice. Year 2 children who took part in the 'Alert' programme all showed a positive response to the sessions and in pupil voice showed

					a greater awareness of 'I'm glad to be me'
<b>Total budgeted cost</b>					£14266
<b>vi. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What was the evidence and rationale for this choice?</b>	<b>How did we check it was being implemented well</b>	<b>Staff lead</b>	<b>What was the impact? What will the next steps be?</b>
Raising attainment Reducing the gap Developing personal and social qualities	We provide learning support outside school hours through free extra-curricular clubs run by staff	Research finds that children from the most advantaged households benefit from significantly more spending on extra-curricular activities than their poorer peers	<ul style="list-style-type: none"> <li>Assessment data</li> <li>Pupil interviews</li> </ul>	HoS	<p>At The Mead we are developing an analysis of which disadvantaged children have attended a club/residential and those who have not attended a club at all. The allocation in future terms will change to ensure that these children are prioritised. Contact is made first to these parents to offer places at after school clubs.</p> <p><u>Further Action</u> This overview will be consistently maintained into the future</p>
Engaging parents and families	Designation of a PSA (Parent Support Advisor) to proactively support children and families with any challenges they face. Our PSA can support parent/carers at meetings, with advice and signposting to other outside agencies	To provide a clear line of communication and support for families to provide advice and signpost other agencies.	<ul style="list-style-type: none"> <li>Attendance review</li> <li>Behaviour review</li> </ul>	Senco	Families are aware that there is a designated person within the school that they can talk to and ask advice of, who has a presence on the playground before and after school. Parents can also drop in or set a time for meetings.
Reducing exclusions, improving behaviour Developing personal skills and qualities	An appointed staff member in the role of an ELSA (Emotional Literacy Support Assistant) to work with individuals and groups of children identified as being vulnerable to underachievement due to social, emotional or behavioural needs. Support can include; hand massage groups, supported play and lunchtimes, one-to-one	Children have the time with a trained adult to listen to them and support them with individual strategies to cope with anger management, social skills, building relationships with peers, building relationships with adults in their lives at school and at home	<ul style="list-style-type: none"> <li>Behaviour review</li> <li>Personal development wheel</li> </ul>	Senco Behaviour/PSHE lead ELSA	The Emotional Literacy work undertaken in these sessions has supported many of our children to manage their feelings and build positive relationships. This has enabled the children to manage their levels of anxiety and be ready and motivated to learn in class.

	sessions and the facilitation of appropriate programmes with identified groups				
Reducing exclusions, improving behaviour Developing personal skills and qualities	Dragonflies is available at playtimes and lunchtimes daily to assist with the development of wellbeing, social communication, language and behaviour and also offering a supportive safe place for children to play	Develops children's essential skills in order to enable them to re-enter their year group classes	<ul style="list-style-type: none"> <li>Behaviour review</li> </ul>	Senco Behaviour/PSHE lead	Dragonflies is a popular option for children needing nurture provision at playtimes. The staff support children to build friendships and play games, developing skills such as turn taking and sharing well.
Widening opportunities	All children in years 4, 5 and 6 have the opportunity to take part in overnight residential trips away from home to develop independence, self-confidence, social skills, team building and resilience.	Children's intellectual, social, cultural, spiritual and emotional development can be enhanced and enriched by active participation in experiences not available inside the classroom.	<ul style="list-style-type: none"> <li>Personal development wheel</li> <li>Pupil voice</li> </ul>	EVC DL Lead	All Disadvantaged children took part in the Year 4 residential visit. All Disadvantaged children attended the Year 6 residential if they wanted to go. Not all of the Disadvantaged children attended the optional Year 5 residential, even though some of them wanted to. We will review the costings of our outdoor and adventurous provision and signpost parents to access funding.
Widening opportunities	A 4 year rolling programme of enrichment years with events planned throughout the school year. (Arts, PE, Science and Technology, Citizenship)	Enrichment years ensure that all children experience depth and breadth within these areas of the curriculum during their time at The Mead.	<ul style="list-style-type: none"> <li>Pupil voice</li> <li>Evaluation at end of enrichment year</li> </ul>	Senior leadership team. Subject leaders for each of the four areas.	This year was our PE year linked to the Rio Olympics. All disadvantaged children had the opportunity to take part in a range of sporting activities.
Widening opportunities	Annual community day for both the school and wider community held annually.	Community and family links are developed and embedded. Children and families are able to share new and varied experiences.	<ul style="list-style-type: none"> <li>Feedback questionnaires</li> </ul>	Senior leadership team. Subject leaders for each of the four areas.	The Olympic Carnival (Saturday enrichment event) was a well-supported event.
<b>Total budgeted cost</b>					£13770