

# The Mead Community Primary School Pupil Premium Strategy Statement

## Review 2016/17

1. Summary information					
School	The Mead Community Primary School				
Academic Year	2016-2017	Total PP budget	£88,420	Date of most recent PP Review	May 2017
Total number of pupils	512	Number of pupils eligible for PP	72 (15%)	Date for next internal review of this strategy	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>		
% achieving in reading, writing and maths	Year 6 = 63% Y1-6 = 49%		53% (2016) 75% (2015)		
% making progress in reading	Year 6 = 1.44 Y1-6 = 88%	Y6 = 100% Y1-6 = 69%	1.98 (2016) 92% (2015)		
% making progress in writing	Year 6 = -1.01 Y1-6 = 91%	Y6 = 100% Y1-6 = 78%	-0.71 (2016) 95% (2015)		
% making progress in maths	Year 6 = 0.14 Y1-6 = 89%	Y6 = 67% Y1-6 = 81%	0.37 (2016) 91% (2015)		

## 1. Review of Expenditure

<b>Academic year</b>	<b>2016-17 Funding Allocated = £88,420)</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>i. 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 implemented well?</b>	<b>Staff lead</b>	<b>What was the impact? What will the next steps be?</b>
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.	<input type="checkbox"/> Phonics lead to monitor teaching and learning in phonics	LOL/KS	64% of disadvantaged learners passed the phonics screening check in 2017.  <i>Next Steps</i> <i>Implementation of RWI phonics teaching programme.</i>
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.	<input type="checkbox"/> Use of AR monitored regularly by year group leads and English Lead	LI	62% of Disadvantaged Learners achieved EXS by the end of Term 6 2016-17. This is in comparison to 54% of Disadvantaged Learners in 2015-16.  <i>Next Steps</i> <i>New whole class reading strategy to be implemented to support inference and comprehension skills.</i>
	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.	<input type="checkbox"/> Use of reciprocal reading monitored <input type="checkbox"/> PDM dedicated to staff training for Reciprocal Reading	LI	<i>Next Steps</i> <i>New whole class reading strategy to be implemented to support inference and comprehension skills.</i>

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.	<input type="checkbox"/> Trust wide writing moderations <input type="checkbox"/> Book scrutiny in Learning Conversations	LI English Lead	<p>61% of Disadvantaged Learners achieved EXS in their year group by the end of Term 6. This is in comparison to 51% of other learners.</p> <p><i>Next Steps</i>  Continue to embed writing essentials – ensuring that children have the opportunity to create their own success criteria for extended pieces of writing.</p>
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.	<input type="checkbox"/> Expectations that speaking frames are planned for and used across the curriculum. <input type="checkbox"/> Displayed in classrooms <input type="checkbox"/> Staff use these in both spoken and written learning.	LI	<p>61% of Disadvantaged Learners achieved EXS in their year group by the end of Term 6. This is in comparison to 51% of other learners.</p> <p><i>Next Steps</i>  Continue to embed writing essentials – ensuring that children have the opportunity to create their own success criteria for extended pieces of writing.</p>
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 the Concrete, Pictorial and Abstract approach and pupils learn to think mathematically as opposed to reciting formulas they don't understand.	<input type="checkbox"/> Training Days and Professional Development Meetings used to deliver CPD <input type="checkbox"/> Learning walk, book scrutiny and lesson observations used to identify areas for CPD	Maths Lead BM	<p>65% of Disadvantaged Learners are at EXS for their year group in Maths. This is compared to 67% across the school. In comparison 52% of Disadvantaged Learners attained EXS by the end of 2025-16.</p> <p><i>Next Steps</i>  Continue Maths o Problem approach and monitor to identify areas for CPD focus.  Implementation of PUMA tests in maths to assess pupil progress.</p>
<b>Total Budgeted Cost</b>					£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 implemented well?	Staff lead	What was the impact? What will the next steps be?
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	<input type="checkbox"/> Children in need of phonics support identified by year group leads. <input type="checkbox"/> Teams timetable interventions for phonics <input type="checkbox"/> Senco monitors interventions	LOL GB	Children identified as On Watch or Intervention have received additional phonics teaching to support reading and writing. Children's recognition of sounds is assessed at the beginning and end of the intervention to identify progress. Disadvantaged Learners have made an average of 8 sounds progress.  <i>Next Steps</i> <i>Implementation of RWI 1:1 tuition will replace precision teaching to support RWI teaching</i>

Inference and retrieval in reading at Key Stage 2	Better Reading Partners	Supports specific and highly individualised reading programmes	<input type="checkbox"/> Children identified by year group leads. <input type="checkbox"/> Senco monitors interventions	GB	Disadvantaged Learners who have completed the BRP intervention have made +5 book levels progress and when assessed on Star Reader these children have made an average of 11 months Reading Age progress. This is in comparison to non-Disadvantaged Learners who have made 10 months reading age progress  <i>Next Steps</i> <i>Continue intervention for identified children.</i>
---	-------------------------	--	--	----	---

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.	<input type="checkbox"/> Five trained Maths Leads across both sites. <input type="checkbox"/> Maths lead identifies children in need of Maths Counts	BM CW	Disadvantaged Learners who have completed this intervention have made an average of 7 months progress.  <i>Next Steps</i> Continue intervention for identified children.
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 what they're writing, but also how they are writing – slowing down the writing process to ensure a high quality finished piece of work.	<input type="checkbox"/> Monitored through learning conversations and Trust wide writing moderation	LI	61% of Disadvantaged Learners achieved EXS in their year group by the end of Term 6. This is in comparison to 51% of other learners.  <i>Next Steps</i> Continue to use Slow Write to support Disadvantaged Learners when needed to differentiate writing – ensuring that children have the opportunity to create their own slow write criteria
Oracy across the curriculum	Talkboost 1 and 2	Monitored by Senco	GB	Termly/at beginning and end of each intervention	Disadvantaged Learners who have completed this intervention have made an average of 24.5 points progress on the TalkBoost teacher score. This in comparison to an average gain of in 2015 – 16. <i>Next Steps</i> Continue intervention for identified children
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	Where attendance is above the average, it is often because disadvantaged learners are enjoying their learning.	<input type="checkbox"/> All office staff aware of policy <input type="checkbox"/> Dedicated member of office staff linked to	RC	During academic year 2016/17 Disadvantaged Learner attendance was 96.58% compared to a national average for Disadvantaged Learners of 94.2%

	with families to address barriers they face in getting children to school.	Achieved by: Mutually supportive conversation between school and families Support for parents to model the process of engaging with learning.	attendance <input type="checkbox"/> Attendance monitored by DHT		and a whole school attendance figure of 96.41%  <i>NextSteps</i> <i>DHT to continue to monitor and address attendance.</i>
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.	<input type="checkbox"/> Monitored by Senco	GB	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.
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.	<input type="checkbox"/> Monitored by Senco	JBW	Families are aware that there is a designated person within the school that they can talk to and ask advice of, who has presence on the playground before and after school. Parents can also drop in or set a time for a meeting. <i>Next Steps</i> <i>One of our PSAs is leading Family Funs for identified families.</i>
<b>Total budgeted cost</b>					£30 000

<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 implemented well?</b>	<b>Staff lead</b>	<b>What was the impact? What will the next steps be?</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.	<input type="checkbox"/> 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.	BM	<p>At The Mead we are developing a way to track and analyse which Disadvantaged Learners have attended a club or residential. Allocation in future terms will change to ensure these children are prioritised. Contact is made first to these parents to offer places at after school clubs.</p> <p><i>Next Steps</i>  <i>Overview to be developed and consistently maintained.</i></p>

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 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	<input type="checkbox"/> Specially designed Emotional literacy wheels used to provide pre and post assessment data.	JBW/GB	Disadvantaged Learners who have participated in ELSA interventions have made an average of 15% progress within their area of the Thrive Programme.  <i>Next Steps</i> Continue to provide the Thrive Programme for identified children.
Continued support of SMSC and wider opportunities	Universal access to music tuition	Year 4 Ukulele led by specialist music teacher	<input type="checkbox"/> Specialist music teacher employed to teach Ukulele. Overseen by Senior Teacher for Music	SD	All children in Year 4 took part in Ukulele lessons for the whole of the academic year. Children also took part in performances to parents and assemblies. <i>Next Steps</i> Provision to continue 2017/18
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.	<input type="checkbox"/> Provision for residential visits overseen by Leadership team, EVC and SMSC lead	BM LH	11/12 Disadvantaged Learners took part in the Year 4 Residential and 9/10 Disadvantaged Learners took part in the Year 6 residential. The two children who didn't go on the Year 4 and 6 residential trip chose not to go. Not all the Disadvantaged children in Year 5 chose to go on residential even though some wanted to. <i>Next Steps</i> We have reviewed the costing of outdoor and adventurous provision and have made changes to reduce total cost across KS2.

<b>Total budgeted cost</b>	£28 840
----------------------------	---------