

Meppershall Church of England Academy

Pupil Premium Strategy Statement for 2018-19

Plan for 2018/19					
1. Summary information					
Total PP budget	£7260.00		Date for next internal review of this strategy: July 2019		
Total number of pupils	Number of pupils eligible for PPG	Percentage of all pupils	Full Pupil Premium -1	Service children	LAC/ Post LAC
106	13	10%	Ever 6 - 2	10	N/A
2. Current attainment					
Numbers are small in each year group so averages over 3 years			Pupils eligible for the PPG	Pupils not eligible for PP	All pupils
% achieving ARE in reading, writing and maths			23%		60%
All data To be checked after 30/11 once data available for current term					
% making progress in reading			46%		
% making progress in writing			31%		
% making progress in maths			38%		
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers					
A.	Speech and learning difficulties				
B.	Social emotional and mental health issues SEMH				
C.	Low ability				
External barriers (issues which also require action outside school, such as low attendance rates)					
D.	A small number of pupils on PP register at school have low attendance				

4. Desired outcomes		
		Success criteria
A.	Progress to be made and monitored through our tracking system (Target Tracker) and other school data systems to regularly track and monitor progress, identifying gaps in learning and responding accordingly. Working with speech and language therapists/educational psychologist as required.	Accelerated development of vocabulary for all with rich reading materials available in every classroom, real progress in attainment evident in exercise books and engagement in lessons.
B.	Support by staff for all pupils with SEMH and referrals to outside agencies as required. Regular review through pupil progress reviews, IEP's and staff meetings.	All pupils are supported with effective strategies and are making progress in behaviour and attainment.
C.	1:1 and/or small group focused daily support.	Effective strategies used with clear progress being made in attainment over time
D.	Attendance to be increased by continuing to work with parents and liaise with CBC agencies i.e. Welfare Attendance Officer to overcome any obstacles.	Improved attendance, self-esteem and confidence, with an impact on academic progress and attainment.

5. Planned expenditure

i. Quality of teaching for all					
Desired outcome and impact	Chosen action / approach	Evidence and rationale for this choice	How we will ensure it will be implemented effectively	Staff lead	Date each strategy to be reviewed
All teachers and subject leaders have the most up to date training to be able to deliver the best learning experiences across the whole curriculum and especially in writing	All teachers to have access to training programmes and subject leaders monitor the provision throughout the school and give feedback that feeds action plans.	We ensure we are up to date with the latest teaching methods and is evident throughout the school. Attend moderation meetings with other local cluster school groups	Training is forwarded to relevant staff and at staff meeting information to be shared.	Headteacher.	July 2019
Well-resourced classrooms and library with access to resources to support the curriculum including efficient laptops .	Expand our topic books and develop our classroom resources to support teaching and learning.	To have quality texts for all pupils to access. To develop a Library space which encourages development of a reading culture so children all have a love of books	Continual review of our topics and resources. Improve resources in the library.	Literacy Subject Leader	July 2019
Headteacher commitment to and driving a culture of improvement for all Staff have a shared understanding of key skills and whole school strategies	Work together with new SLT to discuss, review share School Development Plan, policies and practice for all curriculum areas	Clear understanding evident in teaching, learning and attainment.	Regular subject leader monitoring and feedback. Regular tracking of pupils through the use of Target Tracker and other assessment data. Regular team meetings with designated staff.	Headteacher	July 2019

ii. Targeted support					
Desired outcome	Chosen action/approach	Evidence and rationale for this choice	How we will ensure it will be implemented effectively	Staff lead	Date each strategy to be reviewed
Progress is made across the curriculum according to the individual pupils needs.	Pupils have focused one to one support with improved outcomes	Regular Pupil Progress and Provision meetings ensure teachers and leaders monitor and track the progress and attainment of children and ensure provision is targeted effectively to maximise impact.	Regular review meetings between 1:1, support staff and teachers. SEND review meetings. Run information sessions for parents to attend to gain an understanding of the school teaching approaches.	Headteacher	Half termly
Early support to boost attainment and confidence.	Intervention groups and 1:1 focus work	Pupils benefit from this small group and real progress is shown over the year.	Class teacher monitor and oversee.	Headteacher	Weekly and as prescribed
iii. Other approaches					
Desired outcome	Chosen action/approach	Evidence and rationale for this choice	How we will ensure it will be implemented effectively	Staff lead	Date each strategy to be reviewed
All pupils have the same opportunity to have additional learning experiences outside the normal school day.	All pupils have the opportunity to attend school trips. Places available at After School Clubs (SSG)	Pupils gain from the re-enforcement of the topic by the associated trip. Pupils gain from confidence from attending residential educational trips and school trips. For PP pupils to provide relief financial pressure ensuring the welfare of the child is met.	All pupils will be encouraged to attend and we work with families to promote our trips.	Headteacher/Class teacher	July 2018
Improved attendance at School for a small number of PP pupils who have low attendance.	Increase attendance rates for pupils eligible for PP. Reduce the number of persistent absentees among pupils eligible for PP to achieve 96% expectation. Liaising with CBC Welfare Attendance Officer	Rapid progress in targeted year groups in R,W & M. Pupils eligible for PP identified to make as much progress as 'other pupils' in maths, reading and writing. Measured by teacher assessments and successful moderation practices established in the school	Monitor attendance and pupils SEMH whilst at school.	Headteacher/SBM	Termly
Total budgeted cost					£7260.00

6. Review of expenditure 2018-19

Previous Academic Year		For 2017-18 Review See separate statement		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

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7. Additional detail

Key statement from Ofsted report 2016 relating to the performance of disadvantaged pupils:

“The pupil premium grant is spent effectively. The grant provides additional government funding for pupils who are eligible for free school meals, those in the care of the local authority and the children of service men and women. The school’s leaders ensure that they monitor the progress of disadvantaged pupils and service children separately so that better progress by one group does not mask weaker progress by the other. The school’s leaders look carefully at the needs of individual pupils and put actions in place to support pupils as necessary.”

We believe that all children benefit from a healthy diet and a nutritious school dinner. We promote healthy eating and encourage children to have a school dinner. We have achieved this by going in-house for our school meal provision. The majority of our pupils have a school dinner.

Opportunities given to all children throughout the year include:

O2 Young voices at the O2 London

PGL residential school trip

Educational school trip support

Uniform

Before and After school activities

EWO – improve attendance Access & Inclusion annual subscription

Teacher : % hours a week meetings to support and liaise with other agencies (EHA to accelerate process)

1:1 teaching

Additional Teaching assistant hours

Child mentoring

Individual staff training in attachment difficulties and developmental trauma

Specialist educational consultations

Therapy support (e.g.: additional speech and language therapy)

Music lessons

Equipment (e.g.: laptop, tablet, sensory toys etc..)

Improve achievement results attainment Target Tracker

Professional story tellers

Safety awareness assemblies

Visiting theatre groups

Whole school staff training in attachment difficulties and developmental trauma

Set up or development of a school based nurture group

Set up, or development of school based programmes e.g.: social groups, forest school, circle of friends groups etc.

