

# Meppershall Church of England Academy

## Pupil Premium Strategy Statement for 2019-2020

Pupil premium funding is designed to support those children who are deemed to be from disadvantaged backgrounds. Money is given to the school to enable them to target specific support to improve outcomes for this group of children. The funding is triggered by the following:

- A child is currently eligible for free school meals, or they have been during the last 6 years
- A child is currently in the care of the Local authority, or they have been during the last 5 years
- A child who has a parent currently serving in the armed forces

Plan for 2019/2020					
1. Summary information					
Total PP budget	£5220.00		Date for next internal review of this strategy: September 2020		
Total number of pupils	Number of pupils eligible for PPG	Percentage of all pupils	Full Pupil Premium -1	Service children	LAC/ Post LAC
115	15	15%	Ever 6 - 1	13	N/A

	Full PP	Ever 6	Service Children	All
% achieving ARE in reading, writing and maths	100%	0%	78%	75%
% making progress in reading	100%	0%	84%	80%
% making progress in writing	100%	0%	77%	73%
% making progress in maths	100%	0%	73%	73%

2. 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

3. Desired outcomes		
	Outcome	Success criteria
<b>A.</b>	Provide additional educational support to improve the progress 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 to raise the achievements for these children	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>B.</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.
<b>C.</b>	1:1 and/or small group intervention focused daily support.	Effective strategies used with clear progress being made in attainment over time to improve attainment
<b>D.</b>	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.

#### 4. 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.	September 2020
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	September 2020
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 SLT to discuss, review share School Development Plan, (and POAP), 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 2020

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. <b><i>Due to Covid 19 measures this will continue via phone.</i></b>	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	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 2020
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					£5220.00

## 5. Review of expenditure 2019-20

### Previous Academic Year

#### 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
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.	Training had been limited in the year before. Training during the year included the Writing Journey, Phonics and Spelling. Also a focus on updating teaching practices especially around flexible grouping to maximise specific teacher time for vulnerable pupils.	Intervention groups (approx. 3 hours a week with 3 TA's in various year groups)	£1374
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.	Classroom resources checked and some additions made linked to writing and spelling. New reading books purchased especially for KS2, and phonics readers for YR and KS1. Library relocated to more user friendly space and book replenishment underway with many more high quality books. Accessed paid advice and support from Librarian at CBC. Library now used and enjoyed regularly by all children and accessed independently by Y4. Laptop provision increased due to a donation by a parent providing 40 additional laptops for the school	More classroom resources needed especially to support Spelling.  Books from various suppliers  Online software (Purple Mash) Phonics Play	£2500  £400 £100
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, and POAP), policies and practice for all curriculum areas	School development plan has driven all monitoring and teacher development. Headteacher has updated performance management process to link to the SDP and to both support teacher development and hold teachers to account. Successful recruitment of high quality teachers to fill vacancies.	SLT /Management time to review pupil attainment and targets	£532  £80
1:1 and group intervention for curriculum development to boost attainment and confidence.	Additional intervention for development in Maths	The intervention is to gain greater depth in Maths (20 minutes once a week) and 10 minute daily sessions for English (spellings) to be consciously competent in English.		£986

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
Progress is made across the curriculum according to the individual pupils needs.	Pupils have focused one to one support with improved outcomes	For Ever 6 child, 1:1 support provided by teachers both within and outside of lessons. TA's also able to provided daily 1:1.	Teacher time (1:1 or groups) works effectively and it will be continued to maximise impact on progress.	As outlined in box one of Quality of Teaching for all
Early support to boost attainment and confidence.	Intervention groups and 1:1 focus work	<p>One service child had daily 1:1 interventions from TA and or teacher and made significant progress. Successful group interventions especially around handwriting and phonics. Also some Maths 1:1. Need for some Y2 Service children to have catch up phonics was reviewed and they joined the Year 1 class where they all made progress</p> <p>Several children had 1:1 SEMH support from TA to cope with anxiety around absent Service Parent or moving school due to new postings.</p> <p>.</p>	<p>Flexible use of TAs means we will continue to use the most experienced TAs to provide support to groups/1:1 where the need arises across the school. The regular Pupil Progress and Provision meetings help to match need with most appropriate member of staff.</p> <p>Need to address the specific needs of Service children. Liaison has begun with neighbouring school with high percentage Service children.</p>	As outlined in the first point in Quality of Teaching point i
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact/Success criteria?	Lessons learned (will this approach continue)	Cost
<p>All pupils have the same opportunity to have additional learning experiences outside the normal school day.</p> <p>Improved attendance at School for a small number of PP pupils who have low attendance.</p>	<p>All pupils have the opportunity to attend school trips.</p> <p>Places available at After School Clubs</p> <p>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</p>	<p>All children attended school trips including one child in Y4 who was subsidised for the residential trip Full PP child was given choice of books at both our Book fairs</p> <p>Places always offered.</p> <p>.</p> <p>96.2% overall. One service child who has now moved due to deployment was 85.2% due to illness but the school kept in regular contact to support the family.</p> <p>Successful work with parent of full PP to improve attendance, punctuality and reduce instances of early collection.</p>	<p>Definitely continue for full PP children. Decide whether to offer all (including Ever 6 and Service children the chance to have free book). Continue with club places as for some children of Service family it helps to build new friendships quickly.</p> <p>Need to do more to address the Anxiety and friendship issues experienced by service children in particular. Pastoral TA is now in place.</p>	<p>£102 (book fair)</p> <p>£299 (PGL residential trip)</p> <p>£20 Young Voices Jan 2020</p> <p>£8.70 Faith Tour Oct 2019</p> <p>£165 after school clubs/violin lessons)</p> <p>£71 (% cost of Attendance Officer)</p>

## 6. Additional detail

***“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

Safety awareness assemblies

Whole school staff training in attachment difficulties and developmental trauma

Set up and development of a school based nurture group (Pastoral TA)

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