

Pupil premium strategy statement

1. Summary information					
School	Meppershall Church of England Academy				
Academic Year	2017-2018	Total PP budget	£7260.00		
Total number of pupils	92	Number of pupils eligible for PP	3	Date for next internal review of this strategy	July 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	0	78%
% making progress in reading	1	%
% making progress in writing	1	%
% making progress in maths	0	%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Speech and learning difficulties
B.	Social emotional and mental health issues SEMH
C.	Low ability
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	A small number of pupils on PP register at school have low attendance

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
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.
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5. Planned expenditure

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?
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.	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 2018
Well-resourced classrooms with access to resources to support the curriculum.	Expand our topic books and develop our classroom resources to support teaching and learning.	To have quality texts for all pupils to access.	Continual review of our topics and resources. Improve resources in the library.	Literacy Subject Leader	July 2018
Staff have a shared understanding of key skills and whole school strategies	Review/share 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 2018

ii. Targeted support

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?
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Progress is made across the curriculum according to the individual pupils needs.	Additional adult support for intervention groups and 1:1 focused work	Pupils have focused one to one support with improved outcomes. Track the progress and attainment of children. Confidence and self-esteem improve.	Regular review meetings between 1:1, support staff and teachers. SEND review meetings and Subject Leader monitoring. 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	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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 Club	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 has 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

Previous Academic Year		2016 - 2017		
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

<p>All teachers and subject leaders have the most up to date training to be able to deliver the best learning experience across the whole curriculum.</p> <p>Well-resourced classrooms with access to resources to support the curriculum</p>		<p>Some progress with impact on reading and writing progress . Still need to work on Maths improving resources to support learning and unpicking of misconceptions in some areas.</p>		£538
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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
<p>Improve children's emotional well-being/resilience.</p> <p>Improved social and emotional wellbeing for pupils – resulting in a positive impact – being ready to learn.</p>	Regular review with Pastoral Teacher and families	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.	Pupils benefit from additional support and 1:1 work and make good progress, which we continue to adopt. This will be under continual review with changes to strategies according to pupil needs.	£1990

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
<p>Supporting families and monitor financial support to ensure every child has the same opportunities.</p> <p>To improve social interaction with others and develop emotional and social needs.</p> <p>To make accelerated progress achieving target and working at the level expected</p>	Intervention support to improve attainment results	<p>Some intervention for reading and handwriting showing improvements.</p> <p>Improved interaction and support meant some for social emotional needs met.</p> <p>Progress was steady and need to reconsider strategies to accelerate progress.</p>		£2066

7. Additional detail

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, an average of 85 %.

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.

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.”