

Meadow View Pupil Premium Strategy Statement 2018/19

1. Summary information					
School	Meadow View Primary School				
Academic Year	2018/19	Total PP budget	£143,560 – £ 14,502 <u>£129,058</u>	Date of most recent PP Review	n/a
		Reduced LAC Jan 2019	£ 5,300		
		Reduce PP Jan 2019	£ 6,600 <u>£117,158</u>		
Total number of pupils	220	Number of pupils eligible for PP	103- <u>11</u> <u>92</u>	Date for next internal review of this strategy	April 2019

2. Current attainment End of Key Stage 2 2018					
	<i>Pupils eligible for PP 20 children</i>	<i>Pupils eligible for PP – SEN needs 10 children</i>	<i>Pupils eligible for PP who were will us throughout KS2 8 children</i>	<i>All pupils 30 children (1 child did not sit the test)</i>	<i>National Average</i>
% achieving ARE in reading, writing and maths	45%	80%	45%	37%	65%
% making ARE in reading	45%	80%	45%	53%	75%
% making ARE in writing	70%	80%	82%	73%	78%
% making ARE in maths	50%	90%	63%	43%	76%

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.	Communication, interaction and engagement skills are significantly lower for the majority of pupils on entry (Pupil Premium and non-Pupil Premium eligible)
B.	Literacy (reading and writing) skills are significantly lower for the majority of pupils on entry (Pupil Premium and non-Pupil Premium eligible) as a result of pupils' specific needs and some groups within the EAL group.
C.	Numeracy skills are significantly lower for the majority of pupils (Pupil Premium and non-Pupil Premium eligible) as a result of pupils' specific needs.
D.	Physical development (fine and gross motor skills) are significantly lower for the majority of pupils (Pupil Premium and non-Pupil Premium eligible) as a result of pupils' specific needs.
E.	SEMH (social, emotional and mental health) needs are significantly lower for the majority of pupils (Pupil Premium and non-Pupil Premium eligible).
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Attendance is generally low for specific groups within EAL group and we have high PA as many of our children live outside of the school catchment and travel further than majority of children and rely on public transport.

G.	SEMH (social, emotional and mental health) needs are significantly lower for the majority of pupils (Pupil Premium and non-Pupil Premium eligible) as some of our parents find parenting this area of development more challenging.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve communication (speaking and listening) skills of pupil eligible for Pupil Premium.	Pupils eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their starting points, capabilities and special educational needs) by the end of the year so that almost all pupils eligible for Pupil Premium make expected, or above expected progress in English (speaking and listening).
B.	Improve literacy (reading and writing) skills of pupil eligible for Pupil Premium.	Pupils eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their starting points, capabilities and special educational needs) by the end of the year so that almost all pupils eligible for Pupil Premium make expected, or above expected progress in English (reading and writing).
C.	Improve numeracy skills of pupil eligible for Pupil Premium.	Pupils eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their starting points, capabilities and special educational needs) by the end of the year so that almost all pupils eligible for Pupil Premium make expected, or above expected progress in numeracy.
D.	Improve physical development (fine and gross motor) skills of pupil eligible for Pupil Premium.	Pupils eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their starting points, capabilities and special educational needs) by the end of the year so that almost all pupils eligible for Pupil Premium make expected, or above expected progress in their physical development to enable them to access learning more easily.
E.	Improve SEMH (social, emotional and mental health) of pupil eligible for Pupil Premium.	Pupils eligible for Pupil Premium in all years will be able to recognise how to regulate their learning behaviours more (relative to their starting points, capabilities and special educational needs) so that almost all pupils eligible for Pupil Premium have the learning behaviours needed to make progress.
F.	Improve attendance of specific groups within and pupil eligible for Pupil Premium.	All parents of pupils eligible for Pupil Premium in all years will understand the importance of attendance and by the end of the year their attendance will be above 96% or have made improvements and closed the gap to 96%
G.	Support parents to improve SEMH (social, emotional and mental health) of pupil eligible for Pupil Premium	Parents of pupils eligible for Pupil Premium, who are struggling to support their child socially, emotionally and with their mental health will be supported with our Parent Support Advisor.

<p>A. Improve communication (speaking and listening) skills of pupils eligible for Pupil Premium.</p>	<p>-Speech and Language Services for one morning per week -0.4 x additional L3 TA in EYFS</p>	<p>Previous data showed that CLL that was the area which stopped a number of our children getting GLD. Research shows that utilising the support from a qualified therapist supports the ongoing support of their speech and language. Our aim is to ensure that a greater number of children achieve CLL and thus a greater number achieve GLD, particularly PP chn and meet demands of FS on entry data.</p>	<p>FS leader to ensure that the work conducted by the SLT is actioned in EYFS and that the data is tracked rigorously mid year to ensure that children who need the support from the SLT receive this. SENCo to liaise with the SLT for children who do not meet CLL at the end of F2 as they move into KS1.</p>	<p>JL & TK</p>	<p>At end of each term to reflect on data outcomes for CLL and plan targeted support for following term based on outcomes from Evidence Trails and data.</p>
<p>B. Improve literacy (reading and writing) skills of pupils eligible for Pupil Premium.</p> <p>C. Improve numeracy skills of pupils eligible for Pupil Premium.</p> <p>D. Improve physical development (fine and gross motor) skills of pupils eligible.</p>	<p>-EAL Support Assistant -0.4 x additional L3 TA in EYFS -1 x additional L2 TA Teaching Assistant in KS1 -2 x additional L3 TA Teaching Assistant in KS2 -0.4 additional teacher in KS2 -Specific SEN Resources for PP children</p>	<p>We have used evidence from external sources including research projects as well as reading from EFF which show the impact of Teaching Assistants in the classroom if targeted well and given the right training. We have strategically put the support across school, and given quality CPD, to ensure that children progress through supporting quality first teaching. Quality resources have been purchased to enhance the delivery of quality first teaching either suggested by Learning Support, ACT or research studies from our feeder secondary provision which we have trialed and seen impact.</p>	<p>SENCo to lead team of support staff to ensure that we have skilled staff who have the knowledge and skills to support children across school. All support staff attend weekly CPD with teachers so they understand quality first teaching and how to support it and also attend specific bespoke training.</p>	<p>TK</p>	<p>At end of each term to reflect on data outcomes for CLL and plan targeted support for following term based on outcomes from Evidence Trails and data.</p>

Total budgeted cost £82435

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?
<p>E. Improve SEMH (social, emotional and mental health) of pupil eligible for Pupil Premium.</p>	<p>-MIND Services for one afternoon per week until end of contract followed by targeted SEMH support. -Supplement for residential -Lunch Club at dinner times for Behaviour</p>	<p>MIND is an organisation which provides counselling for children. Children often need someone to talk to and support SEMH. In previous years we have tried to sought counselling for children with little success so we have endeavoured to bring counselling to the school. Following the end of the contract with MIND, staff will continue this support through targeted intervention. We have observed children blossom in confidence during the Y6 residential. Our aim is for as many children as possible to go and the cost should not be a barrier. We will subsidise PP children to enable families to support their child to go. We have clear evidence that if children have</p>	<p>MIND is a bought in service commissioned through Local Authority buy back. Visits Officer will check who has replied for Y6 residential and liaise with Head Teacher to target PP children who have not expressed interest for residential. SENCo to work with Support Staff team to organise Lunchtime Club.</p>	<p>TK LT</p>	

		a good lunchtime, they can access learning in an afternoon.			
Improve attendance of specific groups within and pupil eligible for Pupil Premium.	-Attendance Officer	Attendance was significantly below National before we strategically placed an Attendance Officer into the Staffing Structure. With a focus on Attendance rigorous monitoring on key groups as well as support for parents we have won 2 Local Authority awards for most improved attendance in the past couple of years.	Specifically assigned Attendance Officer in staffing structure to focus on whole school attendance with a focus on vulnerable groups. Liaise with Safeguarding Officer where attendance falls or not contact to take action.	KS	
Support parents to improve SEMH (social, emotional and mental health) of pupil eligible for Pupil Premium	-SEMH Leader (previous PSA)	Evidence shows that working in partnership with parents increases engagement and overall outcomes.	Specifically assigned Parent Support Adviser/ Safeguarding Officer in staffing structure to support families prior to and during Early Help process.	KS	
Total budgeted cost					£44602

6. Review of expenditure				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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>A. Improve communication (speaking and listening) skills of pupils eligible for Pupil Premium.</p> <p>B. Improve literacy (reading and writing) skills of pupils eligible for Pupil Premium.</p> <p>C. Improve numeracy skills of pupils eligible for Pupil Premium.</p> <p>D. Improve physical development (fine and gross motor) skills of pupils eligible.</p> <p>E. Improve SEMH (social, emotional and mental health) of pupil eligible for Pupil Premium.</p>	<p>Weekly teacher and / or key stage meetings to share best practice. Teachers to meet termly to moderate pupil work samples. All teachers and support staff provided with access to a comprehensive programme of training and development. Subject leaders, Y2 and Y6 teachers to meet termly with colleagues from our Learning Community cluster to share best practice and moderate pupil work samples.</p> <p>Support from Barnsley Teaching School for specific Restorative Practice training on a termly basis.</p>	<p>Data for all stages; EYFS GLD: All children 63% PP children 71%</p> <p>Y1 Phonics: All children 67% PP children 50% (- SEN 100%)</p> <p>KS1: Reading -All children 63.3% - PP children 50% (- SEN 100%) Writing -All children 63.3% - PP children 67% (- SEN 100%) Maths -All children 63.3% - PP children 50% (-SEN 75%)</p> <p>KS2 Tests: Reading -All children 57% - PP children 20%(-SEN 29%) Writing -All children 68% - PP children 50% (-SEN 43%) Maths -All children 64% - PP children 50% (-SEN 57%)</p>	<p>As a school we feel that the chosen activities, actions and approaches are having an impact socially and emotionally and this in turn is impacting on outcomes for the majority of children. Where it is not impacting is where children are Pupil Premium and SEN and/or the child is Pupil Premium with external environmental factors. We work closely with Learning Support Service and Early Help to address this and the children have made progress.</p> <p>At Key Stage 2 this is where the impact of dual vulnerability and external influences have been greatest. We have worked with Early Help and South Yorkshire Police but it is learning that is affected.</p> <p>Overall, we need to keep embedding our practice with a greater support from Early Help to get into homes to support vulnerable families and attendance.</p>	£2500
ii. Targeted support				
Desired outcome	Chosen action/approach	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>A. Improve communication (speaking and listening) skills of pupils eligible for Pupil Premium.</p> <p>B. Improve literacy (reading and writing) skills of pupils eligible for Pupil Premium.</p> <p>C. Improve numeracy skills of pupils eligible for Pupil Premium.</p> <p>D. Improve physical development (fine and gross motor) skills of pupils eligible.</p>	<p>-Speech and Language Services for one morning per week</p> <p>-0.4 x additional L3 TA in EYFS</p> <p>-EAL Support Assistant</p> <p>-1 x additional L2 TA Teaching Assistant in KS1</p> <p>-2 x additional L3 TA Teaching Assistant in KS2</p> <p>-0.5 additional teacher in KS2</p> <p>-Read Write Inc resources for Y5 and Y6</p> <p>-Specific SEN Resources for PP children</p>	<p>Data for all stages;</p> <p>EYFS GLD: All children 63% PP children 71%</p> <p>Y1 Phonics: All children 67% PP children 50% (- SEN 100%)</p> <p>KS1: Reading -All children 63.3% - PP children 50% (- SEN 100%) Writing -All children 63.3% - PP children 67% (- SEN 100%) Maths -All children 63.3% - PP children 50% (-SEN 75%)</p> <p>KS2 Tests: Reading -All children 57% - PP children 20%(-SEN 29%) Writing -All children 68% - PP children 50% (-SEN 43%) Maths -All children 64% - PP children 50% (-SEN 57%)</p>	<p>As above</p>	<p>£95,300</p>
<p>lii - Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<p>E. Improve SEMH (social, emotional and mental health) of pupil eligible for Pupil Premium</p> <p>Improve attendance of specific groups within and pupil eligible for Pupil Premium.</p> <p>Support parents to improve SEMH (social, emotional and mental health) of pupil eligible for Pupil Premium</p>	<p>-MIND Services for one afternoon per week</p> <p>-Supplement for residential</p> <p>-Lunch Club at dinner times for Behaviour</p> <p>-Attendance Officer</p> <p>-SEMH Leader (previous PSA)</p>	<p>There are 53 children who are identified as having SEMH needs in the whole school.</p> <p>33 of these children are on the SEN register for SEMH as their primary need or additional need. The other 20 children have SEMH needs due to LAC, post LAC or difficulties they have experienced during the year.</p> <p>31/53 children are pupil premium.</p> <p>26 children have been supported using a PIVATs plan with individual targets and actions taken by class teacher and/or TA working with that child.</p> <p>13 children have had their SEMH needs supported through their school support plan.</p> <p>4 children have had their SEMH needs supported through their EHCP.</p> <p>4 children are LAC and have had their SEMH needs supported through their EPEP.</p> <p>Staff CPD which has impact on SEMH children: INSET and continuing school to school support from Luke Mitchell from Springwell Academy.</p> <p>Team Teach with a particular focus on de-escalation and distraction.</p> <p>Recap sessions on the therapeutic intervention training from last year (Drawing therapy, Lego therapy)</p> <p>Autism, Attachment, recognising trauma and behaviour management strategies.</p> <p>1 TA trained as an ELSA.</p> <p>2 TA's trained in Nurture practice and Boxall Profiling.</p> <p>Restorative Practise implemented into the behaviour policy.</p>	<p>Staff have a greater awareness of the differing needs children with SEHM may present with and are starting to build a bank of therapeutic strategies to support them with.</p> <p>Staff understand that a child's behaviour is a communication of a need rather than them being 'naughty'. They are looking more at how they can support rather than punish a child for negative behaviour.</p> <p>More PIVATs plans have been implemented and reviewed by TAs. This has meant that school have been able to support a larger number of children than in previous years when using MIND.</p> <p>There is a better graduated response to SEMH needs in school. This needs to be enhanced with the use of Boxall profiles to assess children's needs in greater detail for those where PIVATs has not had a significant impact.</p> <p>Staff are identifying children earlier and where needed placing them on the SEN register before the child reaches crisis point.</p>	<p>25,090</p>
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<p>Improve attendance of specific groups within and pupil eligible for Pupil Premium.</p>	<p>-Attendance Officer</p>	<p>Last year we had 21 children that met the threshold for Persistent Absence. This year, this has been reduced to 14. 11/21 of those children moved on to other schools. 10 children were the specific focus by Attendance Officer/PSA. Early Help referrals have been made and issues have been identified within families' majority being Inconsistent parenting, routines and boundaries. 4 families had Early Help intervention. 1 family was referred into MASH and 1 was on CP plan. 2 families have been resistant to support from Early Help but have engaged with PSA on specific pieces of work. 3 of the children have continued to be in PA for the last school year, however attendance has increased, all 3 children are currently being supported on plans. Out of 14 children on this years PA list, 6 are the focus to be eradicated for 19/20 school year. Attendance Officer to hold attendance panel meetings Autumn 1 with these families. Late Gates ½ termly.</p>	<p>New Attendance Pathway under the Early Help Offer will be used. To embed the SOL programme throughout the school to enable early identification of pupils who's attendance starts to fall. This would need to be a whole school approach.</p> <p>Attendance Panel Meetings to be held, alongside Attendance Lead for JMAT to continue.</p>	
<p>Support parents to improve SEMH (social, emotional and mental health) of pupil eligible for Pupil Premium</p>	<p>-SEMH Leader (previous PSA)</p>	<p>PSA supporting parents alongside Early Help to improve outcomes for children. Triple P parenting, four step plan to encourage parents to use time in rather than time out to build strong attachments with children and improve behaviour. Supporting parents to implement routines and boundaries for the children to improve children's SEMH. Community Cafe to support Parents with current issues and affairs. Support around E- Safety, Restorative Practice Workshops and follow ups. Sleep Therapy workshops, one to one sleep therapy sessions with Parents to support bedtime routines. Tavistock Parents as Partners to encourage co-parenting in a positive way which supports children's SEMH. Use of restorative practice with Parents to work alongside school behaviour policy but working with to support parents and not for or to. Supporting parents with diet and healthy eating use of signposting to encourage healthy lifestyles. Attendance of Safeguarding Forums. Early Help Partner Events. Regular meetings with Early Help Link Worker to discuss identified children.</p>	<p>Regular Early Help Link Worker Meetings</p> <p>Use of integrated Working Lead to support with Early Help Assessments.</p>	