

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Meole Brace C of E Primary School and Nursery
Number of pupils in school	403
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 year (due to increase in numbers – move to 3 year plan next year)
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Henry Bray
Pupil premium lead	Henry Bray
Governor / Trustee lead	Sarah Latcham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,440*
Recovery premium funding allocation this academic year	£13,632*
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year	£153,072

*Provisional

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium is an allocation of funding provided to schools to support children who may be vulnerable to underachievement. The Pupil Premium Grant allocation schools receive is based on the number of children eligible for free school meals (either currently or at any point in the last six years) at the time of the annual census.

A service premium is also available to support children whose parents are currently, or have recently been, serving in the armed forces. The service premium is designed to provide additional, mainly pastoral, support for these children to ensure their social and emotional wellbeing. At Meole Brace C of E Primary School and Nursery we provide this support, where it is appropriate, through regular 1:1 / small group sessions with experienced and well-trained Teaching Assistants and Learning Mentors. We also provide additional academic support for children entitled to the service premium where we feel this would be beneficial.

All schools are required to report on the amount of funding and how this is being used. The Governing Body of Meole Brace C of E Primary School and Nursery have decided that this grant will be most effectively spent on supporting children's learning in the classroom by ***providing high quality first teaching, curriculum support, targeted intervention, engagement and enrichment activities, pastoral support and social and behavioural intervention.***

As with all children at Meole Brace C of E Primary School and Nursery, to ensure maximum impact, the needs of children entitled to the Pupil Premium are clearly identified, steps are taken to meet their individual needs and their progress is closely monitored through school. Where small group or 1:1 support is felt to be most beneficial, Pupil Premium will be used to support this provision.

Principles

Teaching and learning at Meole Brace C of E Primary School and Nursery is designed to meet the individual needs of all children.

- We ensure that appropriate provision is made for children who belong to vulnerable groups and that socially disadvantaged children have their needs adequately assessed and met.
- We recognise that not all children who receive free school meals will be socially disadvantaged and we also recognise that not all children that are disadvantaged have free school meals.
- We will allocate Pupil Premium funding after a needs analysis to identify priority groups and individuals.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Historical disparity between PPG and non-PPG eligible pupils' attainment.
2	High proportion of PPG eligible pupils with SEND or additional needs.
3	Increase in social, emotional, and mental health needs amongst PPG eligible pupils, leading to a lack of resilience and aspiration.
4	Poor school attendance.
5	Lack of "life experiences" and exposure to cultural capital.
6	Parental engagement and support at home, particularly during COVID-19, and the negative impact of this.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Further increase the proportion of PP eligible pupils achieving a 'Good Level of Development' at end of YR.	100% of pupils in receipt of funding make good or accelerated progress across EYFS. 100% of pupils able to access the curriculum and learning, removing any communication barriers.
Maintain the high proportion of PP eligible pupils achieving the standard in the Phonics Screening Test at end of Y1 and Y2.	90%+ of PPG eligible Y1 pupils to achieve the standard in the phonics screen.
Increase the proportion of PP eligible pupils achieving 'Age Related Expectation' and 'Greater Depth' at end of Y2. Ensure that all pupils in receipt of funding make good or accelerated progress across KS1.	Relevant pupils to make accelerated progress in Reading, Writing and Maths. Increased percentages of PPG eligible KS1 children to achieve Age Related Expectation and Greater Depth standard in R,W,M.
Increase the proportion of PP eligible pupils achieving 'Age Related Expectation' and 'Greater Depth' at end of Y6. Ensure that all pupils in receipt of funding make good or accelerated progress across KS2.	Relevant pupils to make accelerated progress in Reading, Writing and Maths. Increased percentages of PPG eligible KS2 children to achieve ARE and GDS in R,W,M.
Further develop pupils' resilience, interest in learning and exposure to culturally enriching experiences.	A broad, well balanced curriculum, with relevance to our pupils, will be delivered throughout the school
Continue to support and engage families to meet pupils' social, emotional and health needs to ensure children are 'learning ready' each day.	Parents/carers attend parent/carer consultations. PPG eligible pupils' attendance in-line with their peers'.

Activity in this academic year

This details of how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 45,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of Maths specialist Teacher/Consultant from NCETM to support the teaching and learning of Mathematics using the mastery approach. Specialist to deliver staff CPD and coaching and model delivery for PPG eligible pupils identified as requiring additional support/input.	<p>Research from The Sutton Trust has shown that high quality teachers have the most direct impact on student outcomes. Therefore, we train and support highly qualified teachers to deliver targeted support.</p> <ul style="list-style-type: none"> • Mastery Learning (Education Endowment Fund Toolkit +4) • High quality feedback (EEF Toolkit +8) • Collaborative learning approaches (EEF Toolkit +5) 	1, 2
Support existing Teaching Assistant through the Teach First training programme by appointment as a non-qualified teacher to aid development and to create availability to provide targeted intervention and support for PPG eligible pupils.	<p>Staff member's ambition to gain qualified teacher status and professional development meant support through the training programme would ensure retention while enabling the school to utilise the expertise as an experienced TA to deliver intervention and additional support to identified pupils.</p> <p>Higher adult to pupil ratios proven to aid pupil progress:</p> <ul style="list-style-type: none"> • Small group tuition (EEF Toolkit +4) • High quality feedback (EEF Toolkit +8) 	1, 2
Deputy Headteacher role to be entirely non-class based (barring one afternoon per week) to provide coaching and mentoring and to monitor and support teaching and learning and the development of whole school curriculum.	<ul style="list-style-type: none"> • Collaborative learning approaches (EEF Toolkit +5) • Mentoring (EEF Toolkit +2) 	1

Management of Actual or Potential Aggression (MAPA) training for Senior Leaders.	<ul style="list-style-type: none"> Behaviour interventions (EEF Toolkit +4) Metacognition and self-regulation (EEF Toolkit +7) 	3
Initial Makaton training for new members of the EYFS staff team and refresher training for Teachers and support staff.	<ul style="list-style-type: none"> Oral language interventions (EEF Toolkit +6) 	2, 6

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 78,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deploy additional Teaching Assistants to support PP eligible EYFS pupils in their learning and to nurture their emotional health and well-being in order that they are learning ready.	<ul style="list-style-type: none"> Early intervention (EEF Toolkit +5) to ensure that the children are ready for learning and the gap between them and their peers closes at the earliest possible stage. 	1, 3, 6
Daily phonics intervention session for PP eligible pupils.	<p>Utilise PP to promote long term change which will help all pupils including:</p> <ul style="list-style-type: none"> Phonics (EEF Toolkit +4) 	1, 2, 6
Deployment of TAs to provide daily literacy and maths support for PP eligible KS1 and KS2 pupils in addition to children's funded hours.	<p>Utilise PP to promote long term change which will help all pupils including:</p> <ul style="list-style-type: none"> Reading comprehension strategies (EEF Toolkit +5) Small group tuition (EEF Toolkit +4) Targeted support to enable children with specific needs to catch up - One to One Tuition (EEF Toolkit +5) Teaching Assistant interventions (EEF Toolkit +4) 	1, 2, 6
Deployment of highly skilled and experienced TAs to provide high quality PPA provision.	<p>Pupils enjoy a wide range of exciting learning opportunities delivered by skilled Teachers and Teaching Assistants who challenge and enthuse learners.</p> <ul style="list-style-type: none"> Teaching Assistant interventions (EEF Toolkit +4) 	5

Additional reading with an adult (Teacher or TA) for all disadvantaged pupils.	<ul style="list-style-type: none"> • Reading comprehension strategies (EEF Toolkit +5) • Oral language Interventions (EEF Toolkit +5) 	1, 6
'Rainbows' nurture group (including additional Forest Schools) for Year 1 PP eligible children requiring support with self-regulation and a more play-based, EYFS style approach to their learning.	<ul style="list-style-type: none"> • Small group tuition (EEF Toolkit +4) • Metacognition and self-regulation (EEF Toolkit +7) • Social and emotional learning (EEF Toolkit +4) • Oral language interventions (EEF Toolkit +6) 	3, 5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 28,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support Advisor to provide support (Universal Early Help, referrals for Targeted Early Help, signpost and support with accessing outside agencies, parenting support) for vulnerable.	<ul style="list-style-type: none"> • Social and emotional learning (EEF Toolkit +4) • Parental engagement (EEF Toolkit +4) 	3, 4, 6
Financial support to families as required for wider opportunities and equipment (e.g. extra-curricular activities, before and after school care, music lessons, milk, fruit, uniform, etc.)	<ul style="list-style-type: none"> • Arts participation (EEF Toolkit +4) • Physical activity (EEF Toolkit +1) 	3, 4, 5
Lego Therapy delivered by trained staff (PSA and TA)	<ul style="list-style-type: none"> • Metacognition and self-regulation (EEF Toolkit +7) • Social and emotional learning (EEF Toolkit +4) • Oral language interventions (EEF Toolkit +6) 	3, 5

Total budgeted cost: £153, 000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Specific Objective: *Further increase the proportion of PPG eligible pupils achieving a 'Good Level of Development' at end of YR. Ensure that all pupils in receipt of funding make good or accelerated progress across EYFS.*

- 100% of PPG eligible EYFS pupils made expected or better than expected progress.
- All existing EYFS staff have received Makaton training and it is embedded throughout the Foundation Stage, supporting communication and language development. New members of the EYFS team to receive Makaton training next year.

Specific Objective: *Maintain the high proportion of PPG eligible pupils achieving the standard in the Phonics Screening Test at end of Y1 and Y2.*

- Phonics intervention sessions delivered. Phonics Screen not undertaken in Summer term due to partial school closure.
- Phonics information session pre-recorded and shared with all EYFS and KS1 parents/carers. PSA support to continue for relevant families.
- Daily reading with an adult for disadvantaged KS1 children undertaken and children were on track to make positive progress at the time of the partial school closure. Phonics screen and KS1 SATs were not undertaken.

Specific Objective: *Increase the proportion of PPG eligible pupils achieving 'Age Related Expectation' and 'Greater Depth' at end of Y2. Ensure that all pupils in receipt of funding make good or accelerated progress across KS1.*

- Teaching Assistants delivered Literacy and Maths provision for PP eligible children and daily reading with an adult for disadvantaged children undertaken.

Specific Objective: *Increase the proportion of PPG eligible pupils achieving 'Age Related Expectation' and 'Greater Depth' at end of Y6. Ensure that all pupils in receipt of funding make good or accelerated progress across KS2.*

- Teaching Assistants delivered Literacy and Maths provision for PP eligible children and daily reading with an adult for disadvantaged children undertaken.

Specific Objective: *Further develop pupils' resilience, interest in learning and exposure to culturally enriching experiences.*

- Nurture groups established and desired outcomes achieved.
- High levels of pupil engagement throughout the school and excellent behaviour for learning observed in those sessions.

- Full review of curriculum intent, content and progression of knowledge and skills complete.

Specific Objective: Continue to support families and pupils' social, emotional and health needs in order to ensure children are 'learning ready' each day.

- PSA maintained relationships with PPG eligible pupils and families, supporting their emotional needs well. This was sustained and important during the national lockdown.
- Half-termly parental workshops were not delivered due to COVID-19 restrictions - information and support provided virtually and via telephone calls but COVID-19 related restrictions prevented face-to-face events.
- Children feel valued and respected members of our school community in line with our core values. This was particularly important during lockdown.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
TT Rockstars	Times Tables Rock Stars
Bug Club (reading scheme, including e-books)	Pearson
Nessy (Dyslexia support programme)	Nessy
Lunchtime and after-school sports clubs	Embrace Group

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none"> • Targeted support and intervention from Teaching Assistants as required. • Social, emotional and mental health and well-being support as required from Pastoral Support Advisor.
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none"> • Relevant pupils felt well provided for and learning ready, making positive academic progress as a result. • Strong parental engagement.