



## Measham CE Primary School Pupil Premium Strategy Statement 2019-2020

### 1. Summary information

|                               |                           |   |        |   |           |
|-------------------------------|---------------------------|---|--------|---|-----------|
| <b>School</b>                 | Measham CE Primary School |   |        |   |           |
| <b>Academic Year</b>          | 2018/19                   | <b>Total PP budget</b>                  | £81380 | <b>Date of most recent PP Review (internal)</b>       | June 2019 |
| <b>Total number of pupils</b> | 201                       | <b>Number of pupils eligible for PP</b> | 63     | <b>Date for next internal review of this strategy</b> | June 2020 |

### 2a. Current Attainment: Key Stage 2 SATs 2019

|   | <i>Pupils eligible for PP (your school)</i> | <i>All Pupils (national average 2018)</i> |
|---|---|---|
| % achieving the expected standard in reading                    | 60%   | 81% (75%)                                 |
| % achieving the expected standard in writing                    | 70%   | 87% (78%)                                 |
| % achieving the expected standard in maths                      | 60%   | 81% (76%)                                 |
| % achieving the expected standard in reading, writing and maths | 60%   | 77% (64%)                                 |

### 2b. Current Attainment: Key Stage 1 SATs 2019

|   | <i>Pupils eligible for PP (your school)</i> | <i>All Pupils (national average 2018)</i> |
|---|---|---|
| % achieving the expected standard in reading                    | 44%   | 72% (76%)                                 |
| % achieving the expected standard in writing                    | 22%   | 62% (68%)                                 |
| % achieving the expected standard in maths                      | 44%   | 69% (75%)                                 |
| % achieving the expected standard in reading, writing and maths | 11%   | 55% (64%)                                 |

### 2c. Current Progress: Whole School

|  | 2019 |
|--|------|
| % PP students making at least expected levels of progress in reading (as measured in the school) | 82%  |
| % PP students making at least expected levels of progress in writing (as measured in the school) | 87%  |
| % PP students making at least expected levels of progress in maths (as measured in the school)   | 83%  |



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### 3a. Barriers to future attainment (for pupils eligible for PP)

#### Academic barriers (issues to be addressed in school, such as poor oral language skills)

|           |   |
|-----------|---|
| <b>A.</b> | Rates of progress for PP pupils in maths are below that of their peers*     |
| <b>B.</b> | Rates of progress for PP in English are below that of their peers*          |
| <b>C.</b> | Attainment of PP pupils at KS1 and KS2 is lower than national*              |
| <b>D.</b> | A number of PP children have a range of social and emotional difficulties** |

#### 3b. External barriers (issues which also require action outside school, such as low attendance rates)

|           |   |
|-----------|---|
| <b>E.</b> | Continued opportunities for pupils to develop their experiences, aspirations and talents. |
|-----------|---|

### 4. Intended outcomes (specific outcomes and how they will be measured)

|           | <i>Desired outcomes and how they will be measured</i>   | <i>Success criteria</i>   |
|-----------|---|---|
| <b>A.</b> | Our mastery teaching approach ensures all children achieve the age-related learning expectations. To continue accelerated progress each half-term to narrow attainment gap.   | Pupils eligible for PP grant make at least as much progress as their peers across the school in maths.  |
| <b>B.</b> | In writing, pupils can select ambitious vocabulary and grammatical structures that reflect what the writing requires.<br>In reading, improved communication is evident when responding to comprehension questions. Pupils can use a wider range of vocabulary to accurately explain their thinking. | Pupils eligible for PP grant make at least as much progress as their peers across the school in reading and writing.  |
| <b>C.</b> | Visible impact of overlearning strategies supporting the improvement of working memory. As a result, PP pupils can demonstrate improved fluency, recall and reasoning across all subjects.  | Attainment for pupils eligible for PP grant is similar to their peers at KS1 and KS2.   |
| <b>D.</b> | Increase in engagement and readiness to learn observed amongst PP pupils experiencing social and emotional difficulties.  | Self-esteem and confidence maximise for all pupils.<br>School's 'Disadvantaged Index' shows qualitative outcomes are at least in line with school expectations. |
| <b>E.</b> | Equality of opportunity is accessible for all children across the school regardless of background, including access to a range of sporting and cultural activities.   | Wide range of sporting, cultural, school trips and experiences provided for all children.   |



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| <b>5. Review of expenditure</b>  |   |  |  |               |
|--|---|--|--|---------------|
| <b>Previous Academic Year</b>  |   | <b>2018-2019</b>   |  |               |
| <b>i. Quality of teaching for all</b>  |   |  |  |               |
| <b>Action</b>  | <b>Intended outcome</b>   | <b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).  | <b>Lessons learned</b> (and whether you will continue with this approach)  | <b>Cost</b>   |
| To ensure the standards achieved by those pupils eligible for the Pupil Premium continues to at least match that of other pupils to narrow the gap. To ensure that Quality First Teaching has a high impact through the use of targeted support for PP pupils. | LSA to provide intervention for Reading/Writing/Maths<br>High impact on standards: focussed, child centred, collaborative approach based on a dialogue about the pupil's present and future learning needs. | All PP children receiving additional 1:1 tuition with PPT achieved expected progress target in their year group.<br>Improved practise and outcomes   | Positive impact on learning and progress.<br>Approach to continue in 2018/19<br>Regular review of quality of teaching:<br>Lesson observation<br>Work Scrutiny<br>Progress reviews<br>Data analysis | <b>£14000</b> |
| <b>ii. Targeted support</b>  |   |  |  |               |
| <b>Action</b>  | <b>Intended outcome</b>   | <b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).  | <b>Lessons learned</b> (and whether you will continue with this approach)  | <b>Cost</b>   |
| To provide specific support through use of targeted maths and reading interventions- Additional 15 weeks targeted 1:1 Kip McGrath Tuition for English and Maths from January 2019  | Improved outcomes in maths for pupils identified from data tracking from Year 6   | Confidence of children receiving intervention much improved 60% of group achieved EXS and 20% achieved GDS in maths<br>Whilst target group were receiving intervention, others in the class received additional maths from the class teacher in a smaller group. | An expensive intervention for a short block had a positive impact. Funding next year will be used to reduce numbers in classes by employing an additional teacher for a longer term approach       | <b>£13000</b> |



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| To provide bilingual support-Teacher one morning per week/LSA 2.5 days per week  | Children new to the country from European Countries to develop functional English skills for non-English speakers | Improved English skills in target group<br>Support for parents to access parents evening/school events etc  | This will continue   | <b>£9200</b>                     |
| To purchase Lexia UK software to close the reading gap for disadvantaged students x3 20 minute sessions per week                             | Lexia enables students of all ages and abilities to master essential reading skills                               | Improved reading skills in target group   | This will continue   | <b>£4000</b>                     |
| <b>iii. Other approaches</b>   |   |   |  |                                  |
| <b>Action</b>  | <b>Intended outcome</b>   | <b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).   | <b>Lessons learned</b> (and whether you will continue with this approach)  | <b>Cost</b>                      |
| To provide support for children with specific learning, emotional, social or behavioural difficulties including support at lunchtimes (ELSA) | Improved emotional wellbeing, reduced anxiety/outbursts   | Excellent delivery from highly trained staff supported PP pupil's access to the curriculum within the learning environment.<br><br>High impact on standards: focussed, child centred, collaborative approach based on a dialogue about the pupil's present and future learning needs. | The impact of ongoing support was demonstrated by the pupil progress in books observed during 'Book Looks' and behaviour for learning observed during 'Learning Walks'.  | <b>£9000</b><br><br><b>£8100</b> |
| To improve attendance of targeted PP children  | Pupils identified from attendance tracking show improved attendance   | Attendance tracking shows attendance is now 95.92%  | Ongoing- DHT to monitor and liaise with parents  | <b>£1000</b>                     |
| To boost self-esteem, encourage teamwork and problem solving strategies, promoting independence and resilience                               | Provide pupils with the experience of weekly Forest School sessions on and off site.                              | Measurable impact on class based learning – enhanced levels of resilience, confidence and self-esteem feeding into pupil progress. Feeding into PP children achieving, and in some  | High impact on children's levels of resilience, confidence and self-esteem. Measured by progress made within class based learning tasks and intervention support groups.<br><br>Wider opportunities within the curriculum to | <b>£2100</b>                     |



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|   |  |   |  |              |
|---|--|---|--|--------------|
|   |  | cases exceeding, expected progress targets.<br><br>Supported by 'Route To Resilience' approach to learning.         | continue.  |              |
| To continue to ensure a personalised use of PP to support wider learning opportunities. | To fund attendance at school clubs run by external providers, trips/visits/residential trips and wider opportunities outside of school e.g. Cub/Brownie/Scout trips/Music tuition etc<br>Access to homework club | 100% PP children accessed the fund ensuring all pupils benefitted from wider learning and enrichment opportunities. | Pupils were involved in an increased number of enrichment activities.<br><br>Class teachers will continue to liaise with parents of PP children to ensure we offer a personalised approach and a variety of engaging enrichment activities for pupils to further widen learning opportunities. | <b>£9450</b> |

### 6. Planned expenditure

**Academic year**

**2019-2020**

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?  |
|---|---|--|---|----------------------|---|
| To ensure the standards achieved by those pupils eligible for the Pupil Premium continues to at least match that of other pupils to narrow the gap. | Reduce class sizes in Year 5 and Year 6 by appointing a teacher, creating 3 classes | QFT linked to Performance Management Objectives/Teacher Standards - observations/moderation/ data analysis demonstrates the impact of QFT led by the class teacher | Frequent monitoring of PP teaching to ensure high quality – measuring progress made by PP pupils from their starting points | SLT<br>Class Teacher | Regular review of quality of PP teaching through: <ul style="list-style-type: none"> <li>• Lesson observations</li> <li>• Entry/Exit assessment of intervention programmes</li> <li>• Book Look</li> <li>• Half-termly data analysis</li> </ul> |



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|   |  |   |   |   | Pupil Progress meetings   |
|---|--|---|---|---|---|
| <b>Total budgeted cost</b>  |  |   |   | FTE Teacher <b>£28000</b>                             |   |
| <b>ii. Targeted support</b>   |  |   |   |   |   |
| <b>Desired outcome</b>  | <b>Chosen action/approach</b>  | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>  | <b>Staff lead</b>                                     | <b>When will you review implementation?</b>   |
| To ensure PP pupils with Special Educational Needs make accelerated progress through over-learning strategies/interventions to boost working memory for maths, reading and writing, increasing fluency and reasoning. | <p>Class Teacher to set individual targets, incorporating additional time for recap sessions personalised to the needs of PP students.</p> <p>Concepts taught are reinforced through fluency and recap tasks.</p> <p>SENCo to provide additional intervention for Reading/Writing and Maths.</p> <p>Additional support for PP children with S&amp;L difficulties with S&amp;L Therapist.</p> | Research of pupils has shown a need to improve working memory to support pupils in retaining concepts in order to recall and apply them consistently. | <p>Ongoing review by SLT/SENCO/Class Teacher:</p> <ul style="list-style-type: none"> <li>• PP Records/Data Analysis</li> <li>• SEN ILPs</li> <li>• Work Samples</li> <li>• Observations</li> <li>• Pupil Progress Meetings</li> </ul> | <p>SLT</p> <p>SENCo</p> <p>Class Teacher</p>          | <p>Half Termly Review:</p> <p>SEN ILP review meetings</p> <p>Pupil Progress Meetings</p> <p>Data Analysis</p> |
| <b>Total budgeted cost</b>  |  |   |   | SEN LSA <b>£7020</b><br>Speech & Language <b>£600</b> |   |



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|  |   |   |   |                                 |   |
|--|---|---|---|---------------------------------|---|
| <p>To ensure PP pupils develop their language skills and recognition of spelling patterns to enhance comprehension and inference in reading and organisation and composition in writing.</p> | <p>Teacher to deliver personalised learning to PP pupils through Lexia Reading Core5 programme 3x weekly.</p> <p>Concepts taught are reinforced through fluency and recap tasks, supporting PP pupils in manipulating vocabulary and grammatical structures.</p> <p>Action plans tailored to group and individual need.</p> | <p>Lexia research has shown the high impact of the programme towards closing the gap for pupils, taking into account the diversity of individual need.</p> <p>Lexia's embedded assessment and reporting system provides actionable data, demonstrating progress at individual, class or whole school level.</p> <p>Early identification of areas of need.</p> | <p>Ongoing review by SLT/Class Teacher:</p> <ul style="list-style-type: none"> <li>• Frequent analysis of Lexia assessment and reporting data</li> <li>• Session observations</li> <li>• Work samples</li> <li>• Pupil Progress meetings</li> </ul> | <p>SLT</p> <p>Class Teacher</p> | <p>Half-termly reviews at PP progress meetings</p> <p>Half-termly data analysis by SLT/PP Teacher/Class Teacher</p> |
| <b>Total budgeted cost</b>   |   |   |   |                                 | <b>£4000</b>  |
| <p>To provide support for children with specific learning, emotional, social or behavioural difficulties</p>   | <p>ELSA LSA to deliver identified and personalised support for PP children</p>  | <p>High impact on standards last year: focussed, child centred, collaborative approach based on a dialogue about the pupil's present and future learning needs.</p>   | <p>Ongoing review by SLT/SENCO</p> <ul style="list-style-type: none"> <li>• Discussions</li> <li>• Referrals</li> <li>• Assessments</li> </ul>  | <p>SLT/SENCO</p>                | <p>Half-termly reviews</p>  |
| <b>Total budgeted cost</b>   |   |   |   |                                 | <b>£3580</b>  |



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| ii. 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?  |
| To boost self-esteem, encourage teamwork and problem solving strategies, promoting independence and resilience.   | Provide EYFS and Year 1 PP pupils eligible for funding with the experience of weekly Forest School sessions on and off site. Provide additional Forest School sessions for KS2 pupils eligible for PP funding.  | Work and activities linked to 'Route To Resilience' training previously delivered had a high impact on developing children's 'Character Muscles' and ability to show greater levels of resilience when facing new challenges – class based learning opportunities. | Ongoing reviews by SLT, Class Teacher, PP Teacher and Forest School<br>Review with Class Teacher and PP Teacher to identify impact on class based learning – enhanced levels of resilience, confidence and self-esteem feeding into pupil progress. | SLT<br>Class Teacher                                       | Termly review of impact on pupil resilience, confidence, self-esteem and progress.<br><br>Termly review of School's 'Deprivation Index' |
| <b>Total budgeted cost</b>  |   |  |   | <b>£3500</b>   |   |
| To ensure a personalised use of PP to purchase additional resources accessible to PP pupils to ensure the standards achieved by those pupils eligible for the Pupil Premium continues to at least match that of other pupils to narrow the gap. | PP funding used to purchase: <ul style="list-style-type: none"> <li>IT Resources</li> <li>SEN Resources</li> <li>Writing/Maths equipment</li> <li>Specialist Teaching Services diagnostic assessment for identified area of support</li> <li>Uniform</li> </ul> | PP review demonstrated effectiveness of this approach in continuing to broaden breadth of resources to develop progress made by PP pupils.   | Ongoing review by SLT/PP Teacher/SEN Champion and Class Teacher<br>Ongoing research into, and resourcing of, the most effective intervention approaches.  | SLT<br>PP Teacher<br><br>Class Teacher<br><br>SEN Champion | Termly review of spending and impact on pupil progress  |



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|   |   |  |   |                                    |   |                           |
|---|---|--|---|------------------------------------|---|---------------------------|
|   |   |  |   | <b>Total budgeted cost</b>         |   | <b>£4500 resources</b>    |
|   |   |  |   |                                    |   | <b>£1000 uniform</b>      |
| To continue to ensure a personalised use of PP to support wider learning opportunities. | To fund attendance at school clubs run by external providers<br>To fund trips/visits/residential trips<br>To fund swimming lessons<br>To fund wider opportunities outside of school e.g. Cub/Brownie/Scouting trips/Music tuition etc | PP review demonstrated effectiveness of this approach in continuing to widen learning opportunities. | Termly review meetings to discuss wider opportunities | SLT<br>PP Teacher<br>Class Teacher | Termly review of spending and impact on pupil opportunities |                           |
|   |   |  |   | <b>Total budgeted cost</b>         |   | <b>£3900</b>              |
|   |   |  |   |                                    |   | <b>£500 homework club</b> |