

Date to be reviewed: Sept 2020

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<b>Chair of Governors:</b>	<b>Kirsten Johnson</b>
<b>Pupil Premium link Governor:</b>	<b>Kirsten Johnson</b>
<b>Date of this strategy:</b>	<b>Sept 2019</b>
<b>Date of review:</b>	<b>Sept 2020</b>

### **What is the Pupil Premium funding?**

The Pupil Premium is additional funding to help schools close the attainment gap between pupils from low-income and other disadvantaged families, and their peers. If a pupil has been eligible for Free School Meals (FSM) at any point over the past 6 years; have been looked after for one day or more (Child Looked After), or children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order the school receives an amount per head within their budget. A provision is also made for pupils who have a parent in the armed services.

### **Our school context**

Meersbrook Bank is in the heart of its community serving a wide and diverse population where all children have the opportunity to reach or exceed their full potential. It is a similar size to the national average with slightly more boys than the national average. The percentage of pupils from minority ethnic groups is slightly below the national average. The percentage of pupils learning English as an additional language is below the national average. Our school embraces the diversity we are fortunate to have in our

community and we celebrate the fact that our children have a variety of home languages including: Urdu, Punjabi, Slovak, Spanish and French. EAL numbers and children from minority ethnic groups are rising steadily, particularly in EYFS. The percentage of pupils on SEND school support/EHP is below the national average. Stability at the school is above the national average. The majority of pupils come from the surrounding area. The number of children receiving pupil premium is below the national average. The school deprivation indicator is below the national average.

## Rationale

Meersbrook Bank Primary School is determined that all pupils are given the best possible chance to achieve their full potential through the highest standards of Quality First Teaching, focussed support, curriculum enrichment, and pastoral care. We believe the additional provision delivered through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding. Indeed, it should be noted, that many of the pupils identified as requiring additional levels of support are not necessarily those who fulfil the FSM eligibility criteria. There is no expectation that all Pupil Premium funded pupils will receive identical support and the allocation of the budget for each pupil feeds into the whole school budget as opposed to being ring fenced. The school considers best ways to allocate Pupil Premium money annually following rigorous data analysis and the careful consideration of the needs of the pupils.

<b>Pupil Premium Profile 2019 / 2020</b>	
<b>Number of eligible pupils:</b>	24 pupils Ever 6 (10 now in Y7) and 4 adopted from care (one of which is now in Y7)
<b>Amount per pupil:</b>	£1320 FSM6    £2300 LAC    £2300 Special Guardianship
<b>Total pupil premium budget:</b>	£40, 880

## Overall aims of the strategy:

- To diminish the difference for the school's disadvantaged pupils by 10% so we are more in line with 'other' pupils nationally
- For disadvantaged pupils to make good progress throughout school

- To support the school’s disadvantaged pupils in securing good attendance so the gap between them and other pupils continues to diminish
- To support targeted disadvantaged pupils in improving their emotional/social well-being

Our determined and committed leadership team and wider staff ensure that Pupil Premium funding and provision impacts on achievement, attendance and pastoral care. This includes an identified governor having responsibility for Pupil Premium, the Head teacher, responsible for monitoring provision and outcomes, and the wider staff team to implement and evaluate provision. The Head teacher evaluates pupil premium outcomes compared to other pupils in school and nationally to ensure the correct strategies and provision are in place.

### **Pupil Premium Funding impact**

#### **EYFS – percentage of pupils achieving GLD**

<b>2019</b> – 3 pupils in FS2  All 3 pupils achieved the good level of development
<b>2018</b> – only 1 pupil. Achieved GLD.

**Y1 Phonics 2019** – There was only two pupils and they passed the phonics test – 100%

<b>Phonics – percentage of pupils achieving the expected standard in the phonics screening test.</b>		
<b>2019</b>		<b>2018</b>
<b>Year 1</b>		<b>Year 1</b>
Disadvantaged Pupils (2 pupils) 100%		Disadvantaged Pupils (3) 67%
Other Pupils (28) 89%		Other Pupils (26) 96%
School PPG gap +11%		School PPG gap -29%
National PPG gap (2019) 85% +15% school		National PPG gap (2018) -27%

Phonics – percentage of pupils achieving the expected standard in the phonics screening test.		
2019		2018
Year 2		Year 2
Disadvantaged Pupils (3 pupils) 67%		Disadvantaged Pupils (5) 80%
Other Pupils (26) 96%		Other Pupils 100%
School PPG gap -29%		School PPG gap -20%
National PPG gap (2019) 94% -27% school		National PPG gap 94% -14%

KS1 2019						
Showing % of pupils attaining at expected standard or at greater depth						
	Reading		Writing		Maths	
3 pupils	At Exp Stand	At GD	At Exp Stand	At GD	At Exp Stand	At GD
Disadvantaged Pupils	33%	0%	33%	0%	33%	0%
Other Pupils	81%	27%	69%	12%	92%	12%
School Difference	-48%	-27%	-36%	-12%	-59%	-12%
Other pupils nat	81%	31%	73%	19%	82%	29%
National Gap	-48%	-31%	-40%	-19%	-49%	-29%



National Gap	-20%		-3%	-22%	-4%	-18%		-13%	-11%	-16%	-24%	-25%	-28%
Progress score Disadvantaged pupils	-2.88		-1.53		-1.57			-2.46		-3.76		-6.24	
Progress scores 'other' pupils nationally	0.2		0.2		0.3			0.31		0.24		0.31	

Combined school 2019: 44% (4 pupils) - (nat other 68%)

Combined school 2018: 63% (5 pupils) – (nat other 70%)

**Attendance ( ) = Sheffield %s.**

**School: Disadvantaged pupils Non-disadvantaged pupils/gap**

	2017	2018	2019	2017	2018	2019	2017	2018	2019
Absence	4.0 (5.8)	4.0 (5.8)	3.6	3.5 (3.6)	3.3 (3.6)		-0.5 (-1.8)	-0.7 (-1.8)	
Persistent absence	10.7 (17.7)	3.7 (17.6)		5.9 (6.1)	4.7 (5.8)		-4.8 (-11.6)	+1.0 (-11.8)	

**Pupil Premium absence improved in 2018/19. Awaiting nat data release.**

Barriers to future attainment for Pupil Premium pupils			
Barrier/need identified	Actions - including rationale (using Endowment Trust as a source of research for this) and in school data analysis/monitoring etc.	Who/cost	Monitoring and evidence
To raise attainment and progress of those pupils who are <b>both</b> SEND and disadvantaged	<p><b>Rationale:</b></p> <p>Data analysis shows that pupils making least progress are those that belong to <i>both</i> of these groups.</p> <p>Endowment trust toolkit shows +5 months accelerated progress for early years interventions and +3 months for systematic teaching of phonics.</p> <p>Overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be</p>	Led by Senco	<ul style="list-style-type: none"> <li>• Data analysis (termly)</li> <li>• Structured conversation meetings</li> <li>• Performance management</li> <li>• Parental feedback</li> <li>• Lesson observations</li> </ul>

	<p>emphasized that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• To encourage parental support and partnership with school from an early stage in education – Workshops for parents in FS/KS1 -To provide resources to enhance learning at home e.g. phonics/reading/maths</li> <li>• Small group work. Additional adults in class (teaching assistants) e.g. Y1 phonics, KS2 Maths and English</li> <li>• Targeted support for pupils at playtimes</li> <li>• Targeted support in class to access curriculum e.g. new arrivals in Y5 cohort</li> </ul>	<p>Resources/training/staff release cover Support staff costs £15,000.00</p>	
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<p>To support pupils with social and emotional difficulties to become confident learners</p>	<p><b>Rationale:</b></p> <p>Staff meetings/pupil progress meetings/structured conversations have highlighted that for some pupils this is a barrier to learning. Also staff development sessions, including training on mental health, have shown that children need to be in the right mind-set and feel happy and secure to be able to access their learning.</p> <p>Endowment trust toolkit: Social and emotional learning + 4 months SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. Three broad categories of SEL interventions can be identified: 1. Universal programmes which generally take place in the classroom; 2. More specialised programmes which are targeted at students with particular social or emotional problems; 3. School-level approaches to developing a positive school ethos which also aim to support greater engagement in learning. On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself</p> <ul style="list-style-type: none"> <li>• Target pupils in improving strategies for behaviour/self-esteem to enable</li> </ul>	<p>Release time for Senco: Healthy Minds project</p>	<ul style="list-style-type: none"> <li>• Pupil survey</li> <li>• Parental survey</li> <li>• Staff survey</li> <li>• Behaviour analysis</li> <li>• Individual behaviour plans</li> <li>• Feedback from LTS (Lunchtime supervisors)</li> <li>• Structured conversations</li> <li>• Pupil progress meetings</li> </ul>
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	<p>them to have a positive attitude towards their learning (staff training/release time)</p> <ul style="list-style-type: none"> <li>• Lunchtime activities e.g. Playground Sports Leader project for Y5/Y6 pupils</li> <li>• 1:1 support fortnightly with HLTA</li> </ul>		
Use of ICT resources to enhance learning:	<p><b>Rationale:</b> Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress</p> <ul style="list-style-type: none"> <li>• Espresso resource to support learning across the curriculum <ul style="list-style-type: none"> <li>○ L.A package of resource</li> </ul> </li> <li>• Maths resources</li> </ul>	£4000.00	<ul style="list-style-type: none"> <li>• Subject leader action plan</li> <li>• Subject leader portfolio</li> <li>• Lesson observations and monitoring</li> <li>• Work show</li> </ul>
Attendance of identified pupils leading to lack of progress	<p><b>Rationale:</b> It is a well-known fact that regular attendance supports good progress. If a</p>	HT/Inclusion Manager No cost	<ul style="list-style-type: none"> <li>• Attendance records</li> <li>• Minutes of meetings</li> </ul>

	<p>child attends regularly they are accessing all the learning opportunities and develop better relationships with their peers socially.</p> <p>There are a few PP pupils whose poor attendance is having a negative impact on their learning.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Ht to meet regularly with Mast attendance worker to discuss pupils with poor attendance and strategies we can implement</li> <li>• Work closely with identified parents to develop positive partnerships, identify barriers and agree targets together to improve their child's attendance</li> <li>• Termly attendance certificates for good attendance. Letters sent home for improved attendance</li> <li>• Inclusion manager to support identified families more closely</li> </ul>		
<p>Increase the % of pupils achieving expected/greater depth and mastery in Maths and English</p> <p>Improve progress for disadvantaged pupils from Y2-Y6 in Maths</p>	<p><b>Rationale:</b></p> <p>End of year data 2018/19: % achieving greater depth within expected standard was below national averages, in KS1 in particular.</p> <p>Endowment trust: Mastery Learning +5 months</p>	<p>£4000.00</p>	<ul style="list-style-type: none"> <li>• Lesson observations</li> <li>• Pupil interviews</li> <li>• Termly data analysis</li> <li>• Book scrutiny</li> </ul>

	<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Release time for subject leader</li> <li>• Purchasing resources to support teaching of targeted groups e.g. 'I can do' Maths books purchased throughout year to improve basic number skills and rapid recall of facts</li> <li>• Resources to enhance curriculum provision e.g. Maths games/online resources</li> </ul>		
<p>Subject Leadership: To develop a high quality curriculum in all subjects</p>	<p><b>Rationale:</b> Continuing Professional Development (CPD): The type and quality of CPD that schools use really matters when it comes to improving teacher quality and pupil attainment. Usually, effective CPD is:</p> <ul style="list-style-type: none"> <li>• supported by the school's leadership, sustained over at least two terms,</li> <li>• includes expert input, peer collaboration, and opportunities for teachers to consider and experiment with their learning and get feedback on their work.</li> </ul> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• CPD release time for middle leaders to monitor subjects and the quality of curriculum provision</li> <li>• Cost for some staff to attend Inset days (part-time)</li> </ul>	<p>£6000.00</p>	<ul style="list-style-type: none"> <li>• Lesson observations</li> <li>• Pupil interviews</li> <li>• Book scrutiny</li> <li>• Monitoring with external 'expert.'</li> <li>• CPD log</li> <li>• Staff questionnaires</li> <li>• Wellcome CPD log</li> <li>• Learning walks e.g. subject-specific displays/work assemblies</li> </ul>

	<ul style="list-style-type: none"> <li>• Cost to attend CPD events to improve subject knowledge/cost of supply cover</li> <li>• Cost of Learn Sheffield subscription and specialist to support senior leadership team/subject leaders</li> </ul>		
Resources to enhance curriculum provision	•Curriculum resources to enhance learning e.g. Science/History/Geography	£2000,00	<ul style="list-style-type: none"> <li>• Book monitoring</li> <li>• Displays</li> <li>• Subject leader evidence</li> </ul>
<p>Targeting pupils in small Maths/English groups. This will include:</p> <ul style="list-style-type: none"> <li>• Mental maths rapid recall and consolidation of facts</li> <li>• Focused teaching of number skills and problem solving/reasoning</li> <li>• Focused teaching of reading comprehension and writing</li> </ul> <p>To increase % of pupils achieving expected and greater depth in Maths and English in KS1and KS2</p>	<p><b>Rationale:</b></p> <p>Maths/Writing data shows overall disadvantaged pupils are performing less well than 'other pupils.' Progress for disadvantaged pupils in KS2 was also below average</p> <p>Endowment trust: Small group tuition +4 months</p> <p>Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better</p> <p><b>Actions:</b></p> <p>External Maths teacher to support target groups in Y6 in developing problem solving/reasoning skills (greater depth/mastery focus)</p> <p>Cost to release staff to support groups</p> <p>Cost of resources</p>	£1000.00	<ul style="list-style-type: none"> <li>• Data analysis (termly)</li> <li>• Performance management</li> <li>• Lesson observations</li> </ul>

<p>High quality reading books linked to our phonics' scheme</p>	<p><b>Rationale:</b>          Endowment trust:          Teaching phonics is more effective on average than other approaches to early reading, though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.          Reading comprehension approaches to improving reading focus on learners' understanding of the text. They teach a range of techniques that enable pupils to comprehend the meaning of what is written, such as inferring the meaning from context, summarising or identifying key points, using graphic or semantic organisers, developing questioning strategies, and monitoring their own comprehension and identifying difficulties themselves</p> <p><b>Actions:</b>          Purchase new books for EYFS/KS1 that complement our phonics' scheme          On-going training for staff and sharing good practice</p>	<p>£5000,00</p>	<ul style="list-style-type: none"> <li>• Data analysis (termly)</li> <li>• Performance management</li> <li>• Parental feedback</li> <li>• Lesson observations</li> <li>• Learning walk e.g. phonics teaching/ displays</li> <li>• Writing books</li> <li>• Reading records</li> <li>• End of year data/progress</li> </ul>
<p>Library loan scheme L.A</p>	<p>Maintaining library through library loan scheme:</p> <ul style="list-style-type: none"> <li>• Encouraging all pupils to borrow and read books regularly</li> <li>• Encourage a love of reading</li> </ul>	<p>£3000.00</p>	<ul style="list-style-type: none"> <li>• Pupil interviews</li> <li>• Parental feedback</li> <li>• Subject leader feedback</li> </ul>

<p>To enable all Y5 pupils to learn a musical instrument</p> <p>To enable all pupils to access enrichment opportunities e.g. school trips, special themed weeks in school with visitors e.g. Poetry week, Maths week, Science week etc</p> <p>To enable all Y6 pupils to experience outdoor education</p> <p>To develop key skills such as problem-solving and team building.</p>	<p>•Support cross-curricular learning</p> <p><b>Rationale:</b> Endowment trust: Arts participation In some cases, specific arts activities have been linked with benefits on particular outcomes. For example, there is some evidence of a positive link between music and spatial awareness. Wider benefits on attitudes to learning and well-being have also consistently been reported.</p> <p><b>Actions:</b> Annual programme of enrichment established including special themed weeks across a range of subjects. This will involve inviting visitors in to school and purchasing resources to enhance the programme.</p> <p><b>Rationale:</b> Endowment trust: Outdoor learning Overall, studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months' progress.</p> <p><b>Actions:</b></p>	<p>£7000.00 for tuition/enrichment activities/cost of trips</p>	<ul style="list-style-type: none"> <li>• Pupil interviews</li> <li>• Monitoring of provision</li> <li>• Displays to reflect learning</li> <li>• Performances to parents</li> </ul>
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	Ensuring all pupils are able to access the Y6 residential trip to Thornbridge outdoors. Participation in the Wider Opportunities scheme and Y6 Pathways music scheme		
			Total cost: £47,000