

Maundene Primary School

Pupil premium strategy statement:

1. Summary information					
School					
Academic Year	2018/19	Total PP budget	£69,960	Date of most recent PP Review	July 2018
Total number of pupils	404	Number of pupils eligible for PP	51	Date for next internal review of this strategy	July 2019

2. Current attainment			
	<i>Pupils eligible for PP in the school</i>	<i>Pupils not eligible for PP in the school</i>	<i>National average for all pupils in 2018</i>
% achieving expected standards in R, W and M combined at KS2	46%	73%	(64%)
% achieving high standards in R, W and M combined at KS2	0%	15%	(10%)
% achieving expected standard in reading KS2	62%	80%	(75%)
% achieving high standard in reading KS2	8%	19%	(28%)
% achieving expected standard in writing KS2	57%	81%	(78%)
% achieving GD in writing KS2	5%	15%	(20%)
% achieving expected standard in maths KS2	62%	84%	(75%)
% achieving high standard in 2maths KS2	11%	21%	(23%)
% achieving expected standards in reading at KS1	46%	85%	(76%)
% achieving expected standards in writing at KS1	33%	79%	(70%)
% achieving expected standards in maths at KS1	69%	86%	(76%)
% achieving GLD in EYFS	50%	88%	(71%) 2017

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
A.	Historical poor teaching has led to significant gaps in learning over time.	
B.	Limited experiences outside school of visiting places of interest to stimulate imagination and develop values	
C.	Many of the PP pupils are with SEND	
External barriers		
D.	PP attendance (whilst improving) is not yet at the same standard of the other pupils. PP are over represented with persistent absence	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Ensure the quality of teaching and learning is good or better in every class so that historical gaps in skills and knowledge are filled effectively	100% of teaching and the quality of work in books, across the school to be judged as good or better Attainment in core subjects at the end of KS1 and KS2 show an improvement and is at least in line with attainment of all pupils nationally by Summer 2019 (in line with non-PP nationally by 2020)
B.	Improve the experiences of PP pupils so that they can contribute productively to class discussions and improve the content and therefore standards of their writing	Attainment in core subjects at the end of KS1 and KS2 show an improvement and is at least in line with attainment of all pupils nationally by Summer 2019 (in line with non-PP nationally by 2020) The proportion of PP pupils achieving Greater depth matches that found in the rest of the cohort by summer 2019
C.	SEND pupils are well supported and make good progress across the school	Early identification for pupils with SEND and high-quality support ensures they make good progress from their starting points
D.	Pupil are confident and resilient to tackle new learning	Improved results in all key stages Self-evaluation activities such as Learning walks and planning scrutinies show that there are opportunities in learning to develop soft skills such as resilience and confidence.
E.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP by 2%. Overall PP attendance improves and by Summer 2019 is at least 95.5%. (By summer 2020 attendance for PP is at or above national average)
F.	Ensure those families who require support and advice have the confidence to come into school and receive necessary support	Greater number of families engaging with school and feeling supported, resulting in improved attendance, engagement of parents with the school (attendance at parents' evenings) and a reduction in outward mobility.

G.	Aspirations of pupils are raised and they aspire to follow professional careers. Pupils eager to engage in interschool competitions and other challenges which are academically based.	Increase in pupils' motivation and risk taking with their learning. Pupils develop confidence in leadership skills and public speaking. Greater evidence of children contributing to the wider community through opportunities in the curriculum for project-based learning
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5. Planned expenditure

Academic year

2018/19

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?
A Ensure the quality of teaching and learning is good or better in every class so that historical gaps in skills and knowledge are filled effectively	<p>Implement and embed IRIS as an effective tool for professional development</p> <p>Supporting in planning and teaching by leaders</p> <p>CPD training for all staff linked to the priorities of the school</p> <p>Embedding the newly designed curriculum to encourage depth of learning</p> <p>Numicon purchased for each class to support with maths and using manipulatives</p>	<p>To provide pupils with the skills to support them in their reading, writing and maths. To ensure that there are opportunities for focussed team teaching and lesson modelling to support the continued improvement in the quality of teaching and learning</p>	<p>Regular staff training</p> <p>Peer observations</p> <p>Monitoring of pupil's progress</p> <p>Coaching opportunities to improve the quality of teaching</p> <p>Schools usual self-evaluation activities</p>	Dora, Kenny and Jo	Termly
B Stimulating learning experiences help develop imagination and language	<p>Regular visit to enhance learning in topics</p> <p>'Hook' days at the start of topics to motivate pupils</p> <p>Visits or visitors to the school to extend learning</p> <p>After school and lunch clubs provide a broad and</p>	<p>Pupils will be able to develop their language through discussions of different experiences and this will lead to improvement in vocabulary and ideas within their written work.</p> <p>Planned opportunities throughout the learning journey for pupils to reflect on their learning</p>	<p>Joint staff planning</p> <p>Staff training</p> <p>Modelled lessons</p> <p>Coaching to improve the quality of teaching across the school</p> <p>Curriculum maps show engaging hooks involving educational trips/visitors</p>	All leaders	Termly

	varied diet of learning opportunities				
<i>C The needs of /SEN pupils are met within the classroom and these pupils make good progress</i>	<p>Early identification of SEN needs in EYFS or ASAP following entry to school</p> <p>Bespoke support for identified pupils.</p> <p>Parent workshops to help them to understand expectations and how to support their child at home.</p> <p>External specialist SEN support</p>	To support PP pupils with combined barriers to learning to access the curriculum. There is evidence from the 2019 outcomes that pupils with SEND make improving progress to close the gap between SEND children and non-SEND	<p>Accurate identification of need and targets intervention/support.</p> <p>Rigorous monitoring of the provision and progress made by these pupils.</p> <p>Updated provision mapping</p> <p>Staff training.</p> <p>Available resources</p> <p>Regular monitoring of the quality of learning in books and through discussions with pupils.</p>	Michael and Dora	Termly

<p><i>D Raised aspirations through providing pupils with high quality learning across the curriculum</i></p>	<p>Relevant learning experiences enhanced with external visits and visitors</p> <p>Opportunities for pupils to work with pupils from other schools within the partnership collaboratively and in competition.</p> <p>Opportunities for pupils to learn about professional careers through topics</p> <p>Regular coffee mornings for parents/ training parents to learn with their children on open mornings</p> <p>Project based learning outcomes that link to the wider community</p>	<p>With a low proportion of pupils from families with higher or further education they have limited knowledge of the possible careers available to them.</p> <p>Through the development of the curriculum and through working with pupils from other schools the pupils will be exposed to a wider range of discussions and experiences.</p> <p>Links with secondary schools and other schools within Medway and The Inspire Partnership will help expand pupils' horizons</p>	<p>Curriculum map showing the range of learning opportunities.</p> <p>Engagement with other education establishments.</p> <p>Opportunities for pupils to work with pupils from other schools.</p> <p>Ensure opportunities exist within the curricular offer to extend the learning of the most able.</p>	<p>All leaders</p>	<p>Termly</p>
Total budgeted cost					<p>*****</p>
<p>ii. Targeted support</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>

D. Increased attendance for pupils eligible for PP	<p>Targeted support and challenge to families to improve attendance.</p> <p>Rewards and incentives to improve attendance of PP children.</p> <p>Support from Home – school link worker</p> <p>Additional support from AAP</p>	<p>The school cannot improve attainment for children if they are not attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p> <p>Home School Support worker who supports targeted families to provide support and advice to parents with attendance and working with outside agencies.</p> <p>Closer working with AAP provides a common message concerning the importance of good attendance</p>	<p>Increase in attendance of PP pupils</p> <p>Reduction of PA of PP pupils</p> <p>Greater number of families engaging with school and feeling supported, resulting in improved attendance</p>	Dora, Karly and Kaley	Fortnightly
A increased speaking and listening abilities for pupils who are PP	<p>Targeted support for children who need speech and language</p> <p>Every afternoon speech and language interventions led by a trained TA</p> <p>Volunteer reader in to read with SP and Lang children</p> <p>Interventions that take place in the afternoon to target specific children</p>	<p>Speech and language has been identified as a barrier for some children, for those children this is having an impact on their speaking and writing as they are struggling to sound out the words correctly.</p> <p>Children are not reading at home enough, this will enable them to have more exposure to text and reading out loud to another adult.</p> <p>Gaps in learning have been identified and need addressing, picking up mis conceptions from the morning sessions and pre-teaching to prepare for the next session</p>	<p>SENCO to oversee the interventions and class teachers to input data. Progress monitored by SENCO and class teachers.</p> <p>Children having the opportunities to read with an adult and read a wide range of books</p>	MIH/KEW	6 weekly
Total budgeted cost					*****
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?
Families who require support and advice have the confidence to come into school and	Parents have a first point of contact through HSSW offering advice and support on a range of domestic	Home School Support worker who advises families and provides support helps to engage hard to reach families.	Monitoring of data to record number of families supported, improved attendance and links with local and school community.	Dora Karly and Kayley	Termly

receive necessary support	issues and provide links with the support agencies	Closer working with AAP provides a common message concerning the importance of good attendance	Ensure the HSSW receives up to date training. Parental questionnaires to monitor impact.		
				Total budgeted cost	

***** (not published due to salaries)

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