

Meare Village Primary School Pupil Premium Strategy Statement

1. Summary information					
School	Meare Village Primary School				
Academic Year	2020-2021	Total PPG budget	£48,695	Date of most recent PPG Review	Autumn 2021
Total number of pupils	116	Number of pupils eligible for PPG	31	Date for next internal review of this strategy	Autumn 2022

2. 2020 ATTAINMENT - NATIONAL PERCENTAGES IN BRACKETS		
EYFS (AUTUMN 2019 DATA) 1/11	PUPILS ELIGIBLE FOR PPG %	PUPILS NOT ELIGIBLE FOR PPG %
<i>GLD</i>	100	67

YEAR 1 PHONICS (NOV 2020 DATA) 3/13	PUPILS ELIGIBLE FOR PPG %	PUPILS NOT ELIGIBLE FOR PPG %
<i>Meeting Expected Standards</i>	100 (71)	90 (84)
<i>Not meeting Expected Standard</i>	0 (26)	10 (14)
<i>Disapplied</i>	0 (3)	0 (1)

KS1 (Autumn 2019 data) 8/20	PUPILS ELIGIBLE FOR PPG %	PUPILS NOT ELIGIBLE FOR PPG %
	ARE 63 (62)	ARE 50 (78)

Reading	GDS 25 (14)	GDS 25 (28)
Writing	ARE 88 (55) GDS 25 (7)	ARE 50 (73) GDS 25 (17)
Maths	ARE 88 (62) GDS 25 (12)	ARE 67 (79) GDS 25 (24)

KS2 (Autumn 2019 data) 10/16	PUPILS ELIGIBLE FOR PPG %	PUPILS NOT ELIGIBLE FOR PPG %
Read, Write, Maths	ARE 60 (51) GDS 20 (5)	ARE 83 (71) GDS 17 (13)
Reading	ARE 60 (62) GDS 20 (17)	ARE 83 (78) GDS 17 (31)
Writing	ARE 50 (68) GDS 20 (11)	ARE 83 (83) GDS 17 (24)
Maths	ARE 80 (67) GDS 20 (16)	ARE 83 (83) GDS 23 (32)
SPAG	ARE 70 (67) GDS 70 (24)	ARE 83 (83) GDS 33 (41)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	Reduce the attainment gap in Reading, Writing and Maths.
B.	Poor oral language skills, lack of expressive and receptive language.
C.	Limited life experiences

External barriers (*issues which also require action outside school, such as low attendance rates*)

D.	Social barriers e.g domestic issues and safeguarding concerns.
E.	Readiness for learning
F.	Poor parental engagement at teacher-led workshops.

4. Desired outcomes

<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
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A.	Increase percentage of PPG pupils achieving ARE and above and meeting specific gaps in learning	Improved ARE and GLD
B.	Children improve language proficiency and sophistication	Improved attainment in receptive and expressive language skills identified through Talk Boost assessment tool.
C.	Broadening children's life experiences with an enriched and wide curriculum	Quantitative: Improved scores in SATS/tests and teacher assessments Qualitative: Evidence of broad knowledge in Speaking and listening as well as writing. Ability to engage in all subjects meaningfully
D.	Safeguarding Team and PFSA to support vulnerable families.	Children experiencing a more settled and stable home life
E.		
F.	Encourage parents to regularly attend education workshops run by teachers by offering incentives.	Raise attainment by increasing parental engagement and support for pupils at home.

5. Planned expenditure

Academic year **2020-2021**

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?
Improved ARE + (A&B)	Good quality universal provision for all. <i>Good quality wave 1 teaching - £25270 TA support - £13728</i>	Maintaining ratios that ensure children have quality inputs as well as improved safeguarding and behaviour management	Class Provision Maps, lesson observations, Half termly Vulnerable Pupil PPMs	Head Teacher	Summer term 2021
Improved receptive and expressive vocabulary (B)	Targeted interventions run by trained support staff and class teachers. <i>Talk Boost Vocabulary Ninjas Whole Class Guided Reading Accelerated Reader</i>	Evidence of poor language proficiency and sophistication throughout school PP cohort.	Training for staff to ensure speech and language provision is tailored to the needs of the children. Effective use of Talk Boost and teachers to implement strategies taught in whole class scenarios.	SENDCO	Termly

Improved attainment for targeted vulnerable groups to narrow the gap (A)	<p>Targeted interventions run by trained support staff and class teachers.</p> <p><i>Talk Boost</i> <i>Spelling Detectives</i> <i>Numicon Intervention Programme (NIP)</i> <i>Breaking Barriers</i> <i>Fine Motor Skills</i> <i>Gross Motor Skills</i> <i>ILI</i> <i>NESSY - £324</i></p>	Identification of gaps in learning and increase in time allocated to the SENCO to ensure SEN are identified and provision is in place.	Targeted development plan for identified staff and which is supported by SLT. Half termly Vulnerable Pupils PPMs which highlight barriers to learning.	Head Teacher	Half termly
Improve reading attainment for identified group (A&B)	<p>Targeted small group/individual phonics intervention.</p> <p><i>Whole class guided reading.</i> <i>Individual/small group phonics intervention</i> <i>Targeted daily readers.</i></p>	Attainment monitored closely in target groups. Entry and exit data collected and monitored.	English Subject Leader to work closely with school staff to track progress and consistency of provision through half termly Vulnerable Pupils PPMs	KN/KR	Half termly
Total budgeted cost					£39322
ii. Targeted support					
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?
Improved outcomes for Y6 children in SATs (A&B)	Additional booster sessions during school day with Class Teacher which focus on pre-teaching of content and follow up where misconceptions are found.	Poor historic outcomes for PP cohort. Plugging gaps in learning to diminish the difference at individual and group level.	Increased support from experienced teacher with a proven track record of increasing SATs scores.	Head Teacher	July 2021

Improved readiness to learn and attitudes to learning for identified children. (D)	ELSA and nurture provision. <i>ELSA - £6879 PFSA Jigsaw - £1945</i>	Instances of children within PP needing support to manage emotions and attachment.	Ensure CPD plan training for staff, working alongside more experienced staff.	Head Teacher	July 2021 ELSA Provision Jigsaw Materials
Improve phonics scores for children in KS1 (A&B)	Additional booster sessions targeting individual children. <i>Phonic after-school club Phonic interventions</i>	Improvement in phonics attainment throughout KS1.	Daily targeted sessions for identified children	Year 1 teachers–trained support staff	End of each term and ongoing data analysis Phonics group

Total budgeted cost £8824

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?
Managed transition from home to school plus readiness to learn	Breakfast club.	Support for working families. Support children into school who may not get breakfast	Established staff and practice with strong community links	Head Teacher	Termly
Readiness to learn (D)	Provide uniform for identified children by asking for donations of uniform. Donations	Evidence of some children in school without access to uniform and knowledge of families indicates known difficulties.	Strong knowledge of families in school	Head Teacher	Based on need

Enriched curriculum that broadens children's life experiences and understanding of safety. (C)	<p>Subsidising residential trips. Organising educational visits. Access to music tuition. Staff CPD:</p> <p>THRIVE Geography - £70 GDS Maths STEM Oracy skills Speaking and Listening</p> <p>Purchase Chrome Books - £9960</p>	Children display limited life experience beyond own immediate locality.	Plan additional curriculum experiences to ensure relevant additionality	Head Teacher	Sept 2020
Increase parental involvement	<p>Increase parent subject knowledge and understanding.</p> <p><i>Teacher led workshops. Provide access to resources</i></p>	Children unable to receive appropriate level of support at home due to access to resources or parental knowledge and understanding.	Strong knowledge of families in school. Established staff and practice with strong community links	Head Teacher	Termly
Total budgeted cost					£10030

6. Review of expenditure

Previous Academic Year

2019-2020

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated 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
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<p>Improved ARE + (A&B)</p>	<p>Good quality universal provision for all.</p> <p><i>Good quality wave 1 teaching - £8538 TA support - £12971</i></p>	<p><i>Success criteria was not met in all areas due to the impact of the Covid 19 Lockdown in March 2019 and subsequent lockdown in January 2021.</i></p> <p><i>Autumn Term Data for KS1 shows that PPG children's results were at national.</i></p> <p><i>Autumn Term Data for KS2 Non-PPG was above national in maths, at national for SPAG but below national for reading and writing. Non-PPG results were at national.</i></p> <p><i>Results of Year 1 phonics screen in November 2020 show that results were above National for both PPG and Non-PPG children.</i></p>	<p>Continual CPD for teachers and support staff is vital to ensure all children are receiving good quality wave 1 teaching. This will continue to be a focus in 2020/2021</p>	<p><i>Good quality wave 1 teaching - £8538 TA support - £12971</i></p>
<p>Improved receptive and expressive vocabulary (B)</p>	<p>Purchase Talk Boost Materials for KS1 and KS2 + Training for all staff.</p> <p><i>Talk Boost - £967 Vocabulary Ninjas Whole Class Guided Reading</i></p>	<p><i>Interventions were impacted upon by the National Lockdown.</i></p>	<p>Whole class guided reading and vocabulary ninjas will be fully embedded in the whole school during 2020/2021. Accelerated Reader will also be purchased to support reading for PPG and Non-PPG.</p>	<p><i>Talk Boost - £967</i></p>

<p>Improved attainment for targeted vulnerable groups to narrow the gap (A)</p>	<p>Targeted interventions run by trained support staff and class teachers.</p> <p><i>Talk Boost Spelling Detectives Numicon Intervention Programme (NIP) Breaking Barriers Fine Motor Skills Gross Motor Skills ILI</i></p> <p>Resources - £246 (3D Printer and Numicon)</p>	<p><i>Interventions continued where possible while adhering to health and safety rules and regulations put in place due to COVID 19. However, they were impacted upon by the National Lockdown.</i></p>	<p>This provision will continue to be a focus in 2020/2021</p>	<p>Resources - £246 (3D Printer and Numicon)</p>
<p>Improve reading attainment for identified group (A&B)</p>	<p>Targeted small group/individual phonics intervention.</p> <p><i>Whole class guided reading. Individual/small group phonics intervention Targeted daily readers.</i></p>	<p><i>The national lockdown in March 2019 impacted reading. Children were unable to access vocabulary rich texts</i></p>	<p>This provision will continue to be a focus in 2020/2021</p>	
<p>Assessment and Attainment</p>	<p>Target Tracker – Web Based Tracker</p> <p>£665</p>	<p><i>To enable gaps to be easily identified allowing robust intervention to be implemented.</i></p>	<p>To be reviewed.</p>	<p>£665</p>

			Total Budget cost	£23387
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated 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
Improved outcomes for Y6 children in SATs (A&B)	Additional booster sessions with Class Teacher <i>Biscuit Club</i>	Success criteria was impacted upon by the national lockdown.	In the past, this has been a successful intervention and will continue throughout 2020/2021 to help prepare Year 6 children for their secondary school life.	
Improved readiness to learn and attitudes to learning for identified children. (D)	ELSA and nurture provision. <i>ELSA - £6549</i> <i>PFSA</i>	Success criteria met. The national lockdown impacted on the mental health of pupils and families, who were quickly identified and supported by our ELSA and PFSA.	This provision has been vital throughout 2019/2020. The need for ELSA and PFSA has increased due to COVID 19 restrictions and will continue to be a focus in 2020/2021.	<i>ELSA - £6549</i>
Improve phonics scores for children in KS1 (A&B)	Additional booster sessions targeting individual children. <i>Phonic after-school club</i> <i>Phonic interventions</i>	Success Criteria partially met. Results in Year 1 phonics screen were above national.	Phonic interventions for KS2 children were impacted upon by the national lockdown. This will continue to be a focus for 2020/2021	
			Total Cost	£6549
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated 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

Managed transition from home to school plus readiness to learn	Breakfast club	Success criteria not fully met due to lockdown.	This provision will continue to be a focus in 2020/2021	
Readiness to learn (D)	Provide uniform for identified children by asking for donations of uniform. Donations	Criteria met. Uniform donations were requested and responded to. Families were able to access uniform.	This is an on-going need and will continue to be provided for. This will be targeted to include donations of costumes for school productions and focus days.	
Enriched curriculum that broadens children's life experiences and understanding of safety. (C)	Subsidising residential trips. Organising educational visits. Life Education Enrichment Groups.	Success criteria not met due to Covid 19 health and safety restrictions. Creative curriculum and continued forest school provision enabled children to have access to enrichment experiences.	This provision will continue to be a focus in 2020/2021	
Increase parental involvement	Increased parent subject knowledge and understanding. <i>Teacher led workshops. Provide access to resources</i>	Criteria not fully met as workshops were prevented from going ahead due to the health and safety rules implemented during Covid 19 Lockdown	Consider alternative ways to support parents' knowledge and understanding through the use of leaflets, virtual meetings and recorded advice.	
			Total Cost	

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.mearevillageprimary.co.uk