



1. Summary information					
School	Meadow Vale Primary School				
Academic Year	2019/ 2020	Total PP budget	£140140	Date of most recent PP Review	July 2019
Total number of pupils	652	Number of pupils currently eligible for PP	92 (as of June 3 rd)	Date for next internal review of this strategy	

2. Current attainment		
	Pupils eligible for PP	Pupils not eligible for PP
% achieving in reading, writing and maths	35%	68%
% achieving expected level reading	50%	76%
% achieving expected level in writing	52%	71%
% achieving expected level in maths	55%	77%

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	Low starting point for children in Reception; oral language skills are lower for pupils eligible for PP than other pupils
B	Core skills in reading, writing and maths are lower for pupils eligible for PP than their peers
C	KS2 PP pupils are making less progress than their peers
External barriers (issues which also require action outside of school)	
D	Attendance/Lateness of some pupils eligible for PP is below the school's target

3. Desired Outcomes		
	Desired outcomes and how they will be measured	Success Criteria
A	To continue to improve the oral language skills for pupils in EYFS	Pupils eligible for PP make rapid progress from their starting points so that all pupils meet age-related expectations
B	To achieve higher rates of progress for pupils eligible for PP in reading, writing and maths	Gap in reading, writing and maths is in line with non-PP pupils
C	To improve the progress of KS2 pupils	Progress outcomes will be in line with non-PP pupils
D	To bring attendance of PP pupils in line with or better than their peers	Average attendance of PP pupils is above 95%. Pupils with low attendance show rates of improvement throughout the year

i. Quality of teaching for all						
Intended Outcome	Action	Rationale and Evidence	How will you ensure it is implemented well?	Staff Lead	Review Schedule	Cost
A. Improvements in the EYFS indoor and outdoor provision; enhanced opportunities for vocabulary development	Audit of EYFS resources to identify gaps in provision with a focus on language development	<p>Rationale: To identify gaps between targeted groups of pupils and create new opportunities for learning.</p> <p>Evidence: The EEF emphasise the importance of spoken language and verbal interaction for young children. Studies show a consistent communication and language approach show positive benefits for young children's learning.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/communication-and-language-approaches/</p>	<p>Learning walks will be conducted to review the language opportunities in EYFS.</p> <p>Rigorous monitoring of staff and evaluation of pupils' progress in all areas of development</p>	<p>EYFS Lead (when in post)</p> <p>Nursery and Reception class teachers and TAs</p> <p>The Leadership Team</p>	Review of the learning environment once every three weeks in the autumn term, moving to half-termly in the spring and summer term.	£15,000
<p>Evaluation</p> <ul style="list-style-type: none"> EYFS phase leader appointed in December 2019 Clear improvements in the EYFS area as evidenced in learning walks conducted by the Leadership Team and STEP Resources for nursery ordered February 2020, and in process of implementation across the nursery – longer term plan to relocate the Nursery Evidence of vocabulary being utilised more widely across the Early Years as evidenced in monitoring visits and learning walks ECAT training for staff as evidenced in performance management process; impact on pupils evidenced in PPMs Measurable improvements in the interactions of Early Years staff with pupils as evidenced in learning walks 						
<p>Next Steps</p> <ul style="list-style-type: none"> Further engagement with the Local Authority around sustained improvements in the quality of the Early Years environment, with a focus on communication and language approaches For leaders to consult with Early Years staff on further barriers for improvement around language and communication (training, resources, environment) 						
B. Higher number of pupils achieving expected and greater depth in writing at the end of KS1 and KS2	<p>Staff training on Talk4Writing and adoption of a consistent approach to the planning of writing across KS1 and KS2</p> <p>Continued investment in reading resources to provide high-quality text stimulus to drive writing forward</p> <p>Release teachers during writing times to support with the planning and editing process of writing and provide personalised feedback for pupils eligible for PP</p>	<p>Rationale: A whole school approach to aspects of Talk4Writing has seen improvements in KS1 outcomes (70% in 2018 → 76% in 2019) and KS2 outcomes (69% in 2018 → 71% in KS2)</p> <p>EYFS</p> <p>Targeted interventions to support pupils plan and edit their writing has proven to have a significant impact on pupils in Year 6.</p> <p>Evidence: Feedback and individual instruction are both approaches recommended by the EEF:</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/ and https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/</p>	<p>Half-termly pupil progress meetings and data analysis</p> <p>Learning walks by English and maths subject leads</p> <p>Intervention focus group feedback and discussions (based around release of teachers to lead specific interventions)</p>	<p>Class teachers and TAs</p> <p>English subject leader</p> <p>Phase Leaders</p> <p>Leadership Team</p>	Half termly	<p>£5,000 (Booster Sessions)</p> <p>£6,000 (Third Space Learning)</p> <p>£12,000 (reading materials and staff training)</p> <p>£8,000 (Mighty Writer)</p> <p>Release teaching staff to provide intervention and pre-teach (£26,000)</p> <p>Voice 21 Oracy Training (£2,000)</p>

<p>Higher number of pupils achieving expected and greater depth in reading at the end of KS1 and KS2</p> <p>Higher number of pupils achieving expected and greater depth maths at the end of KS1 and KS2</p>	<p>Staff training on PM benchmarking to ensure a consistent approach to assessing children's reading skills</p> <p>Investment in the library to ensure that children are exposed to high-quality texts outside of their reading scheme book</p> <p>Teachers and TAs to continue with a consistent approach to guided reading, providing opportunities for exposure to high-quality texts</p> <p>Training and embedding White Rose maths across KS1 and KS2.</p> <p>Third Space Learning booster sessions (1:1 maths tuition)</p> <p>Release teachers to support interventions on core mathematical skills and provide personalised feedback to pupils eligible for PP</p>	<p>Rationale: Reading results for KS1 have improved (70% in 2018 → 80% in 2019) And KS2 results have been on an upward trend since 2016. Investment in a schematic reading programme was needed across KS1 and KS2 and PM benchmarking will support a consistent approach to reading.</p> <p>Evidence: Having a consistent approach to reading comprehension strategies has a significant impact according to the EEF: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</p> <p>Rationale: Whilst maths results are improving in KS2 (2017: 64% → 2018: 71%) and in KS1 they have remained largely the same (2018: 84% → 2019: 83%), we are yet to fully embed White Rose as a teaching and assessment tool.</p> <p>Evidence: Feedback and individual instruction are both approaches recommended by the EEF: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/ and https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/</p>				
--	---	---	--	--	--	--

Evaluation

- Staff training sessions on Talk4Writing and Mighty Writer evidenced in the monitoring schedule and sustained improvements in the quality of writing evident in pupil's books across a range of year groups
- Staff have been released from certain sessions to increase their capacity to deliver key interventions to disadvantaged pupils; evidence in books shows sustained improvements from pupils starting points
- Staff report favourably on the ability to deliver these interventions; however, it can cause some issues with timetabling and the Leadership Team will review whether this should be prioritised for certain year groups
- Staff have been rigorously trained on delivering PM benchmarking and this is evidenced in the largely consistent levelling of pupils reading abilities. It is recognised, however, that there are some issues around consistency, particularly when transitioning between year groups and time will therefore be allocated to ensure this is as transparent and robust as is possible.
- A further investment in reading books has been made across the school to ensure that there is a sufficient range of banded books and furniture across all year groups. This is an ongoing investment and will be regularly reviewed with staff
- The leadership team will be composing a bid to support the further improvement of the library. This is scheduled for the summer term 2020
- Staff have received CPD and support from leaders around developing reading, as evidenced in the monitoring schedule and standards team meetings. This has led to staff at all levels challenging the current format of guided reading across all phases to ensure it meets the needs of leaders. Evidence in guided reading books show consistent, high-expectations for disadvantaged pupils and access to reading materials that are above pupils' pay grade.
- White Rose is embedded across the entire school. Leaders recognise the work of the maths standards lead in ensuring this consistent approach to the delivery of a clear maths curriculum.
- Booster sessions are in place from Third Space Learning and feedback from teachers recognises the quality of these sessions. Pupils respond positively to the sessions and engage fully in sessions.

Next Steps

- Appointment of an English Standards lead to ensure the consistent approach to reading and writing across the school is embedded and sustained
- For capacity to discuss PM benchmarking transitions to be arranged
- TO regularly audit reading books and ensure they are engaging, fit for purpose and wide-ranging
- To gain pupil feedback from Third Space learning and ensure more disadvantaged pupils can access this resource, especially in LKS2

Improve progress in reading, writing and maths in KS2	<p>Third Space Learning booster sessions (1:1 maths tuition)</p> <p>Morning and afternoon booster sessions for Year 6 during spring term until SATs</p> <p>Release teaching staff to support core interventions across reading, writing and maths</p>	<p>Rationale: Progress from KS1 to KS2 needs a clearer focus, with more precise identification of pupils at risk of not making expected progress, or pupils at risk of not achieving combined expected.</p> <p>Evidence: Evidence: Feedback and individual instruction are both approaches recommended by the EEF:</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/ and https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/</p> <p>Third Space Learning is a proven intervention – in-school evidence is yet to be available as the intervention is new to the school.</p>	<p>Learning walks conducted by phase leader and the leadership team</p> <p>Feedback from intervention focus group</p> <p>Regular review of Third Space Learning for impact</p>	<p>Year 6 class teachers and TAs</p> <p>Year 5/6 phase leader</p> <p>Leadership team</p> <p>Maths lead</p> <p>English lead</p>	Half termly	See above.
---	---	--	--	--	-------------	------------

Evaluation

- Third Space booster sessions are in place from Third Space Learning and feedback from teachers recognises the quality of these sessions. Pupils respond positively to the sessions and engage fully in sessions.
- School closure prevented the impact of booster sessions for SATs pupils to be effectively evaluated
- Staff have been released from certain sessions to increase their capacity to deliver key interventions to disadvantaged pupils; evidence in books shows sustained improvements from pupils starting points
- Staff report favourably on the ability to deliver these interventions; however, it can cause some issues with timetabling and the Leadership Team will review whether this should be prioritised for certain year groups

Next Steps

- To discuss booster sessions with Year 5 and 6 staff in relation to when they may need to begin as a result of school closure in spring and summer term 2020

Improve the quality of teaching and learning across all phases	<p>Training opportunities to be provided for all teachers appropriate to their subject lead area</p> <p>Voice 21 training for two lead members of staff</p> <p>Training in Cognitive Load Theory</p> <p>Utilise SLE for English to deliver training on the teaching of writing</p>	<p>Rationale: To expose pupils to high-quality, effective teaching at all times and, where possible, ensure that interventions are planned and led by class teachers.</p> <p>Evidence: Evidence suggests that disadvantaged pupils who exposed to high-quality teaching will make 14 months' progress in an academic year.</p>	<p>A clearly planned and structured monitoring schedule, outlining the key training opportunities for all staff</p> <p>Providing distributed responsibility for training opportunities. For example, phase leaders training TAs on effective support methods</p>	<p>The leadership team</p> <p>Phase leaders</p> <p>English SLE</p>	Weekly during leadership meetings	£5,000 for staff training (both internal and external) and resources
--	--	--	--	--	-----------------------------------	--

Evaluation

- Staff have delivered training appropriate to their subject area as evidenced in the monitoring schedule
- Training in Cognitive Load Theory has not happened for all staff, but there have been continual reflections on this through learning walks and standards meeting

Next Steps

- Impact of Voice 21 is beginning to be evidenced across the school. Peer observations of oracy have provided leaders with positive feedback. Evidence of the impact of oracy on disadvantaged learners evidenced in governor learning walks and STEP visits
- Discrete oracy outcomes through an embedded oracy curriculum will continue to be a focus in the new strategy

Intended Outcome	Action	Rationale and Evidence	How will you ensure it is implemented well?	Staff Lead	Review Schedule	
Higher rates of progress in reading, writing and maths across KS1 for pupils eligible for PP	Release teaching staff to support core interventions across reading, writing and maths Small group phonics teaching	Clear evidence that small group teaching is required to support pupils eligible for PP as they are significantly behind their peers from their starting points	Learning walks conducted by phase leader and the leadership team Feedback from intervention focus group	Year 1 and 2 phase leader English lead Maths lead Leadership team	Half termly	£1500 for phonics resources

Evaluation

Teaching staff have been given increased capacity to deliver interventions to pupils in KS1. Outcomes for disadvantaged pupils are in line with their peers across Year 2 and there has been improved pupil progress for disadvantaged pupils in Year 1 (Autumn outcomes 38% → Spring outcomes 57%)

Next Steps

For leaders to evaluate the impact of phonics groups as outcomes for disadvantaged pupils currently stands at 50%. Outcomes for all pupils is 84%.

Improve the progress for pupils eligible for PP in reading, writing and maths at the end of Year 6	Third Space Learning booster sessions (1:1 maths tuition) Morning and afternoon booster sessions for Year 6 during spring term until SATs Release teaching staff to support core interventions across reading, writing and maths	Rationale: Progress from KS1 to KS2 needs a clearer focus, with more precise identification of pupils at risk of not making expected progress, or pupils at risk of not achieving combined expected. Evidence: Evidence: Feedback and individual instruction are both approaches recommended by the EEF: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/ and https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/ Third Space Learning is a proven intervention – in-school evidence is yet to be available as the intervention is new to the school.	Learning walks conducted by phase leader and the leadership team Feedback from intervention focus group Regular review of Third Space Learning for impact	Year 6 class teachers and TAs Year 5/6 phase leader Leadership team Maths lead English lead	Half termly	
--	--	---	---	---	-------------	--

Evaluation

- Outcomes for disadvantaged pupils in Year 6 were on track to be broadly in line with their peers (based on spring data):

Reading

Cohort Target	Spring Update	Cohort Outcome	Pupil Premium Predictions Autumn	Pupil Premium Predictions Spring	Pupil Premium Outcomes	Gap (from update)
79%	74%		68%	70%		-4%
Cohort Target 2018/19		Cohort Outcome 2018/19			Pupil Premium Outcomes 2018/19	Gap 2018/19
83%		76%			58%	-18%

Writing

Cohort Target	Spring Update	Cohort Outcome	Pupil Premium Predictions Autumn	Pupil Premium Predictions Spring	Pupil Premium Outcomes	Gap (from update)
78%	57%		68%	65%		+8%
Cohort Target 2018/19		Cohort Outcome 2018/19			Pupil Premium Outcomes 2018/19	Gap 2018/19
76%		71%			58%	-13%

Maths

Cohort Target	Spring Update	Cohort Outcome	Pupil Premium Predictions Autumn	Pupil Premium Predictions Spring	Pupil Premium Outcomes	Gap (from update)
83%	71%		71%	75%		+4%
Cohort Target 2018/19		Cohort Outcome 2018/19			Pupil Premium Outcomes 2018/19	Gap 2018/19
80%		77%			58%	-19%

Combined						
Cohort Target	Spring Update	Cohort Outcome	Pupil Premium Predictions Autumn	Pupil Premium Predictions Spring	Pupil Premium Outcomes	Gap
73%	54%		61%	58%		+4%
Cohort Target 2018/19		Cohort Outcome 2018/19			Pupil Premium Outcomes 2018/19	Gap 2018/19
		66%			42%	-24%

Next Steps

To reflect on what has been particularly effective for this cohort and ensure that transition from Year 5 to 6 enables teaching and support staff to correctly identify support needed for pupils, particularly in reading and maths as this is where the gap is wider for disadvantaged pupils in Year 5.

Intended Outcome	Action	Rationale and Evidence	How will you ensure it is implemented well?	Staff Lead	Review Schedule	
Curriculum Enrichment	Provide children with a wide range of enrichment and enhancement opportunities that are linked into their curriculum: Theatre visits; Oracy projects; 3M challenge; educational visits; links with secondary schools; visits from local businesses and external educators	Rationale: To create opportunities and experiences that engage and excite our children. Pupils self-confidence will increase when they learn and apply new skills. Evidence: Data from pupil survey and pupil voice	Enjoyment of activities Pupils growing in confidence and developing new skills Views and support of parents	Class teachers External teaching providers Leadership team	Half-termly	£25,000 for curriculum enrichment £20,000 for nurture support £10,000 for PEF

Evaluation

- Leaders have empowered staff to critically analyse their curriculum offers to ensure a range of opportunities are available to all pupils and that disadvantaged pupils, where appropriate, are given priority for extra-curricular opportunities.

Next Steps

- To collect data from existing pupils when it is safe to do so to analyse their judgement of the enrichment and enhancement opportunities
- To engage with the services of Lets Localise

Extended Services	Action	Rationale and Evidence	How will you ensure it is implemented well?	Staff Lead	Review Schedule	
	Provide children with a range of before, during and after-school clubs run by external staff and school staff.	Pupils enjoy taking part in a wide-range of activities, developing new skills and growing confidence which is reflected in lessons and in a large number of performances/sporting events when they represented the school.	Evaluate success of the activities using pupil voice and pupil surveys	Class teachers External club providers Leadership team	Half-termly	See above.

Evaluation

Leaders have actively sought out a range of extra-curricular offers from external providers to ensure a greater range of opportunities for disadvantaged pupils.

Next Steps

To sustain these providers in the next academic year and increase the number of disadvantaged pupils attending over time

Total Costings	
	£135,500 -(£4,610)

