

Pupil premium strategy statement: Menston Primary School

1. Summary information					
School	Menston Primary School				
Academic Year	2018/19	Total PP budget	£23,300	Date of most recent PP Review	September 2018
Total number of pupils	421	Number of pupils eligible for PP	13	Date for next internal review of this strategy	September 2019

2. 2017 attainment outcomes			
	<i>Pupils eligible for PP (Menston)</i>	<i>Pupils <u>not</u> eligible for PP (Menston)</i>	<i>Pupils <u>not</u> eligible for PP (national average)</i>
% achieving the national standard at the end of Key Stage 1 in reading	67% (2 out of 3 pupils)	81%	78%
% achieving the national standard at the end of Key Stage 1 in writing	33% (1 out of 3 pupils)	77%	70%
% achieving the national standard at the end of Key Stage 1 in maths	33% (1 out of 3 pupils)	85%	77%
% achieving the national standard at the end of Key Stage 2 in reading, writing and maths (combined)	100% (4 out of 4 pupils)	72%	67%

3. Barriers to future attainment (for pupils eligible for PP funding)	
<p>Pupils at risk of not achieving the same outcomes as pupils not eligible for the PP funding. Risk of poor attendance - missing quality first teaching and bespoke catch up interventions. Risk of low/ non-engagement in enrichment activities e.g. extra-curricular clubs and opportunities. Risk of low self-esteem.</p>	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Pupils eligible for PP grant are more likely to enter school with lower baselines than their peers in the core subjects of reading, writing and maths
B.	The % of pupils eligible for PP grant also have identified Special Educational Needs (38%) is significantly higher than the % of SEN pupils in the non-PP cohort (8%)
C.	Diminishing the difference between the attainment of pupils eligible for the PP grant and those not eligible (in school and nationally) at the end of KS2
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Low attendance rates for some pupils eligible for PP grant (below the school's target for all children of 97%). This impacts on their attainment and progress.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Accurate baseline assessments lead to early implementation of catch up programmes, including one-to-one programmes which have measurable impact (Precision Teaching, Alphabet Arc, Catch Up Literacy and Maths, Multisensory Approaches to Learning). Where appropriate, age-standardised screening checks are undertaken at the baseline assessment stage and at different points to measure impact.	All non-SEN pupils eligible for PP meet age related expectations in phonics at the end of Y1 and all non-SEN pupils eligible for PP meet at least age related expectations at the end of KS1 and KS2.
B.	Pupils eligible for PP grant, who also have identified SEN, are given the highest priority for catch up programmes. Class teachers ensure that their quality first teaching (QFT) includes mastery approaches and metacognition. Through Pupil Progress Meetings, teachers can demonstrate the impact of their QFT on pupil attainment and progress.	SEN pupils eligible for PP make sustained progress in their areas of identified need because of quality first teaching and personalised catch up programmes delivered by trained staff.
C.	Maintain good outcomes for pupils in KS2 so as any pupils that leave KS1 at the nationally expected level achieve at least expected levels every year. Improve outcomes for some pupils in KS2 so as any pupils (without cognition & learning needs) that leave KS1 below the nationally expected level make rapid progress and achieve expected levels by the end of KS2.	Pupils eligible for the PP grant achieve in line with their peers both in school and nationally at the end of KS2.
D.	Senior leaders and Parental Involvement Worker (PIW) work closely with families of pupils who are at risk of low attendance. Where needed, bespoke support programmes are put into place. Barriers to accessing extra-curricular provision and curriculum enrichment opportunities are minimised.	Attendance for pupils eligible for PP funding is in line with school target of 97%.

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?
<p>A. Accurate baseline assessments lead to early implementation of catch up programmes, including one-to-one programmes, which have measurable impact.</p> <p>Where appropriate, age-standardised screening checks are undertaken at the baseline assessment stage and at different points to measure impact.</p>	<p>Teachers use Bradford and school's baseline assessment toolkits and age-standardised assessment toolkits to identify any children who are not in line with the 'typical' attainment standard as they enter and move through school. Teachers use the outcomes of these assessments to identify pupils' starting points for bespoke catch-up programmes. Train TAs in catch up programmes, which have proven positive outcomes (including Precision Teaching, Alphabet Arc, Catch Up Literacy and Maths, Multisensory Approaches to Learning). TA timetables allocate 'protected' time for 1:1 catch up programmes.</p>	<p>Education Endowment Foundation research projects have found that one-to-one tuition, including programmes such as the ones that are listed, found average impact of between three and five months' additional progress.</p> <p>One-to-one catch up programmes, which are tailored to individual pupil's needs are more effective than group interventions.</p>	<p>Regular monitoring of individual Case Study trackers and Provision Maps.</p> <p>Monitoring of tracking records from bespoke catch up programmes.</p> <p>Monitoring of ongoing pupil assessment data.</p> <p>Monitoring of pupil work.</p> <p>Termly Pupil Progress Meetings.</p>	<p>Head Deputy Teachers</p>	<p>Every term through Pupil Progress Meetings</p>
<p>B. Class teachers ensure that their quality first teaching (QFT) is increasingly based upon mastery approaches and metacognition. Through Pupil Progress Meetings, teachers can demonstrate the impact of their QFT on pupil attainment and progress, with a focus on those children who are eligible for the PP grant.</p>	<p>High quality in-house CPD on metacognition approaches, delivered by an external consultant. Further teacher training in the development of mastery approaches to teaching and learning, where pupils are given effective scaffolds and move through concrete to pictorial to abstract at an appropriate pace.</p>	<p>Education Endowment Foundation research projects have found that 'Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress'. EEF research also shows that, where it is implemented effectively, mastery approaches can lead to up to five months progress. We want to train staff in practices to provide the highest possible pupil engagement so as all children develop the skills to become self-motivated learners. Pupils eligible for PP funding will benefit from the structured mastery approach, improved access to practical resources, improved learning environments and working within different team structures.</p>	<p>Long-term in-house CPD, which focuses on metacognition and mastery approaches, through the Outstanding Teacher Programme.</p> <p>Development of teaching sequences for writing which are highly structured and scaffolded, so that all pupils, including those pupils eligible for the PP grant who also have SEN, can produce writing across a range of genres at the expected standard.</p>	<p>Head Deputy</p>	<p>Every term through Pupil Progress Meetings</p>
Total budgeted cost					£7,000

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?
A. Improved attendance for those children who fall below the school and national target.	Parental Involvement Worker and SLT work with families to improve attendance rates through attendance rewards and other strategies. Involvement of Education Social Worker where needed.	Some children fall behind their peers from an early age. Every missed session is a missed opportunity for quality first teaching and access to catch up programmes. Our internal data shows that some children eligible for the PP grant are particularly vulnerable to low attendance.	PIW and SLT monitor attendance. SLT and class teachers review impact of attendance on learning through Pupil Progress reviews.	Head Deputy PIW	Every half term
B. Pupils eligible for PP grant, who also have identified SEN, are given the highest priority for catch up programmes.	TAs are trained to deliver catch up programmes, which have proven positive outcomes (including Precision Teaching, Alphabet Arc, Catch Up Literacy and Maths, Multisensory Approaches to Learning). TA timetables allocate 'protected' time for 1:1 catch up programmes, where pupils who are eligible for the PP grant and also have SEN are given the highest priority. Procure relevant and timely professional assessment and provision for pupils eligible for the PP grant who also have identified Special Educational Needs through traded services.	Education Endowment Foundation research projects have found that one-to-one tuition, including programmes such as the ones that are listed, found average impact of between three and five months' additional progress. One-to-one catch up programmes, which are tailored to individual pupil's needs are more effective than group interventions. Pupils eligible for the PP grant who also have SEN are more likely to come to school every day if they are highly engaged in these one-to-one programmes. 37% of our pupils eligible for the PP grant also have identified cognition & learning needs. As all Bradford professional SEN services are now traded and have to be paid for from school budget, the allocation of the PP grant to purchase professional SEN services, whether they are from Bradford or from private consultants, will ensure that these pupils are getting provision which is tailored to their individual needs.	SENCo to manage CPD access and monitor impact of programme delivery. SENCo to keep up to date with relevant catch up programmes and oversee the effective implementation of these in school.	Class teachers Deputy/ SENCo	Half termly SEN review meetings between class teachers and parents. Every term through Pupil Progress Meetings
Total budgeted cost					£9,000
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?
A. Full engagement in all aspects of school and the curriculum.	Pastoral support for families, including families of children eligible for the PP grant, for educational (including residential) visits. This may include financial assistance where	Inclusion: Pupils should have full access to all curriculum opportunities, including off site and extra-curricular experiences. Pupils who miss these opportunities not	PIW manages this in consultation with SLT.	PIW	ongoing

	needed. Monitoring of pupil engagement in extra-curricular offer.	only miss vital learning experiences, but cannot fully engage in the related school-based learning.			
B. Raised self-esteem and full engagement in all aspects of school.	Mentors meet weekly 1:1 with pupils to celebrate achievements share information about events/ opportunities in school (e.g. extra-curricular clubs, special events). Inclusion in the Jenby's Mental Health project as appropriate to equip pupils with strategies for managing their emotions, including anxiety and low mood.	Positive impact on self-esteem, leading to increased attendance and increased engagement in the wider school offer. This has been shown to have a positive impact on attendance for some children eligible for the PP grant funding. Improved mental wellbeing and equipped with strategies to manage emotions.	SLT maintain an overview of the Mentor programme and Jenby's programme. SLT ensure that mentors and Jenby's facilitators are directed to work with the right children at the right time.	Head Deputy	ongoing
C. Real life application of basic reading, writing and maths skills through meaningful life experiences	Regular sessions where children are supported to embed basic English and maths skills whilst also developing life skills such as writing shopping lists, going shopping, handling money and cooking.	Practical application of basic English and maths skills in real life contexts will enable children to apply their learning through purposeful experiences.	Designate an experienced TA to lead this project. Limit the number of children in the group so that it has maximum impact. Ensure that the staff leading the group liaise closely with class teachers to ensure that the appropriate basic skills are being embedded.	Deputy/ SENCO	termly
Total budgeted cost					£7,300

6. Review of expenditure 2017/18

Previous Academic Year

£29,600

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Impact	Lessons learned (and whether you will continue with this approach)	Cost
<p>A. Accurate baseline assessments lead to early implementation of catch up programmes, including one-to-one programmes, which have measurable impact. Where appropriate, age-standardised screening checks are undertaken at the baseline assessment stage and at different points to measure impact.</p>	<p>Teachers use Bradford and school's baseline assessment toolkits to identify any children who are not in line with the 'typical' attainment standard as they enter and move through school. Teachers use the outcomes of these assessments to identify pupils' starting points for bespoke catch-up programmes. Train TAs in catch up programmes, which have proven positive outcomes (including Precision Teaching, Alphabet Arc, Catch Up Literacy and Maths, Multisensory Approaches to Learning). TA timetables allocate 'protected' time for 1:1 catch up programmes.</p>	<p>With very small number of pupils eligible for the PP grant in each year group, each child is worth a higher %, so data cannot tell the full story.</p> <p>At the end of KS1, one of the three children achieved the national standard in reading, writing and maths. The two pupils who didn't achieve the national standard in writing and maths both have identified cognition and learning needs and are included in our SEN provision. These two pupils accessed Precision Teaching throughout Y2 and are a priority for Catch Up Numeracy and IDL as they move into Y3.</p> <p>In years 3, 4 and 5, 75% of children eligible for the Pupil Premium Grant achieved the expected standard in reading and 88% in maths. Three of the eight children achieved the expected standard in writing; this can be explained by the stringent moderation which we put into place across the whole school in the summer term, where all year groups were subject to the same scrutiny as our external moderation in Y6. This stringent moderation has enabled us to identify the grammar, punctuation and spelling objectives which were not fully embedded; one of our main school priorities for the academic year 2018 19.</p> <p>At the end of KS2, all children eligible for the Pupil Premium grant achieved the expected standard in reading, writing and maths. At the beginning of Y6, one of these pupils was not on track to achieve the expected standard in reading and maths. The impact of high quality classroom provision, supported by bespoke catch up and booster sessions enabled this pupil to leave primary school 'next phase ready' along with their peers.</p>	<p>A high proportion of pupils eligible for the Pupil Premium Grant have identified cognition and learning needs (31% 2017/18 and 38% 2018/19) compared with pupils not eligible for the grant (8%). These pupils are given the highest priority for 1:1 catch up programmes that are recommended by the Education Endowment Foundation (EEF). However, we need to be mindful that some children's cognition needs are so significant that, despite being provided access to these programmes, they may not achieve the national standard.</p> <p>Careful monitoring of the impact of programmes shows that, whilst the children access their 1:1 sessions, they make incremental steps of progress. However, a gap in education due to family holiday, school holidays or other absence or can impact negatively on outcomes. Going forward, we need to engage parents more fully in the programmes, providing them with materials and activities to carry out at home. These materials and activities need to support children to embed and synthesise their learning.</p> <p>Going forward, we will increase the use of age-standardised assessments as a baseline and impact measuring tool. This will help us to measure progress and to measure the impact of the programme. We will introduce the IDL (Indirect Dyslexia Learning) programme. Children who use the IDL programme make an average of 10 months' progress after 26 hours of use. This programme can be used at school and at home, increasing parent engagement in supporting their child's</p>	<p>£12,500</p>

<p>B. Class teachers ensure that their quality first teaching (QFT) is increasingly based upon mastery approaches and metacognition. Through Pupil Progress Meetings, teachers can demonstrate the impact of their QFT on pupil attainment and progress, with a focus on those children who are eligible for the PP grant.</p>	<p>High quality in-house CPD on metacognition approaches, delivered by an external consultant. Further teacher training in the development of mastery approaches to teaching and learning, where pupils are given effective scaffolds and move through concrete to pictorial to abstract at an appropriate pace.</p>	<p>The school have been successful in developing and implementing a mastery approach in mathematics. This has been supported by the introduction of a peer-coaching model in mathematics.</p> <p>Outcomes in maths in KS2 were strong, with 92% of pupils in Y3, 98% in Y4, 93% in Y5 and 95% in Y6 achieving the national standard. Overall in KS2, 92% of pupils eligible for the Pupil Premium Grant achieved the expected standard. The one pupil who didn't achieve the expected standard has cognition and learning needs and has been assessed as working two to three years below their chronological age.</p>	<p>We need to further develop learning to learn/ metacognition approaches in recognition of research which states that 'The potential impact of these approaches is very high, but can be difficult to achieve as they require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. It is possible to support pupils' work too much, so that they do not learn to monitor and manage their own learning but come to rely on the prompts and support from the teacher. "Scaffolding" provides a useful metaphor: a teacher would provide support when first introducing a pupil to a concept, then reduce the support to ensure that the pupil continues to manage their learning autonomously.</p>	
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ii. Targeted support

Desired outcome	Chosen action/approach	Impact	Lessons learned (and whether you will continue with this approach)	Cost
<p>A. Improved attendance for those children who fall below the school and national target.</p>	<p>Parental Involvement Worker and SLT work with families to improve attendance rates through attendance rewards and other strategies. Involvement of CAF enabler where needed.</p>	<p>Targeted work with some families has seen a continued improvement in the attendance of pupils eligible for the Pupil Premium Grant. In the academic year 2017/18, 56% of this group of pupils achieved the school's desired attendance of 97% compared with 35% in 2016/17 and 32% in 2015/16.</p>	<p>Early conversations with parents about the impact of low attendance, combined with personalised celebration of high attendance has had a positive impact. Continue this approach.</p>	<p>£11,000</p>

<p>B. Pupils eligible for PP grant, who also have identified SEN, are given the highest priority for catch up programmes which have a proven track record of narrowing gaps.</p>	<p>TAs are trained to deliver catch up programmes, which have proven positive outcomes (including Precision Teaching, Alphabet Arc, Catch Up Literacy and Numeracy, Multisensory Approaches to Learning). TA timetables allocate 'protected' time for 1:1 catch up programmes, where pupils who are eligible for the PP grant and also have SEN are given the highest priority.</p>	<p>Measurable, incremental acquisition of basic skills through Precision Teaching, Catch Up Literacy and Catch Up Numeracy, as well as 'same day intervention' and bespoke intervention which was responsive to gaps highlighted in lessons.</p> <p>Positive progress of some pupils who were not on track to achieve the expected standard and who subsequently achieved this. Whilst some pupils still didn't achieve the national standard, they all made measurable steps of progress and narrowed gaps. Evidence in Precision Teaching records, Catch Up programme records and in end of year outcomes.</p>	<p>Greater use of age-standardised tests will give an accurate baseline from which progress is easier to track. Continue to prioritise pupils eligible for PP grant who also have identified SEN for Catch Up Literacy, Catch Up Numeracy and IDL – particularly in Lower Key Stage 2.</p> <p>A high proportion of pupils eligible for the Pupil Premium Grant have identified cognition and learning needs (31% 2017/18 and 38% 2018/19) compared with pupils not eligible for the grant (8%). These pupils will continue to be given the highest priority for 1:1 catch up programmes that are recommended by the Education Endowment Foundation (EEF).</p> <p>We need to be mindful that, whilst we will do everything that we can to narrow gaps, four out of the five children in this group have cognition and learning needs which will impact on the effect and outcome of any intervention programmes. We must not overload these children cognitively and must accept that a child who is working more than two years below their chronological age because of their cognition and learning needs is unlikely to catch up to reach the national standard. We can, however, work to equip these children with self-help toolkits which will enable them to increase their independence in accessing the curriculum.</p>
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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
A. Full engagement in all aspects of school and the curriculum.	Pastoral support for families, including families of children eligible for the PP grant, for educational (including residential) visits. This may include financial assistance where needed. Monitoring of pupil engagement in extra-curricular offer.	Positive impact on self-esteem, leading to increased attendance and increased engagement in the wider school offer. Inclusion: Pupils had full access to all curriculum opportunities, including off site and extra-curricular experiences.	This had a positive impact on attendance and engagement for some children. Continue and extend this approach.	£6,100
B. Raised self-esteem and full engagement in all aspects of school.	Mentors meet weekly 1:1 with pupils to celebrate achievements share information about events/ opportunities in school (e.g. extra-curricular clubs, special events)	Positive impact on self-esteem, leading to increased attendance and increased engagement in the wider school offer. Positive impact on attendance for some children eligible for the PP grant funding.	Continue this approach.	

7. Additional detail

Ofsted Inspection Report from February 2014 states that:

'The school has used its pupil premium funding very effectively. Staff have worked with pupils and their families, sometimes providing a mentor to act as an 'adult friend or supporter' for each individual, so that pupils feel valued and very well looked after in school. As a result, the attendance and achievement of these pupils have improved. Among current pupils there is no significant difference between the progress they make and that of other pupils. In some cases these pupils are making better progress than others'.

Ofsted Inspection Report from April 2018 states that:

Systems to check on the progress of pupils in all year groups have improved since the last inspection. As a result, you are able to quickly identify any pupils at risk of underachievement.