

# Pupil premium strategy statement: Menston Primary School

1. Summary information					
<b>School</b>	Menston Primary School				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£22,190	<b>Date of most recent PP Review</b>	November 2019
<b>Total number of pupils</b>	422	<b>Number of pupils eligible for PP</b>	16	<b>Date for next internal review of this strategy</b>	November 2020

2. 2019 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>
<b>% achieving the national standard at the end of Key Stage 1 in reading</b>	0% (0 out of 1 pupil)	82%	78%
<b>% achieving the national standard at the end of Key Stage 1 in writing</b>	0% (0 out of 1 pupil)	76%	73%
<b>% achieving the national standard at the end of Key Stage 1 in maths</b>	0% (0 out of 1 pupil)	84%	79%
<b>% achieving the national standard at the end of Key Stage 2 in reading, writing and maths (combined)</b>	100% (2 out of 2 pupils)	80%	71%

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)	
<b>A.</b>	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>B.</b>	The % of pupils eligible for PP grant also have identified Special Educational Needs (44%) is significantly higher than the % of SEN pupils in the non-PP cohort (9%)
<b>C.</b>	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)	
<b>D.</b>	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>
<b>A.</b>	<p>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).</p> <p>Where appropriate, age-standardised screening checks are undertaken at the baseline assessment stage and at different points to measure impact.</p>	<p>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.</p>
<b>B.</b>	<p>Pupils eligible for PP grant, who also have identified SEN, are given the highest priority for catch up programmes. The school uses the Pupil Premium Grant where appropriate to buy in professional SEN services. 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.</p>	<p>SEN pupils eligible for PP make sustained progress in their areas of identified need because of accurate identification of need and implementation of recommendations from professional reports. Quality first teaching and personalised catch up programmes delivered by trained staff using appropriate resources.</p>
<b>C.</b>	<p>Maintain good outcomes for pupils in KS2 so as any pupils that leave KS1 at the nationally expected level achieve <b>at least</b> expected levels every year.</p> <p>Improve outcomes for some pupils in KS2 so as any pupils (without cognition &amp; learning needs) that leave KS1 below the nationally expected level make rapid progress and achieve expected levels by the end of KS2.</p>	<p>Pupils eligible for the PP grant achieve in line with their peers both in school and nationally at the end of KS2.</p>
<b>D.</b>	<p>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.</p>	<p>Attendance for pupils eligible for PP funding is in line with school target of 97%.</p>

## 5. Planned expenditure

Academic year

2019/20

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. Continue to train TAs in catch up programmes, which have proven positive outcomes (including Precision Teaching, Alphabet Arc, Catch Up Literacy and Numeracy). 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>Pupil Progress Meetings.</p>	<p>Teachers monitor impact of bespoke catch up programmes and report to SLT at Pupil Progress meetings.</p>	<p>Through Pupil Progress Meetings</p>
<p>B. Class teachers ensure that their quality first teaching (QFT) is based upon recommendations from Bradford SEN 'best endeavours' guidance.</p> <p>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>Teacher training in the effective implementation of QFT approaches which are recommended by Bradford SEN team. Additional teacher/ TA time given to support children with identified needs within classroom provision.</p>	<p>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 and independent learners. Pupils eligible for PP funding will benefit from QFT recommendations which will lead to greater levels of independence and improved curriculum access.</p>	<p>Staff training on QFT approaches – bought in through Bradford SEN training offer.</p>	<p>Deputy/ SENCo to co-ordinate training. Teachers monitor impact of their QFT and report to SLT at Pupil Progress meetings.</p>	<p>Through Pupil Progress Meetings</p>
<b>Total budgeted cost</b>					£7690

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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	PIW generates half-termly attendance reports. These are shared with the Head teacher and action plans are created and implemented where needed.
B. Pupils eligible for PP grant, who also have identified SEN, are given the highest priority for catch up programmes.	The school uses the Pupil Premium Grant where appropriate to buy in professional SEN services. Accurate analysis of pupils' precise learning needs leads to tailored provision. TAs who work closely with PP pupils are trained to deliver recommended provision such as Speech & Language programmes, programmes which improve working memory and programmes which support specific needs such as dyslexia. All 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 Bradford SEN traded services.	Precise and accurate assessment of children's needs will lead to recommendations for bespoke learning programmes which are tailored to individual children's starting points. TAs that are trained to deliver specific programmes will have greater impact than programmes that are delivered by untrained staff. 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 one-to-one programmes. 44% of our pupils eligible for the PP grant also have identified cognition & learning needs. The allocation of the PP grant to purchase professional SEN services from a private consultant in the previous academic year ensured that pupils eligible for the grant who also had identified cognition & learning needs undertook accurate assessments of their precise needs and that provision was tailored to their needs.	SENCo to manage procurement of professional services and facilitate relevant CPD. Class teachers implement recommendations from bespoke reports and monitor impact of catch up 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	Termly SEN review meetings between class teachers and parents. Class teachers report on impact of recommended provision through Pupil Progress Meetings.
<b>Total budgeted cost</b>					£7,500

### 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 needed. Monitoring of pupil engagement in extra-curricular offer.	Inclusion: Pupils should have full access to all curriculum opportunities, including off site and extra-curricular experiences. Pupils who miss these opportunities not only miss vital learning experiences, but cannot fully engage in the related school-based learning.	PIW manages this in consultation with SLT.	PIW	PIW reports termly to SLT on access to extra-curricular activities and other curriculum enrichment opportunities.
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 Termly Jenby's impact reports
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. This life-skills group has run very successfully in the previous academic year and should be continued.	Experienced TA leads this project and is assisted by other TAs. 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	Ongoing – feedback from class teachers at Pupil Progress meetings.
<b>Total budgeted cost</b>					£7,000

## 6. Review of expenditure 2018/19

<b>Previous Academic Year</b>		£23,300		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact</b>	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<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 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>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, the one pupil eligible for the grant did not achieve the expected standard in reading, writing or maths, despite regular access to tailored catch up programmes. This pupil is undergoing assessments as they move into Y3 to establish whether they have a specific learning need.</p> <p>At the end of KS2, both 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 writing 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 in the academic year 2018/19 had identified cognition and learning needs (46%) 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. Some of the recommended programmes require staff to access bespoke training. We need to make sure that the right staff have the right training, rather than moving trained staff away from their classroom/ year group base, as staff that work closely with the children day to day will have the highest impact when delivering catch up programmes.</p> <p>The IDL programme had the best impact on children whose baseline assessments showed that they were working at a level below their chronological age. IDL should be continued for children whose baseline assessment indicates this.</p>	£7,000

<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 external consultant worked with a group of teachers on an action research project which had the aim of taking the coaching model that is successful in maths into writing. The project found that coaching in writing could not be implemented in the same way as it is in mathematics, but that editing could be improved through the creation of editing stations and peer feedback. "Scaffolding" was implemented more systematically in the teaching of writing where 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. Writing outcomes in all KS2 classes improved and both pupils eligible for the grant achieved the expected standard by the end of Y6.</p>	<p>We need to further develop teachers' understanding of what constitutes Quality First Teaching which is tailored to support a wide range of children's additional needs. We need to use the 'best endeavours' recommendations from Bradford SEN services to increase teacher understanding of QFT, as well as accessing relevant in-house and external training.</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 Education Social Worker 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 2018/19, 46% of this group of pupils achieved the school's desired attendance of 97% compared with 35% in 2016/17 and 32% in 2015/16. A particular success has been with a pupil whose attendance has risen each year from 76% to 96% over the time that they have attended school.</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>£9,000</p>

<p>B. Pupils eligible for PP grant, who also have identified SEN, are given the highest priority for catch up programmes.</p>	<p>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.</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>Continued use of age-standardised tests will give an accurate baseline from which progress is easier to track. Continue to use elements of the PP grant, where appropriate, to buy in specialist services for assessment of specific needs. Continue to allocate the grant to train teachers and teaching support staff to deliver tailored recommended provision. 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 (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, some 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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<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
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.	£7,300
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.	Continue this approach.	
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 has enabled children to apply their learning through purposeful experiences.	Continue this approach as it has had a positive impact on children's enjoyment of school, as well as their self-esteem and their ability to apply classroom learning in real-life contexts.	

#### **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.