

Menston Primary School Pupil Premium Strategy statement

School overview

Metric	Data
School name	Menston Primary School
Pupils in school	426
Proportion of disadvantaged pupils	4%
Pupil premium allocation this academic year	£17,485
Academic year or years covered by statement	Reception to Year 6
Publish date	November 2020
Review date	November 2021
Statement authorised by	Full Governing Body November 2020
Pupil premium lead	Mrs M Wilson
Governor lead	Mrs A Nottingham

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	No national data because of global coronavirus pandemic
Writing	
Maths	

Measure	Score
Meeting expected standard at KS2	No national data because of global coronavirus pandemic
Achieving high standard at KS2	

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Undertake assessments so that specific gaps are quickly and accurately identified and can be addressed in a timely manner.
Priority 2	Train staff in the delivery of high-quality interventions (recommended by the EEF) and classroom provision, so that specific gaps can be addressed from children's starting points.

Barriers to learning these priorities address	Narrow the attainment gap between advantaged and non-disadvantaged pupils, which has possibly been made wider during the Covid-19 pandemic so that disadvantaged children with no identified cognition & learning needs to achieve at least in line with their non-disadvantaged peers.
Projected spending	<p>Portion of £7000 on GL Assessment Complete Digital Solution package</p> <p>Portion of £1800 on TA training in mathematics</p> <p>Portion of £8000 for training in Catch Up Literacy and Catch Up Numeracy for 10 staff members in each programme (this programme recommended by the EEF as one of the most effective catch up programmes)</p> <p>Cost for TAs to run high quality interventions for disadvantaged pupils (allocated 1:1 time)</p>

Teaching priorities for current academic year

Aim	Target	Target date
In KS2, 33% of the PP group have identified Cognition & Learning needs.		
Progress in Reading	KS2 outcomes: 67% ARE and 17% GD +1 Average Progress Score	July 2020
Progress in Writing	KS2 outcomes: 67% ARE and 17% GD +1 Average Progress Score	July 2020
Progress in Mathematics	KS2 outcomes: 67% ARE and 17% GD +1 Average Progress Score	July 2020
Phonics	100%	June 2020
Other	There are no children for whom we receive the Pupil Premium Grant in Reception or Year 2	

Targeted academic support for current academic year

Measure	Activity
Priority 1	Buy GL Assessment Complete Digital Solutions so that accurate assessments can be undertaken and specific gaps quickly identified.
Priority 2	Train staff in Catch Up Literacy and in Catch Up Numeracy so that disadvantaged children can access high quality EEF recommended catch up programmes.

Priority 3	Train teaching support staff to better support disadvantaged children in mathematics lessons with a focus on progression in calculations and fractions.
Barriers to learning these priorities address	High quality catch up programmes enhance classroom provision so that the academic gap between disadvantaged and non-disadvantaged children is narrowed.
Projected spending	<p>Portion of £7000 on GL Assessment Complete Digital Solution package</p> <p>Portion of £1800 on TA training in mathematics</p> <p>Portion of £8000 for training in Catch Up Literacy and Catch Up Numeracy for 10 staff members in each programme (this programme recommended by the EEF as one of the most effective catch up programmes)</p> <p>Cost for TAs to run high quality interventions for disadvantaged pupils (allocated 1:1 time)</p>

Wider strategies for current academic year

Measure	Activity
Priority 1	Ensuring that disadvantaged children are well supported in their mental health and wellbeing by training staff in the DfE Wellbeing for Education Return programme.
Priority 2	Ensuring that disadvantaged families are well supported in their access to support services.
Barriers to learning these priorities address	<p>Disadvantaged children who may be affected in a more significant way than their non-disadvantaged peers (due to previous or current Adverse Childhood Experiences) are supported in their wellbeing needs which have arisen from the Covid-19 pandemic.</p> <p>Disadvantaged families, who may find access to appropriate support services difficult, are helped to access these.</p>
Projected spending	<p>Training and dissemination of training to wider staff in DfE Wellbeing for Education Return programme (TA and Deputy Headteacher time):</p> <p>Proportion of Parental Involvement Worker time.</p>

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure staff are confident in administering GL Assessments and interpreting reports.	Deputy Head teacher leads on this, including training staff and managing resource hub.
Targeted support	Access to training under Covid-19, where face to face training may not be possible and online training may not be as high-quality.	Deputy Headteacher leads on organising and facilitating in-house, socially distanced training wherever possible.
Wider strategies	DfE Wellbeing for Education Return training in Bradford only offered to one staff member– the Mental Health Champion - who may not be confident disseminating training to wider staff.	Mental Health Champion works closely with the Deputy Headteacher and is supported to deliver key messages from the training to wider school staff.

Review: last year's aims and outcomes

Aim	Outcome
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.	<p>Accurate assessments were used at the start and end of the autumn term. Catch up programmes were implemented for identified children and impact was measured prior to the national lockdown.</p> <p>Pupil Progress meetings in February/ March showed that provision detailed had a positive impact on outcomes up until that point.</p> <p>No end of year data and a disrupted year meant that full impact could not be measured.</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.	
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.	

<p>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.</p>	
<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>Average attendance for disadvantaged children up until the national lockdown was 97.6%.</p> <p>Average attendance for disadvantaged children so far in this academic year is 98%.</p>