

Menston Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Menston Primary School
Number of pupils in school	405
Proportion (%) of pupil premium eligible pupils	3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2022
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	School Improvement, Curriculum & Standards sub-committee
Pupil premium lead	Mrs M Wilson
Governor / Trustee lead	Mrs A Nottingham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 23485
Recovery premium funding allocation this academic year	£ 2175
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 25660

Part A: Pupil premium strategy plan

Statement of intent

It is our intention that pupils who attract the Pupil Premium Grant achieve academically, socially and personally, at least as well as their non-grant peers.

It is our intention that pupils who attract the grant are provided with the whole range of extra-curricular activities and have access to the whole wider school offer.

Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across 3 areas, with a particular focus on teaching.

1. Teaching

Investing in high-quality teaching, for example:

- training and professional development for teachers
- recruitment and retention
- support for teachers early in their careers

2. Targeted academic support

Additional support for some pupils focussed on their specific needs, for example:

- one-to-one tuition
- small group tuition
- speech and language therapy

3. Wider approaches

Support for non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges. For example:

- school breakfast clubs
- counselling to support emotional health and wellbeing
- help with the cost of educational trips or visits

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance/ lateness for some pupils. Pupils do not attend school every day or are regularly late meaning that they miss QFT and bespoke interventions.

2	Low prior attainment (LPA) for some pupils or under-performance of academically able pupils. Teachers have lower expectations on LPA pupils and do not give them opportunities to excel. Teachers do not provide a high-challenge, low-threat curriculum for all.
3	SEND for some pupils. Accurate and timely diagnosis of SEND needs to be in place. Appropriate SEND provision needs to be implemented by staff with relevant training. If this is missing, these children will not access appropriate provision and so their specific needs will not be met.
4	Risk of not having full participation in the wider school offer (music lessons, sports clubs, trips and residential visits) for some pupils meaning that their Cultural Capital is not as developed as fully as it is for some of their peers.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Identified pupils who attract the PP grant have better than average attendance, giving them every opportunity to access Quality First Teaching and tailored interventions (where appropriate) every day.</p> <p>Some funding will be allocated towards the cost of the Parental Involvement Worker, who works closely with families to address any barriers to attendance/ lateness.</p>	<p>This group of children have higher than average attendance and arrive at school on time every day.</p>
<p>Class teachers deliver a high challenge, low threat curriculum to ALL children, meaning that low prior attaining children do not have limits put onto their capabilities. Identified children access tailored interventions which are timetabled sensitively so that they continue to have access to the whole broad curriculum. Interventions are those which have been recommended by the EEF as having the greatest impact and are delivered by trained staff.</p> <p>Teachers include metacognition and self-regulation approaches within lessons so that children build a repertoire of strategies to choose from to select the most suitable for any given task. This will be particularly impactful for low prior attaining pupils, for whom the risk is that they are given less-challenging work to complete and are over-supported by TAs.</p> <p>Funding will be used to purchase relevant high-quality training where appropriate.</p>	<p>Identified children in this group with low prior attainment achieve their targets. Teachers can confidently talk about the provision that is in place for them and the impact that their actions have on pupil progress/ outcomes.</p> <p>Identified children in this group with mid or high prior attainment continue with their predicted flightpath and do not fall behind.</p>

<p>Children in this group with SEND access a tailored curriculum as appropriate, which may include aspects of 1:1 support by staff trained in relevant strategies/ programmes. Identified children access tailored interventions which are timetabled sensitively so that they continue to have access to a broad curriculum, although this curriculum may be bespoke to the child. Interventions are those which have been recommended by the EEF as having the greatest impact and are delivered by trained staff. Funding will be used to purchase relevant high-quality training where appropriate.</p>	<p>The PP grant is used effectively to provide tailored support for children with identified additional needs. This will include, for some individuals, contribution towards the employment of staff to support Education Health & Care Plans. For others it will include allocated TA time to deliver high-quality intervention and catch-up programmes. Success criteria will be measured within individual education plans – reviewed at least termly by class teachers and at least annually by the SENDCo for those children with EHC Plans.</p>
<p>Children in this group access the full range of activities/ events within the wider school offer. Identified families access targeted support from the PIW to ensure that children can take part in clubs, music lessons, sports events, trips, residential visits and also special days such as non-uniform days.</p> <p>The PIW works with identified parents of children in this group to signpost them to support services as needed.</p> <p>Help to purchase school uniform is part of this offer, but is not taken up by all families.</p> <p>Some funding will be allocated towards the cost of the Parental Involvement Worker, who works closely with identified families to address any barriers to children accessing the full offer at school.</p> <p>Children in this group and their families access appropriate wellbeing support, as they are a group that may be vulnerable to poor mental health. Part of the funding will be allocated towards the training of our Mental Health Champion, who will also train to be a mental Health First Aider.</p>	<p>The PP grant is used effectively to ensure that all children who attract the funding access the full range of activities/ events within the wider school offer.</p> <p>Success will be monitored by the PIW, who manages clubs, trips, residential visits, music lessons etc.</p> <p>Success will be monitored through CPOMS analysis, which will show (confidential) records of which children and families have accessed wellbeing support.</p>

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost:

£4950 consultancy fees + £4400 supply costs. £9350 total for the CPD programme.

£1300 supply costs to release teachers to work with and support ECT over the year.

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality CPD which focuses on improving the quality of teaching and learning through the Instructional Coaching model.	Ambition Institute research shows that In terms of impact on student outcomes, instructional coaching has a better evidence base than any other form of CPD . The principles of instructional coaching are linked to the principles of developing expertise in any domain through the use of deliberate practice .	2
High quality support for Early Career Teachers in their first two years (ECT framework is fully funded, but there is a cost implication for releasing teachers).	The ECF provides standards to help early career teachers (ECTs) to succeed at the start of their careers. The framework was designed to make sure ECTs focus on learning the essential skills that make the most difference in the classroom and their professional practice.	2 3
Teachers develop a 'high challenge, low threat' curriculum for all children. Teachers develop metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.	Mary Myatt (education consultant and prior Ofsted Inspector states that we are a challenge-seeking species and that we enjoy struggling with something, thinking hard about it, getting it wrong, going back and correcting it. If we don't offer all of our children these opportunities – to grapple with 'big questions' we are disadvantaging those who are 'spoon fed' the curriculum. The EEF Teaching and Learning Toolkit suggests that metacognition and self-regulation approaches can have very high impact for a relatively low cost.	2 3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10310

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Accurate and timely assessment of any Cognition & Learning, Communication & Interaction, Social, Emotional & Mental Health or Sensory & Physical needs.</p> <p>Bespoke provision based on individual pupil needs delivered by appropriately trained staff.</p>	<p>EEF Individualised Instruction research project states that: Individualised instruction can be an effective approach to increasing pupil attainment. It can, however, be a challenging approach to implement given the increased requirements on the teacher to organise.</p> <p>EEF one to one tuition states that:</p> <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p> <p>For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.</p>	<p>2 3</p>
<p>Appropriate support for children who attract the PP grant who also have high needs (including those with Education Health and Care Plans). Allocated support from appropriately trained adults who help to deliver bespoke provision as detailed in EHCP's.</p>	<p>EHCP's are legal documents. IPSEA state that the special educational provision described in an EHC plan must be provided by the child or young person's local authority ("LA"). This means an EHC plan can give a child or young person extra educational support. It can also give parents and young people more choice about which school or other setting the child or young person can attend.</p> <p>Whilst local authorities often partly-fund EHCP's, this funding never equates to the cost of provision. It is therefore appropriate for some of the PP grant for those children who attract it and who also have EHCP's to be allocated to ensure that their needs are met.</p>	<p>3</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PIW works with families as needed to address attendance/ lateness. PIW seeks support from Bradford Education Welfare team as needed.</p>	<p>The Department for Education (DfE) published re-search in 2016 which found that:</p> <ul style="list-style-type: none"> • The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions • Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons <p>DfE research (2012) on improving attendance at school found that:</p> <ul style="list-style-type: none"> • Of pupils with absence over 50%, only 3% manage to achieve 5 or more GCSEs at grades A*-C including maths and English • 73% of pupils who have over 95% attendance achieve 5 or more GCSEs at grades A*-C 	1
<p>PIW supports families to give their children access to the whole wider school offer. Financial support can be offered for children to access music lessons, sports clubs, trips and residential visits. Financial support can also be offered for school uniform and school milk. PIW supports families who may be in crisis to access relevant services.</p>	<p>The EEF Teaching and Learning Toolkit suggests that parental engagement has moderate impact for a low cost.</p> <p>Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. As part of making a judgement about the quality of education, inspectors will consider how well leaders use the curriculum to enhance the experience and opportunities available to children, particularly the most disadvantaged. (142 p31 <i>Ofsted Early Years Inspection Handbook</i>, Sept 2019)</p>	4
<p>Train a member of school staff to become a mental Health First-Aider and a Mental Health Champion so that they can offer</p>	<p>The Anna Freud Centre states: As children and young people spend so much of their time in schools, teachers and support staff are in a prime position to help them build strong mental health and wellbeing - and notice if something is wrong.</p>	4

<p>support to vulnerable children and their families.</p>	<p>There are lots of things that schools can do to support children and young people’s mental health and wellbeing. By strengthening their ability to cope with day-to-day difficulties – and helping them to feel good about themselves.</p> <p>Schools can do this through developing children and young people’s social and emotional skills to help them understand and manage their feelings, develop empathy, establish positive relationships, set goals, build resilience and boost self-esteem and confidence.</p>	
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Total budgeted cost: £9350 + £10310 + £6000 = £25660

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Strategy aims for disadvantaged pupils in 2020 21 academic year

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 academic year 2020 21

Aim	Target	Target date	Achieved?
In KS2, 38% of the PP group have identified Cognition & Learning needs. This equates to 32% of the children who attract the PP grant across whole school.			
Progress in Reading	Attainment: 67% ARE and 17% GD +1 Average Progress Score	July 2021	Attainment Yes: 68% WA 21% GD
Progress in Writing	Attainment: 67% ARE and 17% GD +1 Average Progress Score	July 2021	Attainment Partly: 68% WA No GD
Progress in Mathematics	Attainment: 67% ARE and 17% GD +1 Average Progress Score	July 2021	Attainment No: 58% WA 5% GD
Phonics	100%	June 2021	Cancelled, but internal evidence shows that 100% of our disadvantaged children would have passed the check.
Other	There are no children for whom we receive the Pupil Premium Grant in Reception or Year 2		100% of KS1 children who attract the PP grant achieved the expected standard for their year group in summer 2021.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
National Tutoring Programme	White Rose Maths

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We received £310 for one child. That child accessed the NTP White Rose Maths tuition.
What was the impact of that spending on service pupil premium eligible pupils?	This pupil's scaled score improved from 81 to 85 between the autumn and summer terms. The

	<p>scaled score of 85 was achieved on a more challenging test. The end of KS2 indicator increased from 93 to 96, meaning that they should achieve the expected standard of 100 by the time they finish KS2.</p>
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