



## Madley Brook Primary School

### Pupil Premium Strategy 2020 – 2021

#### Context

Madley Brook School is an average sized school with **302** pupils currently on roll from Nursery to Year 6. It serves a large housing estate on the North East side of Witney which is a predominantly white community.

#### Rationale

The Pupil Premium Grant (PPG) is a sum of money allocated to schools from central government to:

- raise the attainment of disadvantaged pupils of all abilities to reach their potential
- support children and young people with parents in the regular armed forces

#### The PPG for 2020 – 2021 is:

- £1345 per pupil for pupils in Reception to Year 6 who are eligible for free school meals or ever recorded as free school meals (Ever 6)
- £2,345 per pupil for looked after children (LAC) or children who have ceased to be looked after by the local authority because of adoption, special guardianship order or a child arrangements or residence order
- £310 per pupil for children registered as a service child

#### School Data:

<b>Number on roll Autumn 2020</b>	<b>302</b>
Pupil Premium as of Autumn 2020	29
Of which:	
Free school meal	19*
LAC	0*
AfC	5*
Services	6*
	<small>*Numbers may not add up to 29 as some children may be in two categories</small>
PP SEND	6 (21%)
PP EAL	2

Boys	17 (59%)
Girls	12 (41%)
Total Funding*	£30830

\*It should be noted that the funding received for 2020-2021 does not match exactly the number of pupils on our PP roll due to pupil mobility and the date of the annual census in 2019– 2020 that triggers the funding.

**Barriers:**

- Not enough pupils eligible for PPG achieve the expected standard or greater depth at the end of Key Stage 2 in reading, writing and maths
- Whilst overall attendance for PP pupils is above that of others some children do not attend school enough
- 21% of PP pupils also have special educational needs
- Emotional well-being of some PP children is low
- Access to affordable extracurricular activities
- Resilience and motivation of some children. Some children display negative language associated with school attendance
- Some children start school with lower levels of vocabulary and communication compared with the peers
- A significant number of children have limited experiences beyond the school day

**Assessment data from 2019 - 2020**

Statutory assessments were abandoned in June 2020 due to Covid-19.

There is therefore no external data for this year.

For previous historic data please refer to the PPG Strategy from 2019 - 2020

Plan of Action 2019 – 2022

GREEN - achieved and ongoing

Yellow - just begun, not fully embedded

Red - Not yet started

This is a three-year plan that started in September 2019. The colour coding is an indicator of progress towards objectives. New objectives will be added when appropriate.

Process	Success Criteria (measurable)	Resource Implications Costs
<b>Key Priority: The gap between disadvantaged and non-disadvantaged pupils closes at the end of KS2 in reading writing and maths</b>		
<p>High quality first teaching, fully inclusive with expectations will be evident in all lessons through:</p> <ul style="list-style-type: none"> <li>● Targeted questions for PP in all lessons</li> <li>● PP pupils 'seen' in all lessons by an adult, spoken to, misconceptions addressed and further challenge provided</li> <li>● Interventions in place where required by either the class teacher or teaching assistant</li> <li>● Daily vocabulary work to increase the quality of children's reading and writing</li> <li>● Increased opportunities for reading and hearing stories through the SIP priority for reading</li> <li>● Increase in the number of volunteers in school to support reading particularly for pupils not supported at home</li> <li>● All pupils will have access to the full curriculum, extra-curricular, trips and visits through subsidised clubs.</li> <li>● Target parental engagement for children who are not supported at home</li> <li>● Free school clubs for PPG pupils to encourage extra-curricular involvement</li> <li>● Providing a free copy of the class book to each PPG pupil so they have the book to take home (KS2 – for each Guided Reading and English focus as relevant, KS1 – 6 books related to English or topic work for the year, EYFS – 6 quality books over the year)</li> <li>● Free maths packs for each PPG pupil.</li> <li>● Teacher chats with the PP leader to discuss children and strategies to use in class.</li> <li>● Termly learning walks to look at provision for PPG</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be fully engaged and motivated</li> <li>● Progress of pupils is closely monitored and gaps identified quickly and addressed</li> <li>● The gap in attainment and progress closes</li> <li>● High engagement of eligible pupils in out of school activities</li> <li>● Accelerated progress will be seen for targeted pupils</li> <li>● Increase in parental engagement</li> </ul>	<p>Costs of teaching assistants</p> <p>Cost of clubs</p> <p>Costs for teacher learning and development</p> <p>Cost of books/Maths packs</p>
<p><b>Evaluation Autumn 2020:</b></p> <ul style="list-style-type: none"> <li>● Teachers target pupils well in all lessons.</li> <li>● All members of staff are aware of which children come under the PPG category. A Pupil premium photo sheet, showing the children in year grps, with class and outlining the children's individual interests has been distributed to all staff.</li> <li>● Vocabulary walls and colour coding has been implemented and is well used across the school.</li> <li>● Volunteers in school were beginning to be used effectively and increasing in number prior to March 20th This will resume once volunteers are allowed back in school.</li> <li>● Class books were provided for all PPG children and this will continue this year.</li> </ul>		

<ul style="list-style-type: none"> <li>Maths packs need to be sent this year.</li> </ul>		
<b>Evaluation Autumn 2021:</b>		
<b>Evaluation Autumn 2022:</b>		
<b>Key Priority: improve the attendance for some pupils so that it is in line with those that attend well</b>		
<ul style="list-style-type: none"> <li>Increase parental engagement in school</li> <li>Allocate a member of staff as a first point of contact with parents who do not ensure their children attend school every day</li> <li>Challenge parents when their children have random days off and encourage better attendance</li> <li>Engage parents in school activities beyond the curriculum e.g. parent workshops</li> <li>Teachers to engage regularly with parents of PPG, particularly hard to reach parents, and at least once a fortnight through a Dojo message to praise what the child has achieved at school to engage parents more</li> </ul>	<ul style="list-style-type: none"> <li>Attendance for persistent absentees improves and is in line with average for all</li> <li>Links between home and school are strengthened</li> </ul>	<p>No additional costs</p>
<b>Evaluation Autumn 2020:</b> <ul style="list-style-type: none"> <li>Parent Contracts set up with relevant parents and improved attendance seen in some cases</li> <li>Pupil interviews and profiles set up ready for Autumn 2020 and new pupils added. All documents are easily accessible on the Teacher Drive and to be used as working documents which will be monitored regularly by PP Leader.</li> </ul>		
<b>Evaluation Autumn 2021:</b>		
<b>Evaluation Autumn 2022:</b>		
<b>Key Priority: develop resilience and greater motivation in pupils</b>		
<ul style="list-style-type: none"> <li>Train staff in mental health first aid and ELSA (emotional support)</li> <li>Identify children who would benefit from high quality nurture sessions that build their resilience to school</li> <li>Run two 'independent' days in school over the year where children have to take responsibility for their own learning and build resilience and challenges into their daily task.</li> <li>Engage with parents of children with low motivation on a regular basis and encourage home school links, homework, out of school activities, support children to change their reading books more frequently,</li> <li>Hold pupil interview to determine children's interests, how they see themselves as learners to target and channel support</li> <li>Hold longer parent / teacher parent evenings for more vulnerable pupils to advise parents on how they can support their children's learning</li> <li>Class Dojo to keep parents informed and encourage two way communication so learning achievements can be celebrated at home – increase children's motivation to learn.</li> </ul>	<ul style="list-style-type: none"> <li>Staff are trained and able to support pupils with emotional needs.</li> <li>Pupils' emotional needs do not become a barrier for their learning</li> <li>Parents are engaged in their children's learning.</li> </ul>	<p>Cost of training</p> <p>Cost of TAs to run nurture groups</p> <p>Costs for staff learning and development</p>
<b>Evaluation Autumn 2020:</b> <ul style="list-style-type: none"> <li>ELSA TA and Mental Health TAS trained and ready to operate when lock down began. Children have now been identified for work this year.</li> </ul>		

<ul style="list-style-type: none"> <li>● Pupil interviews were completed Sept/Oct 2020.. These proved invaluable for getting to know the child and what truly motivates them with their learning. This was then feedback to teams, so the information could be acted upon and used within lessons.</li> <li>● UKS2 carried out an 'Independent Day' and were planning a second. Children were expected to organise their own learning for a day as an exercise to demonstrate how they need to be able to have a certain degree of self motivation and independence in order to progress their learning and not to be wholly reliant on adults. Children evaluated the experience and some said they found this really difficult not to be directed but could see the benefits of the exercise and thought they would be able to develop more independence when this was repeated.</li> <li>● Continue with longer parent/teacher meetings</li> </ul>
<b>Evaluation Autumn 2021:</b>
<b>Evaluation Autumn 2022:</b>

**SERVICES PUPIL PREMIUM -Added November 2020**

The number of services PP children within the school is relatively low - 2%. However this number is increasing, with 5 new children added this academic year. At present all services PP children are in EYFS and KS1 and many of the children have younger siblings, so the number of children will be due to rise throughout the coming years as they join the school.

This has been identified as change within the school dynamics and the needs these children will bring. We have therefore identified these main areas of focus for the forthcoming years and the services PP funding will go towards implementing these strategies.

<b>Key priority: emotional needs and well- being of Services children</b>		
<b>process</b>	<b>success criteria (measurable)</b>	<b>resource implications</b>
<ul style="list-style-type: none"> <li>● Ensure good communication between home and school is created, so all are aware when a deployment or change of circumstances will have an impact upon the child. Teacher to send fortnightly/monthly messages on a learning platform to build a relationship.</li> <li>● Create a services support group within school. This group would offer emotional support when a parent is away from home.</li> <li>● Teacher/TA trained on best way to support the emotional needs of the children</li> <li>● Purchase resources - Little trooper school pack,story books, world maps etc.</li> </ul>	<ul style="list-style-type: none"> <li>● Communication is good, so all aware and able to identify when extra support may be needed.</li> <li>● pupil's emotional needs are being addressed.</li> <li>● Pupil's emotional needs do not become a barrier to their learning.</li> </ul>	<ul style="list-style-type: none"> <li>● Cost of training</li> <li>● Cost of resources</li> <li>● Cost of teacher/TA running nurture group.</li> </ul>
<b>Evaluation Autumn 2021:</b>		
<b>Evaluation Autumn 2022:</b>		

