

Pupil premium strategy statement: John Fletcher of Madeley Primary School

1. Summary information					
School	John Fletcher of Madeley Primary				
Academic Year	2020-2021	Total PPG budget	£172,010.00	Date of most recent PPG Review	January 2021
Total number of pupils	333	Number of pupils eligible for PPG	103	Date for next internal review of this strategy	July 2021

2. Current attainment (Based on 2019 KS2 SAT Results)			
	<i>National</i>	<i>Pupils eligible for PPG – 2019 (Non SEND)</i>	<i>Pupils not eligible for PPG 2019</i>
% of pupils achieving Age Related Expectations in Reading, Writing and Maths	65%	14% (22%)	58%
% of pupils achieving Age Related Expectations in Reading	73%	21% (22%)	71%
% of pupils achieving Age Related Expectations in Writing	78%	50% (78%)	77%
% of pupils achieving Age Related Expectations in Maths	79%	64% (89%)	75%
Reading progress score	0	-3.76 (-4.05)	-1.81
Writing progress score	0	-2.57 (-0.24)	-2.39
Maths progress score	0	-3.83 (-1.88)	-1.43

3. Barriers to future attainment (for pupils eligible for PPG including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	PPG eligible pupils baseline in Reception Class is lower than their peers.

B.	Baseline levels for many areas of development, particularly the prime areas, are below age-related expectations with Communication and Language Understanding and Speech being significantly below for those children eligible for PPG.	
C.	Coupled vulnerability with SEND, behaviour and mental health needs is an issue for a number of our PP eligible pupils	
D.	Many pupils come from homes that are unable to support a positive learning culture and do not have easy access to quality books and reading environments.	
E.	Many pupils do not have access to additional opportunities that are needed to provide a rounded education and the characteristics that lead to successful employment in the future.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
A	Madeley is located in a deprived area where unemployment is high. Many adults are employed on 0 hours contracts and work 2-3 jobs.	
B	CLA and Ex-CLA children difficulties may include: <ul style="list-style-type: none"> • forming trusting relationships with adults • social skills and relationships with peers • coping with transitions and change • planning, organising and remembering • inhibiting their impulses, focusing their attention and initiating tasks • speech and language • managing their strong feelings, such as shame, sadness, anxiety and anger. 	
B	Pupil attendance – including persistent absence	
C	Low parental engagement in supporting children’s learning at home.	
D	There is general low aspiration for children from home	
4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All Pupils in receipt of PPG receive good or better quality first teaching, pitched accurately with appropriate challenge so that pupils are working at and above national expectations.	PP in line with or above national expectations
B.	Improve the rate of progress for eligible pupils in Reception Class – to ensure early identification of vulnerable children, so differences don’t widen as they move through school	Pupils eligible for PPG in Foundation Stage make rapid progress from their very low starting points to meet the Communication and Language and Speaking elements of the Early Learning Goal expectations by the end of their Reception year. Parents will have opportunities to engage in their child’s learning and have guidance to support them with learning at home.

C.	Vulnerable PPG children (including CLA and ex-CLA children) and families access required outside interventions for SEND or social/emotional/behavioural needs.	PPG children with SEND and/or social/emotional/behavioural needs progress in line with peers or better.
D.	To support an identified group of pupils in Year 6 with significant social and emotional issues in a focussed group, to remove behaviour as a barrier to their learning so that they can function effectively in a mainstream class.	All pupils to access learning and make progress from their starting points
E.	PPG SEND pupils (KS2 & KS1) will make progress in line with the APDR objectives Pupils work in a daily mixed age range group to develop fine and gross motor skills. Activities have developed using the feedback from OTs. Improve identification, progress and attainment for pupils with a Specific learning need.	A greater percentage of pupils with SEND and prior lower attainment making good or better progress achieving ARE to diminish the difference in outcomes compared to the national other, by the end of KS2. All PP SEND pupils to meet or make progress towards meeting their APDR objectives
F.	To support pupils and families from when they enter Reception through to Y6. To improve the completion of tasks at home. To support families in difficulties through additional provision for the Before School Club and after club.	All pupils are having the same offer available without the concern over money. Continue to ensure there are regular planned opportunities for parents to be involved in and share in children's learning, planned programmes across school to communicate expectations that lead to engagement with parents and pupils especially at KS2. Continue to increase in the number of parents who hear their children read regularly and progress can be seen in the quality of comments recorded in children's reading diaries by parents and carers, especially those hard to reach parents of KS2 pupils.
G.	To ensure equal access for all pupils in offering experiences to enhance the broad curriculum	Curriculum maps and progression grids show the curriculum offer clearly for all year groups. Pupils eligible for PPG will have be given the opportunities to engage in a wider variety of extra curricular activities including residential educational visits.

5.	Planned expenditure		
Academic year	2020-2021		
	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?	Costs
<p>All Pupils in receipt of PPG receive good to outstanding quality first teaching, pitched accurately with a mastery curriculum with appropriate challenge so that pupils are working at and above national expectations.</p>	<ul style="list-style-type: none"> Strong Leadership and optimised deployment of staff. Quality First Teaching – whereby TAs do not replace the teacher, but enhance learning, and ensuring that teachers do not reduce their support or input to the pupils supported by TAs. PPG forming part of teacher appraisal where appropriate Ensure that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good Quality in school resources to engage pupils Regular in house and external CPD for all staff to ensure that they keep abreast of changes to the curriculum and expectations, so that the needs of all pupils can be met. Feedback from monitoring and appraisal discussions identify the training on a termly basis. (Collaboration - Average impact +5 months) 	<p>Evidence/Research from: http://www.suttontrust.com/wp-content/uploads/2011/09/2teachers-impact-report-final.pdf</p> <p>This report states that: <i>The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning.</i></p> <p>Deploying staff effectively “More successful schools identify the strengths of each member of staff and find the best ways to use them. They are quick to spot potential and ‘grow their own staff’.” The best leaders ensure that additional adult support is of high quality. Every effort is made to ensure that pupils eligible for the pupil premium have access to the best teachers and are supported by skilled and well-trained additional adults. These schools ensure that the work of additional adults is closely monitored and thoroughly evaluated. DFE</p>	<p>The children who are PPG will be targeted in lesson observations, book scrutinies, in-school moderation and learning walks. We will see what barriers these children may have along with discussions with class teachers and parents and make sure that these are diminishing by the next round of assessments. Pupil voice will be used to assess changes.</p>	<p>Head Teacher SENDCo Deputy Head Inclusion Governor</p>	<p>Weekly monitoring Termly data checks</p>	<p>£6000 set aside for teacher CPD £3000 SLE</p>

	<ul style="list-style-type: none"> • School to school tutoring (SLE support): This includes a range of approaches in which learners work in pairs or small groups to provide each other with explicit teaching. HT and SENDCo collate impact from training. Lesson observation, learning walks and book scrutiny. • Senior leaders to track the impact of the training and any follow up actions to ensure that it has improved the quality of teaching and learning. How do teachers plan for changes and assess whether the approach is successful within school? • A high level of success should be required before pupils move on to new content – is this the case and are pupils able to communicate about their progress? Do pupils have the opportunities to take responsibility for helping each other with mastering content? (Peer tutoring action impact +8 months) • Training needs to be provided on the different types of investigations to develop pupils' problem solving and reasoning skills. 	<p>http://www.literacytrust.org.uk/assets/0002/6752/EEF_Toolkit_pdf_version.pdf</p> <p>The Sutton Trust Toolkit states that: <i>Overall, research shows that students in a class with a teaching assistant present do not on average outperform those in one where only a teacher is present. This average finding covers a range of recorded impacts; in some cases teachers and teaching assistants have worked together effectively leading to increases in attainment, while in others pupils (particularly those who are lower attaining) have performed worse in classes with teaching assistants present compared to those without.</i></p>				
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	<p>(Mastery Learning action impact - +5 months)</p> <ul style="list-style-type: none"> Improving reading across the school. Accurate verbal and written feedback. Improving the post guided reading tasks to link to each year group curriculum. (Feedback Action Impact +8months) 					
<p>Youngest PPG pupils are identified early and have targeted support so that they are working in line with their peers and meet age-related expectations.</p>	<ul style="list-style-type: none"> EYFS teachers to receive coaching using the SLE model from a partner school, in order to ensure the offer for Reception pupils is at least good. High priority placed on early intervention with EYFS PPG pupils through increased adult direction. Phonics enrichment – resources to be bought, and staff trained in Letters and Sounds Reading enrichment – a sum of money put in to enhance our reading provision, especially for our youngest pupils Extra staffing in EYFS to support PPG pupils with behavioural needs 	<p>‘Are you ready? Good practice in school readiness’ – OFSTED 2014</p> <p>They state that: <i>We encountered outstanding practice with excellent examples of staff working effectively through leading sessions directly and through high-quality interactions with children during planned and child-initiated play and activities. The most successful practice in developing children’s communication skills involved adult-led sessions in combination with adults communicating and modelling language, showing, explaining, demonstrating, questioning, encouraging, facilitating and stimulating children throughout the day.</i></p> <p>Gaps between more affluent children and their peers emerge before the age of 5, so efforts to support children’s learning in the early years are likely to be particularly important for children from disadvantaged backgrounds.</p>	<p>The children who are PPG will be targeted in lesson observations, book scrutinies, in-school moderation and learning walks. We will see what barriers these children may have along with discussions with class teachers and parents and make sure that these are diminishing by the next round of assessments.</p>	<p>Head Teacher SENDCo Deputy Head Head EYFS Governor</p>	<p>Weekly monitoring Termly data checks July 2021</p>	<p>£10,000 Staffing costs Phonics enrichment: Reading enrichment:</p>

		<p>Early education approaches typically include</p> <ul style="list-style-type: none"> • communication and language activities, • play-based learning, • interactive story-book reading, physical and creative activities, and • support for parents to encourage learning at home. <p>Education Endowment Fund https://educationendowmentfoundation.org.uk/school-themes/early-years/</p>				
<p>Pupils and families of disadvantaged pupils, including CLA and ex—CLA pupils are supported with any learning/social/behavioural needs.</p>	<p>Outside agencies involved in pupils' learning and progress and Family Support.</p> <p>TA to provide small group work for speech and language, emotional support, lego express, social stories etc. during afternoons</p> <p>New full time TAs for pupil premium children with additional behavioural needs.</p>	<p>Research: https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/</p> <p>On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</p> <p>As a school we have found that addressing these needs have resulted in calmer, well-integrated pupils who are more able to access the curriculum.</p>	<p>Specific monitoring of these pupils by the SENDCo. Case studies maintained. Clear progress tracked from their starting points.</p> <p>TAF/EHAs – full and detailed, looking at impact.</p>	<p>SENDCo</p> <p>Head Teacher</p> <p>Inclusion Governor</p>	<p>Weekly monitoring</p> <p>Termly data checks</p>	<p>£60,700 staffing costs – pastoral and learning mentors</p> <p>£2,520 (£7,200) Learning Support Advisory Team</p> <p>£1,260 (£2,000) Behaviour Support Advisory Team</p> <p>£3000 Educational</p>

						Psychologist
PPG children with SEND make accelerated progress from their starting points.	<p>Individuals needing 1:1 in class support for speech and language needs</p> <p>Targeted intervention groups (with the correct staff CPD and training):</p> <ul style="list-style-type: none"> • Lego Build to Express Emotional Literacy • Dyspraxia/fine motor skills • Speech and Language • Education psychologist • BSAT intervention 	<p>Research – small group tuition</p> <ul style="list-style-type: none"> • Intensive tuition in small groups is very effective • Pupils are grouped according to specific level or need • Pupils’ needs are accurately assessed and targeted. <p>Rationale evidence taken from:</p> <p>https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/one-to-one-tuition/ (Gains +5 months)</p> <p>https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/small-group-tuition/ (Gains +4 months)</p>	<p>Specific monitoring of these pupils by the SENDCo. Case studies maintained. Clear progress tracked from their starting points. Governors’ Task and Finish group to hold school accountable for PP progress and achievement</p>	<p>SENDCo Head Teacher</p> <p>Inclusion Governor</p>	<p>Weekly monitoring</p> <p>Termly data checks</p>	<p>TA support for 28 PPG SEND pupils</p> <p>£60,000</p>
Foster a learning culture where pupils develop skills in monitoring, directing, and reviewing their learning.	<p>Class teachers will receive CPD which focuses on the EEF’s seven practical, evidence-based recommendations to support teachers to develop metacognitive knowledge and skills in their pupils. This will be supported by the MAGIC initiative- one of the school’s curriculum drivers.</p>	<p>Metacognition and self-regulation: “Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months’ additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.” EEF</p>	<p>Evidence that teachers are asking challenging questions, guiding pupils with oral feedback, prompting dialogue, and scaffolding productive ‘exploratory’ talk where appropriate.</p> <p>Are PPG pupils using observable metacognitive strategies while completing a task, such as underlining a passage or making notes?</p> <p>Are PPG pupils aware of their strengths</p>	<p>Book looks. Pupil voice. Learning Walks</p>	<p>SLT</p> <p>Subject Leaders</p> <p>Termly</p>	<p>£1000</p> <p>CPD and support materials</p>

			and weaknesses, and able to motivate themselves to engage in, and improve, their learning?			
Total budgeted cost						£80,550

ii.		Targeted 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?	Cost
To support an identified group of pupils in Year 6 with significant social and emotional issues in a focussed group, to remove behaviour as a barrier to their learning so that they can function effectively in a mainstream class.	<ul style="list-style-type: none"> Learning mentor and Nurture trained assistants to run 5 afternoon sessions and 5 morning sessions to link work on social and emotional aspects of learning to foundation subjects. Link with outside agencies e.g behaviour support team. SENDCo and pastoral team working with senior leaders will review the needs of the pupils within the group and those not in the group who would benefit from this support. 	Behaviour interventions: approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning – Action impact +3months)	<p>Carrying out and monitoring of Boxall assessments</p> <p>Feedback from parents</p> <p>Planning with Teachers, SENDCo and Pastoral team</p> <p>Link Governor for SEND involvement</p> <p>SENDCo to track the progress of PPG children through SEND interventions including working with the group</p> <p>Link Governor notes of visit are shared with the governors</p>	<p>SENDCo Pastoral team</p> <p>Inclusion Governor</p>	Weekly monitoring Termly data checks	£54,000

<p>Foster a learning culture and support parents to be able to engage with learning at home.</p>	<p>Family learning sessions. Parental engagement meetings. Parent information sessions (9:00am and 2:45pm). Parental involvement in school.</p>	<p>Developing effective parental engagement to improve their children's attainment https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact. There is some evidence that supporting parents with their first child will have benefits for siblings. However, there are also examples where combining parental engagement strategies with other interventions, such as extended early years provision, has not been associated with any additional educational benefit. This suggests that developing effective parental engagement to improve their children's attainment is challenging and needs careful monitoring and evaluation.</p>	<p>Feedback reviewed from Parent Forum and Family Learning participants 2018-2019 and changes made for this year. Targeted parents given phone calls to remind them of meetings.</p>	<p>Assistant Head teacher (T&L)</p>	<p>Termly Please note: This is on hold due to Covid</p>	<p>£5,250 Parental Engagement Staffing cover £2,420 Mathletics £1099 Bug Club £1,800 Staffing cover cost</p>
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iii.	Other Approaches				
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?	Cost
<p>Contact to be made with the families of these children to investigate problems. Offer support if practicable. Children to be given tasks in the morning to get them here on time. Breakfast club offered at a reduced rate. Staff member employed to catch the hard to reach families.</p>	<p>Addressing behaviour and attendance: Evidence from the DFE says that more successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school.</p>	<p>Attendance/punctuality rates are monitored. Every half term there will be a check on the children who identified. Reduction in the number of pupils being identified as late.</p>	<p>HT Attendance officer Pastoral Manager</p>	<p>Monthly meeting to check up on all attendance I day per half term.</p>	<p>£1,200 Staffing costs</p>
<p>Early Help and Support process used to inform and identify pupils for breakfast club Breakfast club to run from 8am every morning Close, nurturing relationship to be built between breakfast club staff and pupils / families</p>	<p>The results suggest that for pupils in relatively disadvantaged schools it is attending the breakfast club, not just eating breakfast, which leads to academic improvements. This could be due to the nutritional benefits of the breakfast itself, or the social or educational benefits of the breakfast club environment.</p>	<p>All identified children are attending breakfast club as agreed. Attendance of identified children is above 95%. Family links are made which support Early Help and Support process. Identified children are ready for their learning and making good progress.</p>	<p>SLT</p>	<p>Termly</p>	<p>£12,000 Staffing costs contribution + equipment £3420 Subsidised places</p>
<p>Provide enhanced access to after-school sports provision for targeted pupils by increasing the number of opportunities available</p>	<p>Though the impact of sports participation is thought to be low by EEF we feel that the ethos of the school is built upon team and individual learning behaviour skills that enable the children at John Fletcher of Madeley to access their learning in a calm and intelligent manner.</p>	<p>Though the result of competitive team sports will hopefully be successful, the key judgement will be in terms of how the children approach their work in a calm and resilient manner. Monitored by LA height and weight team.</p>	<p>PE co-ordinator</p>	<p>July 2021</p>	<p>£10,620 1 x Free places at after-school clubs per term</p>
<p>To ensure that all children are able to attend the visits by subsidising these</p>	<p>This universal benefit is planned to reflect the falling income for vulnerable families as a result of the government's welfare reforms.</p>	<p>Letters to parents informing them of the planned visits. Follow up telephone calls to ensure parents are aware of the</p>	<p>Educational visits co-ordinator.</p>	<p>July 2021</p>	<p>£1,000 Subsidised</p>

		visits and any contributions they can make.			
All children have equal access to the opportunities offered in Y2, Y4 and Y6 to attend residential visits, or Y5 Arthog Outreach.	Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.	Initial information meetings with parents. Individualised information packs sent home. Contact form educational visits co-ordinator. Payment scheme can be set up.	Educational visits co-ordinator.	July 2021	£6,000 Subsidised places