



# Messing Primary Pupil Premium Strategy

Summary information				
<b>School</b>	Messing Primary School			
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£18,840	<b>Date for next internal review of this strategy October 2020.</b>
<b>Total number of pupils</b>	87	<b>Number of pupils eligible for PP</b>	14 + 1 service (4 have moved onto secondary school September 19)	

Current attainment			
Across all year groups(Year 1-6)		Pupils eligible for PPG(2019/20) 10 pupils Each pupil 10%	Pupils not eligible for PPG(2019/20) 65 pupils. Each pupil 1.5%
Reading	%Pupils working at or above the age expected standard.(July 19)	50%	82%
	%Pupils making expected or better progress(5 steps+)	80%	71%
Writing	%Pupils working at or above the age expected standard.(July 19)	30%	71%
	%Pupils making expected or better progress(5 steps +)	70%	65%
Maths	%Pupils working at or above the age expected standard.(July 19)	40%	71%
	%Pupils making expected or better progress( 5 steps +)	80%	63%
Barriers to future attainment (for pupils eligible for PPG)			
In-school barriers			

A.	The school has historically had high inward mobility and some PPG pupils in KS2 enter below age expected attainment. Accelerated progress is needed from their starting points.	
B.	A proportion of pupils in receipt of PPG are also on the SEND register and have specific barriers to learning.(ASD/ADHD/Dyslexia)	
External barriers		
C	More children are being identified with social, emotional and mental health difficulties.	
	Desired outcomes	Success criteria
A.	Improve reading and writing outcomes for specific pupils with a focus on developing oral language skills and vocabulary to support this. Improve maths outcomes for pupils in KS2.	Pupils in receipt of PPG make accelerated progress in reading, writing and maths by the end of the year. SEND pupils in receipt of PPG make accelerated progress and have increased self-esteem.
B.	The successful implementation of interventions and strategies to support narrowing the gap in attainment in reading writing and maths for SEND pupils in receipt of PPG.	Staff are trained and confident to support specific barriers to learning so that SEND pupils in receipt of PPG make expected or better progress.
C.	Effective strategies are in place to support pupils with social, emotional and mental health difficulties.  Pupils access support with home learning through on line tools. They also have access to all opportunities offered to all pupils and these are not limited by transport difficulties/parental engagement.	Pupils are well supported and staff know how to motivate pupils with low self-esteem. A well-being programme is in place to support pupils emotionally and to support parents with attendance. Pupils are able to participate fully in school trips and residential trips. Home learning is supported by online learning tools. Access to learning resources at home and support with this.

Planned expenditure Academic year 2019/20					
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	Cost
<p>A</p> <p>Oral language skills and knowledge of a wider range of vocabulary are developed to support with reading and writing outcomes so that they improve and the gap is narrowed.</p> <p>New concepts and skills in maths are consolidated and embedded and outcomes improve.</p>	<p>Whole school focus on developing vocabulary knowledge and speaking skills.(Through strategies from talk boost programme, socially speaking intervention and specific speaking and listening activities)</p> <p>Networking with local schools to share best practice and develop effective approaches.</p> <p>Collaborative skills developed to support with speaking skills, social skills and progress. Key school driver.</p> <p>Pre-teaching as an intervention as well as 'catch up' to close the gaps in maths outcomes.</p> <p>'Memory and how to hack it' approach and strategies used in planning and lesson sequencing so that learning is embedded.</p>	<p>Research (Education Endowment Foundation Teaching and Learning Toolkit) has shown oral language interventions result in +5 months impact.</p> <p>Head teacher's peer review model and consortium schools /Tiptree schools collaboration means that the most effective models are shared between schools.</p> <p>Research from EEF also demonstrates that the impact of collaborative approaches is consistently positive. (+5) and supports with the development of mastery.</p> <p>For learning to be embedded in long term memory it needs to be re-visited regularly and built upon.</p>	<p>Literacy leader to track progress and monitor through staff meetings.</p> <p>Pupil progress meetings.</p> <p>Pupil voice/book scrutiny and lesson monitoring.</p> <p>Subject leader network meetings.</p> <p>Governor monitoring.</p> <p>Monitor interventions and booster groups and evaluate impact on progress and attainment.</p> <p>Senco half day to deliver booster groups.</p>	English lead/Headteacher/Senco	Termly
Total budgeted cost					£4405

Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
<p>B</p> <p>Oral language skills and knowledge of a wider range of vocabulary developed to support with reading and writing outcomes so that they improve and the gap is narrowed.</p> <p>Maths learning is embedded and outcomes improve.</p>	<p>Writing, spelling and vocabulary development small group and 1:1 tuition.</p> <p>Dancing bears/attack spelling spelling support.</p> <p>Small group pre-teaching maths and basic skills.</p> <p>Dyscalculia programme used.</p> <p><i>Talk Boost</i> programme.</p> <p>Clicker programme to support SEND pupils in receipt of PPG.</p>	<p>Some of the children need targeted support to make accelerated progress and catch up.</p> <p>We want to provide extra support to result in high attainment. Small group interventions with highly qualified staff have been shown to be effective.</p> <p>For some pupils barriers to achieving age related expectations in writing are due to specific barriers to learning - spelling and language and communication skills.</p> <p>SEND pupils in receipt of PPG have very specific barriers to learning which 1:1 and small group learning supports.</p> <p>Pre-teaching is an intervention which will be used to support pupils with improved self-esteem and access to whole class learning.</p>	<p>Robust tracking and regular impact analysis ensure funds are effectively targeted and not wasted on less effective interventions.</p> <p>Additional support x 9 hours per week. Monitoring pupil targets and impact of actions.</p> <p>Pupil voice, book scrutiny, progress tracking.</p>	<p>Maths lead</p> <p>English lead.</p> <p>Class teachers</p> <p>Head teacher.</p> <p>English lead.</p> <p>Class teachers.</p> <p>TA's</p>	
Total budgeted cost					£12,138
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	Cost

<p>C</p> <p>Pupils are supported emotionally and socially and therefore better equipped to engage fully with their learning.</p> <p>Pupils are self-reflective and self-regulating.</p> <p>Pupils have access to learning support at home.</p> <p>Pupils have equal opportunities to engage in enrichment activities.</p>	<p>Whole school focus on mindfulness.</p> <p>Well-being LSA mentor to use approaches learnt to support small groups with emotional awareness and strategies for developing emotional resilience.</p> <p>‘Zones of regulation’ strategy continues to support pupils with self-regulation and new staff are trained to support pupils with this.</p> <p>Online learning tools to support home learning and encourage high motivation. Introduction of spelling shed across the school to support with motivation and progress with spelling skills. Attendance of PPG pupils continues to be closely monitored.</p>	<p>Pupils are supported emotionally and socially and therefore able to concentrate on learning. EEF toolkit shows that emotional and social learning has a positive impact on learning.</p> <p>Regular access to a well-being mentor to support pupils emotionally and socially to be available at ‘Chill out’ club at lunchtime.</p> <p>Parental partnership supports pupil progress and emotional well-being.</p> <p>Pupils value learning with parental support alongside.</p>	<p>Wellbeing LSA to support pupils regularly with emotional wellbeing and social skills through intervention such as socially speaking and strategies form play therapy training. Extend use of exercise and outdoor learning in small groups to support mental health.</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions. Regular monitoring, review and intervention.</p> <p>Regular meetings with attendance officer to monitor attendance of PPG pupils compared with Non PPG.</p>	<p>Headteacher Lunchtime lead. Wellbeing mentor. Senco</p>	
					<p><b>Total</b>    <b>£2276</b></p>
					<p><b>Total budgeted cost for the year</b>    <b>18,819</b></p>

## 1. Review of expenditure previous academic year ( 2018/19)

Total pupils eligible for PPG	14+ 1 service child
Amount of PPG per pupil	£1320
<b>Total amount of PPG</b>	<b>£18,420</b>

### Quality of teaching for all

Desired outcome	Chosen action / approach	Impact	Lessons learned	Cost																
Oral language skills developed to support with reading and writing outcomes. Writing outcomes improve. Maths outcomes improve	<p><i>Talk Boost</i> intervention also cascaded to all children through ‘Word Wizard’ whole school approach.</p> <p>Whole school focus on Growth Mindset approach cascaded to all new staff.</p> <p>Networking with local schools to share best practice and develop effective approaches.</p> <p>Regular evaluation of effectiveness of feedback in lessons. Ensure all new staff are familiar with the whole school approach to marking and feedback.</p> <p>Pre-teaching introduced as an intervention as well as ‘catch up’ to close the gaps in maths outcomes.</p> <p>‘Memory and how to hack it’ training cascaded to all staff and maths timetabling adapted to support this strategy.</p>	<p>Key aspects from talk boost used across the whole school to develop vocabulary knowledge and support writing and comprehension skills in reading. Good evidence of increased use of quality vocabulary in writing and very good progress with comprehension skills, especially in Yr 6.</p> <table><tr><th>Progress</th><th>Read</th><th>Write</th><th>Maths</th></tr><tr><td>Expected or better</td><td>8/12</td><td>7/12</td><td>6/12</td></tr><tr><td>Accelerated</td><td>2/12 17% Non-PPG 33%</td><td>2/12 17% Non-PPG 24%</td><td>3/12 25% Non-PPG 26%</td></tr><tr><td>Just below</td><td>2/12</td><td>2/12</td><td>5/12</td></tr></table> <p>Whole school growth mind set approach continues to encourage children to have positive learning behaviours and attitudes. New staff familiar with the approach. Time with 1:1 tutor supports this for pupils with very low self-esteem.</p> <p>Progress of pupils tracked and reported termly.</p> <p>Teaching sequence adapted to support with recall and embedding of learning.</p>	Progress	Read	Write	Maths	Expected or better	8/12	7/12	6/12	Accelerated	2/12 17% Non-PPG 33%	2/12 17% Non-PPG 24%	3/12 25% Non-PPG 26%	Just below	2/12	2/12	5/12	<p>Continue this strategy in the Autumn term.</p> <p>Identify strategies to further support pupils who are in receipt PPG <b>and</b> have specific barriers to learning (SEN) and to narrow the gap in attainment.</p> <p>Spelling shed online programme to be used to support motivation and progress and accelerate progress in writing . Continue additional maths interventions as part of quality first teaching–pre teaching.</p> <p>Memory hacking introduced to support SEN and across the school so that learning is repeated and embedded</p>	£713
Progress	Read	Write	Maths																	
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Targeted support																								
Desired outcome	Chosen action / approach	Impact	Lessons learned	Cost																				
<p>Oral language skills developed to support with reading and writing outcomes.</p> <p>Writing outcomes improve.</p> <p>Maths outcomes improve</p>	<p>Writing small group and 1:1 tuition. Grammar and Punctuation small group tuition.</p> <p>Rapid Recall/Dancing bears spelling support.</p> <p>Small group pre-teaching maths.</p> <p><i>Talk Boost</i> programme</p> <p>Clicker programme to support SEND pupils in receipt of PPG.</p>	<p>Talk boost continues to have a positive impact on children’s confidence and progress. All pupils made good progress from their baseline assessment.</p> <table><tr><td>Listening/15 Before- After</td><td>Vocab/15 Before- After</td><td>Telling stories/15 Before- After</td><td>Conversations/15 Before- After</td></tr><tr><td>7-14</td><td>9-12</td><td>8-11</td><td>6-9</td></tr><tr><td>8-14</td><td>6-12</td><td>9-14</td><td>6-10</td></tr><tr><td>11-13</td><td>11-13</td><td>6-14</td><td>8-9</td></tr><tr><td>10-13</td><td>12-12</td><td>11-14</td><td>9-11</td></tr></table> <p>Small group writing and maths interventions have had a very positive impact on pupil progress. These are closely tracked and objectives adapted to match gaps.</p> <p>Staff trained with how to use the programme. Clicker programme used regularly to support pupils PPG and SEN. Increased confidence, motivation and impendence evident.</p>	Listening/15 Before- After	Vocab/15 Before- After	Telling stories/15 Before- After	Conversations/15 Before- After	7-14	9-12	8-11	6-9	8-14	6-12	9-14	6-10	11-13	11-13	6-14	8-9	10-13	12-12	11-14	9-11	<p>Continue to identify children for Autumn term talk boost strategies/intervention.</p> <p>Continue to develop vocabulary knowledge across the school and specifically with pupils where there is a gap to narrow in reading and writing.</p> <p>Pupils in receipt of pupil premium need continued accelerated progress to close the gap in attainment. Focus on maths basic skills to support with narrowing the gap through small group interventions and quality first teaching strategies(Memory Hacking/pre-teaching)</p>	<p>£16,100</p>
Listening/15 Before- After	Vocab/15 Before- After	Telling stories/15 Before- After	Conversations/15 Before- After																					
7-14	9-12	8-11	6-9																					
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<p>Pupils are supported emotionally and socially and therefore better equipped to engage fully with their learning.</p> <p>Pupils are self-reflective and self-regulating.</p> <p>Pupils have access to learning support at home.</p> <p>Pupils have equal opportunities to engage in enrichment activities</p>	<p>New well-being LSA mentor appointed.</p> <p>Liaise with Tiptree School Partnership well-being group. Share training and ideas for most effective support. Training for well-being mentor/lunchtime staff.</p> <p>Parents signposted to support available.</p> <p>‘Zones of regulation’ strategy continues to support pupils with self-regulation and new staff are trained to support pupils with this.</p> <p>Attendance of PPG pupils continues to be closely monitored.</p> <p>Online learning tools to support home learning and encourage high motivation.</p>	<p>Bright minds bright moods intervention supported pupils with emotional needs/anxiety. Positive impact on pupil wellbeing. LSA wellbeing mentor able to support PPG pupils using these strategies. Lunchtime chat time introduced. LSA also attended 2 day training course in aspects of play therapy.</p> <p>Zones of regulation approach used to support all pupils with mental health and anxiety related issues. Pupils more able to express their feeling and have strategies to help them with self-regulation.</p> <p>All PPG pupils have access to online resources and complete their home learning. All PPG pupils participated in school trips and residential visits.</p> <p>Attendance for pupils in receipt of PPG is good at 97.12% and in line with Non-PPG at 96.93%</p>	<p>Introduce regular timetabled support for pupils with emotional and social needs. Use some of the strategies from training attended. Further develop the use of the outside space (allotment) as a support for pupils experiencing anxiety.</p> <p>Introduce mindfulness to raise self-esteem and support with self-awareness.</p> <p>Continue to support pupils and parents with this support.</p> <p>Further develop in school support and well-being programme next year with new staff member to be well-being mentor in the school. Pupils to have regular access to a key person to talk to. Liaise with Tiptree schools partnership group about effective strategies.</p>	
				£1705
			<b>Total Spend</b>	<b>18,518</b>