

# Pupil premium strategy statement

1. Summary information			
School	Meersbrook Bank Primary School		
Academic Year	2021-22	Total PP budget	£28, 555
Total number of pupils at Oct 20 census	200	Number of pupils eligible for PP	19
% of Pupil Premium	9.5%		

2. Current attainment (Summer 2019 Data)	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving in reading, writing and maths combined	50% (NAT. 71%)	79%
% making progress in reading	78% (7/9)	63% (12/19)
% making progress in writing	78% (7/9)	58% (11/19)
% making progress in maths	66% (6/9)	32% (6/19)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Autism behaviours
B.	Weak attainment, largely down to lockdown and lost learning
C.	Weak place value knowledge
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Issues of low self-esteem and weak emotional well-being
E.	Children don't have access to books
F.	Lack of access to resources e.g. internet and learning materials

#### 4. Planned expenditure and Desired Outcomes

##### i. Quality of teaching for all

Desired outcome	Chosen action / approach and rationale:	How will you ensure it is implemented well?	Staff lead	Success Criteria?
To ensure children are reading the appropriate level of text, matched to their reading attainment	To purchase accelerated reader licence in order to monitor appropriate ZPD	High quality training during INSET Revisit training to develop staff skills	GH & NW	Check AR reports – chn all reading correct book level and achieving min of 80% in quizzes Reading age increasing
To enhance reading experience to improve reading outcomes	To purchase high quality reading material to create a reading spine Cultural Capital for PP'	Whole school document. Full buy in from staff Reading leaders check in on implementation	GH & NW	Books in place and being read – checked by pupil interviews
To improve reading outcomes	To purchase Lexia licence	Training for staff SENCo to monitor use of Lexia	BM	Use of Lexia shows impact through SENCO monitoring
To increase the proportion of pupils achieving the Y1 phonics standard	Staff trained in how to deliver RWI programme	Staff attend accredited training Support given as follow up by KS1 reading leader	BC	A greater proportion of pupils achieving the expected standard by the end of Y1
To improve end of year outcomes in writing	Purchase Clicker 8 to support writing across the school	Training for relevant staff SENCo to monitor use of Lexia	BM	Increase proportion of child working at ARE or improved progress.
To introduce robust assessment system	Purchase EAZMAG system in order to track progress and use analysis to inform high quality teaching for all	High quality training Support for all teachers Support for new assessment leaders	GH	System is populated and raw data used to create reports tracking attainment and progress. Governors are well informed using the system
To improve maths outcomes	Purchase of TTRS (Timestable Rockstars) to improve and help with the teaching of multiplication	Maths leader monitor use Regular monitoring of times tables data	MK	Children's times tables acquisition improves
To improve maths outcomes	Purchase of 'Maths sense' programme to improve and help with the teaching of number bonds and rapid recall	Training delivered to appropriate staff by the accredited trainer. Monitoring in Soring term to evaluate effectiveness	MK	Improved proficiency of rapid recall of number facts in Key Stage 1 pupils
To improve maths outcomes	Purchase of 'Number stacks' resources to deliver a more CPA approach to the teaching of Maths	Staff meeting time given to implementation. Monitoring during learning walks and pupil interviews	MK	Embedded practice observed through monitoring activities
<b>Total budgeted cost</b>				<b>£10,800</b>

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach and rationale:</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Success Criteria?</b>
To support pupils with autism effectively so they can integrate and learn effectively	Teachers to attend autism training	Use accredited trainers (SCERTS programme)	BM	Pupils with autism make at least good progress in line with their peers
Child to receive specialist dyslexia support beyond school's core offer	Dyslexia centre sessions (6 per half term)	Reports from centre and liaison with staff	GH	Pupil makes at least good progress in reading and writing
To support children with social and emotional well-being	Purchase support material around anxiety and emotional well-being (workbooks)	Quality resources, implemented by specialist wellbeing staff	BM	Self esteem scores move towards more typical profile (Boxall profiles)
<b>Total budgeted cost</b>				<b>£ 5600</b>

<b>iii. Other approaches</b>
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<b>Desired outcome</b>	<b>Chosen action / approach and rationale:</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Success Criteria?</b>
Clear target setting for pupil premium children	Release time for teachers to attend pupil progress meetings with Head Teacher	Enough time allotted to these meetings over the academic year	GH	All teachers have clear Pupil Progress Plans in place which clearly show targeted interventions in place
All child participate in enrichment activities	Subside school trips	Attendance on school trips	AH	All child are included in enrichment, have access to a wide range of opportunities and engage in experiences to enhance their cultural capital

<b>Estimated total budgeted cost</b>				<b>£12100</b>
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