

## **Pupil Premium Strategy overview** (this is a *brief* 1 page summary of our Pupil Premium Strategy – full document is enclosed below)

Sept 16 government introduced 'pupil premium strategy' template which has to be on a school's website:

It covers 5 main points:

- Who are the children (current 71 – 21% of school an increase from 60)
- What is the amount given (current £84,380)
- What are the barriers to learning? (see section 3)
- How do we overcome barriers ( what support/ interventions etc) (see section 4 & 5)
- How effective is support (ie impact of spending) and data (section 5 and data in section 2)

**Section 1:** is a summary of Pupil Premium - including context of school, and also prior 15-16 PP info

**Section 2:** has current data for 15-16

- **Summary of 2015-16 data (National data not out for reception)- briefly states:**
- Gaps in Reception (using 2015) are narrower than National gaps (school and national other)
- Gaps in Year 2 (using 2016) are narrower than National gaps (school and National other) – indeed school PP do better than National Other at Greater Depth
- Year 2 PP children attain higher than National PP in all subjects
- Gaps narrowed for PP children in year 2 if we compare like for like children (mobility factor)
- Tracking cohort through the school shows increase in PP attainment and by Year 4 PP children left school with higher attainment than non PP

**Section 3:** describes barriers to learning (both in school and external)

Main barriers can be summarised as:

Internal barriers

- Individual Barriers; (not one size fits all)
- PRIME AREAS – such as communication and language – lower on entry
- PSED low self esteem and self worth
- Reading
- Greater depth attainment

External barriers

- Attendance
- Engagement with families
- Wider experiences
- Safeguarding and negative self worth

**Section 4:** desired outcomes - how we tackle these barriers (above)

- Teachers AFL – knowing children
- Baseline tracking (language links/ ECAT- provision)
- THRIVE
- Foster love of reading – culture
- Greater depth opportunities to embed deeper learning / moderation
- Monitor attendance and PP clubs
- Attendance - Parental engagement and support by outside agencies where needed
- Breadth of experiences – want to come to school (ie Meadows Mouse/ LOTC / Arts projects/ sport etc)

**Section 5:** Planned expenditure (eg what we will spend funding on next year)

(under quality for all) – we aim to support ALL children (those we identify as disadvantaged as well as other pupils)

- AFL (ipad app/ training/ high quality feedback INSET/ sequence of learning/ peer reviews/ pupil review days)
- PRIME AREAS – build on ECAT – tracking – SALT –action research projects Loughborough Uni
- THRIVE – embed and cascade training
- Reading – develop reading areas/ purchase quality texts/ library develop/ electronic devices/ library visits
- Greater Depth CPD and a MASTERY approach (Jane Howard) / moderation/
- Lotc / arts projects such as willow dragon etc – to enrich experiences and to improve attendance

**Review of Expenditure for 2015-16:** is a detailed look at specific Interventions and targeted support with costings:

(such as Rapid Reading, phonics groups, Better reading, First Class maths, CPD, extra staffing, Teacher led interventions, Forest School training, ECAT, TA training, PP clubs (story/ breakfast. Meadows Mates, Ukulele, Meadows Mouse and growth Mindset training)



## Meadows First School Pupil Premium Strategy Statement 2016-17

1. Summary information					
<b>School</b>	Meadows First School				
<b>Academic Year</b>	2016/17	<b>Total estimated PP budget</b>		<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	334 (inc Nursery)	<b>Number of pupils eligible for PP</b>	71 (inc 10 Nursery)	<b>Date for next internal review of this strategy</b>	Jan 2017

The following table show the characteristics of pupil premium on roll in school as this helps to identify and address needs within each cohort. There is also mobility factor of Pupil Premium children which can increase/ decrease in year groups mainly due to families being relocated, which can make tracking of trends difficult:

2016-2017	Characteristics of Pupil premium across the school shown as a % of PUPIL PREMIUM						
% of whole school	GENDER (boys)	SEN 'K'	'SEN' NEEDS	vuln	LAC/ adp	ETHNICITY	SUMMER B'DAY
21%	51%b	14%	51%	32%	13%	13%	24%
Numbers in school	GENDER	SEN	NEEDS	vuln		ETHNICITY	SUMMER
71/334	36b 35g	10	36	23	9	9	17sum

*It is important to note that since the new SEN code of practice SEN children are only identified if they have **significant** needs – this does not account for children with identified S&L or mild/ behavioural/ social needs (which would have been termed SA+ or SA using old SEN code) – hence the % of 'needs' recorded here is higher than 'SEN' termed 'K' code*

At present schools receive £1,320 for Ever 6 PP, LAC £1900, services £300, Early Years' Pupil premium £300

This is broken down as follows:

2016-17	Early Years PP	Services	LAC	Ever 6 PP	Total
<b>Number of children</b>	10	2	5	54	71
<b>amount</b>	£3000	£600	£9500	£71,280	£84,380

## **CONTEXT**

Meadows First School is a two form entry school with a 26 place morning Nursery (extended this year to offer full time provision – now with 29 children on roll). We made the decision to increase our Nursery provision to full time in order to provide flexibility to families and also to provide early support to vulnerable children and their families. This is evident in the % increase of children eligible for EYPP in Nursery (currently 34% of numbers in Nursery). The families accessing our Nursery are predominantly from a wider catchment of higher deprivation.

We have 334 on role and we have an increase of PP children, with 71 children (including Nursery) eligible for funding (21% of school). Our Pupil premium numbers can vary each year as a broader scope of out of catchment parents select us as their 'first choice', including from 42% from the ward of Sidemoor, which is classified as the second most deprived area of Bromsgrove.

The percentage does not give a true reflection of the number of 'disadvantaged' pupils in the school as we also recognise that not all pupils who are socially disadvantaged are registered or qualify for pupil premium funding. In making provision for all pupils, we also recognise that not all pupils who receive free school meals/ pupil Premium will be socially disadvantaged. Although many of our children come from an area of deprivation, with significant needs and barriers to learning, the school successfully overcomes these barriers through systems that provide strong support, care and guidance for every child and family.

At Meadows we ensure that all staff know all of our children as individuals and that the children are at the heart of everything that we do. One of the biggest barriers can be expectation and so we are determined to create a climate of high expectations and 'growth mindset' to ensure that children are given every chance to realise their potential. This is partly achieved through developing learning skills through Meadows Mouse (see appendix 1) and developing an awareness of the Characteristics of Effective learning not just in the Early years, but throughout the school.

We believe there is no 'one size fits all' so it is essential that we identify individual barriers to learning in order to personalise targeted support so that all of our children can flourish.

### **2. Current attainment (end of 2015- 2016):**

**Note: 2015-16 PP in school was broken down as follows:**

	<b>Early Years PP</b>	<b>Services</b>	<b>LAC</b>	<b>Ever 6 PP</b>	<b>Total</b>
<b>Number of children</b>	5	3	1 (Aut only)	51	60
<b>amount</b>	£1500	£900	£633	£67,320	£70,353

The following table show the characteristics of pupil premium on roll in school as this helps to identify and address needs within each cohort. There is also mobility factor of Pupil Premium children which can increase/ decrease in year groups mainly due to families being relocated, which can make tracking of trends difficult. We are also aware that barriers include lower attendance, language development, social and emotional factors (vulnerability) and we place a high priority in providing support to help address these needs; for example, through THRIVE , providing story clubs and 'Meadows Mates' and developing 'Meadows' Mouse' Learning to Learn strategies (appendix 1).

2015-2016 Characteristics of Pupil premium across the school shown as a % of PUPIL PREMIUM							
% of whole school	GENDER (boys)	SEN 'K'	'SEN' NEEDS	vuln	LAC/ adp	ETHNICITY	SUMMER BDAY
19%	52%b	28%	58%	15%	5%	8%	25%
Numbers in school	GENDER	SEN	NEEDS	vuln		ETHNICITY	SUMMER
60/323	31b 29g	17	35	9	3	5	15sum

At Meadows First School we support all of our pupils by providing high quality classroom teaching, where all staff have high expectations and know the children well in order to provide timely support, including offering family support and engaging parents. This is supplemented by interventions to support vulnerable learners at risk of falling behind their peers. Common barriers for Pupil Premium children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". Every child is assessed from their starting points in school and is rigorously tracked and supported.

The school is able to provide a broad evidence base which demonstrates that these children progress well as they move through the school and that the proportion meeting age-related expectations notably increases from entry to exit

#### Attainment 2015-16

2015-16	%PP at ARE+			%NON PP at ARE+			% PP good or better progress			% NON PP good or better progress			At end of Reception	PP	Non PP
	R	W	M	R	W	M	R	W	M	R	W	M			
Reception	75	75	75	80	75	81	100%	100%	100%	93%	90%	100%	2016	75%	71%
Year 1	69	63	69	80	82	86	81%	75%	100%	86%	90%	91%	2015	67%	70%
Year 2 (new sats)	71	64	71	89	76	80	100%	92%	78%	86%	80%	81%	2014	50%	67%
Year 3	77	62	77	85	75	81	100%	92%	100%	94%	90%	90%			
Year 4	100	86	86	83	75	76	100%	100%	100%	97%	93%	93%			

#### Compared with National Data: 2015-16:

Reception	achieving GLD	Reading	Writing	Maths	Year 2	reading	writing	maths
School PP	75%	75%	75%	75%	School PP	71%	64%	71%
National PP	No data				National PP	60%	50%	58%
School other	71%	80%	75%	81%	School other	89%	76%	80%
National other	No data				National other	78%	70%	77%

**2016 %GAPS in % of children attaining ARE in SCHOOL (PP & non PP)**

**2016 % GAPS school PP & National non PP (National % gaps in red)**

	R	2	4	NB + means that PP did better than non PP
R	5%	18%	+17%	
W	0%	12%	+11%	
M	6%	9%	0%	

	YR (using 2015 N data)	Y2 (2016 data)	
R	12% (N20)	7 % (N18)	
W	7 % (N20)	6% (N20)	
M	13 % (N20)	6% (N19)	

**Greater Depth Year 2 2016** (school) PP: Reading = 29% (National 12%) Writing = 21% (National 6%) Maths = 14% (National 9%)  
 (school) Non PP: Reading = 37% (National 27%) Writing = 28% (National 16%) Maths = 28% (National 20%)

**Overview**

**Reception** - 2016 National Data (not released for EYFS). In reception pupil premium attain higher than National (using 2015 data)

**Year 2** - School disad gaps with National other are significantly narrower than National gaps

School PP children – higher % attain greater depth in all subjects than National other

**Year 4** - PP children left school higher than non PP

**Whole school** – tracking cohorts through the school shows an increase in % attaining expected in all subjects

Gaps are narrowing in all subjects at the end of foundation stage and at each key stage exit point (Y2 & Y4) apart from Reading in Y2 (due to mobility issue – however, if we track same children these gaps have narrowed

Best practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. We regularly consult external evidence sources such as:

the Education Endowment Foundation, The Early Year’s Toolkit, the Teaching and Learning Toolkit, the NFER report on supporting the attainment of disadvantaged pupils, Ofsted’s 2013 report on the pupil premium and Ofsted’s 2014 report on pupil premium progress.

Based on analysis of data above and based on our knowledge of our children (including new entry into the school) and their families, we have identified the following barriers to learning and actions to overcome these barriers in the next academic year (2016-17).

This forms an ongoing cycle of ‘**review plan and action**’ and is constantly monitored by the Pupil Premium Lead, Head teacher, SLT and teachers and is reported to Governors.

**3. Barriers to future attainment (for pupils eligible for PP, including high ability)**

**In-school barriers** (*issues to be addressed in school, such as poor oral language skills*)

<b>A.</b>	<b>Individual Barriers;</b> We see children as individuals and address their needs and support gaps in learning as well as social/ emotional development in each year group. There is no 'one size fits all' approach and in this way we are aware that there are many 'personal' barriers that we need to try to overcome in school
<b>B.</b>	<b>PRIME AREAS</b> are low on entry in Nursery & Reception – this year there is a very large cohort of boys in Reception (42/60) – which has impacted upon self help, independence, social skills (see baseline assessments) – they are lower for PP than non PP <b>CL skills</b> are noticeably poorer on entry to school in Nursery and Reception especially for pupils eligible for PP than for other pupils. Without the good foundation of PRIME areas, children may struggle to attain expected in 'Specific' areas, particularly writing
<b>C.</b>	<b>PSED</b> issues mean that some children (including PP) across school have low self esteem and self worth. This coupled with specific family issues mean that some children are not 'ready' to learn
<b>D.</b>	<b>Reading</b> for fluency and enjoyment –the lower achievement in year 1 phonics for PP (although higher than National) than non PP means that these children need rapid intervention into Y2 and this impacts on reading attainment in later years
<b>E.</b>	<b>Greater depth</b> is a whole school focus for identified groups of children - PP do not attain as highly as non PP children (although our Y4 exit data shows PP children attaining higher in R & W and the same in M) –our data also shows that progress is better for PP than non PP in most year groups.

**External barriers** (*issues which also require action outside school, such as low attendance rates*)

<b>F</b>	<b>Attendance</b> for PP children is lower than non PP –(although rose from 93.3% (2014-15) to 95.8% (2015-16)
<b>G</b>	<b>Engagement</b> with some families can be difficult and this can affect support for learning at home
<b>H</b>	Some children in receipt of PP do not have the <b>richness of experiences</b> offered to non PP children. Life experiences can impact upon all learning experiences, including PSED.
<b>I</b>	<b>Safeguarding</b> issues and complex family issues can cause some children to have negative self esteem (see C above) and anxieties.

**4. Desired outcomes**

	<b><i>Desired outcomes and how they will be measured</i></b>	<b><i>Success criteria</i></b>
<b>A</b>	Teachers have high aspirations for PP children through whole school culture of growth mindset . They use AFL to monitor and effectively support all children, giving timely feedback to move learning forward and are supporting where there are gaps in learning.	Teachers have detailed knowledge of all children including PP and can plan for individual needs as part of daily first quality teaching Effective assessment and monitoring and use of AFL leads to higher attainment and progress of PP
<b>B</b>	Baseline assessments indicate next steps – <b>PRIME</b> areas will be a focus for Autumn Term for the large boy cohort to ensure that basic skills are embedded Provision inside and outside will enable rich language to be scaffolded and modelled by all staff (see ACTION PLAN for reception)	From starting points, tracking shows that accelerated progress is made in PRIME AREAS, particularly in communication and language (use of ECAT & Languagelinks to support programme of intervention alongside first quality teaching) so that children are well supported to reach ARE
<b>C</b>	THRIVE whole school approach to address and support PSED (including families) needs	THRIVE analysis shows effective support Children eligible for PP (& families) are well supported and ready to learn when they come to school
<b>D</b>	Reading – whole school approach to embedding love of reading across school	Attainment of PP phonics in year 1 (more to reach 'wa') Attainment of reading - more PP at ARE School environment fosters love of reading and quality of books

<b>E</b>	Greater Depth – continue trend of Higher rates of progress across school, particularly for higher attaining pupils eligible for PP.	Tracking and monitoring shows that PP identified as high ability make as much progress as 'other' pupils identified as high ability, in reading, writing and maths. Measured by teacher assessments and successful moderation practices established in school and with schools across the County.
<b>F</b>	Close monitoring of attendance shows increased rates for pupils eligible for PP. PP clubs are run to improve attendance	Overall PP attendance improves and is in line with 'other' pupils attendance PP clubs encourage attendance
<b>G</b>	Parents are engaged and supported in children's learning across year groups Parents are supported by THRIVE and staff (listening time) and contact is made with outside agencies as appropriate	Parent Engagement is a focus with regular planned opportunities for year groups to involve parents in learning. Parents are supported by staff who are aware of individual needs and have time to support these needs as well as make links with other agencies as appropriate THRIVE analysis supports increase in PSED
<b>H</b>	Breadth of curriculum, including provision for the Arts and Outdoor learning widen children's life experiences	Planning shows wide range of opportunities that enrich curriculum including Lotc and the Arts

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2016/17</b>				
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.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>A. (addressing individual barriers) - improved attainment and progress for all children relative</b>	AFL - County to lead Staff training on high quality feedback.	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is one of the most effective ways to improve attainment, and it can be an approach that we are adapting and embedding across the school.	Use INSET days to deliver training to all staff including TAs. Peer observation of teachers' classes after the course, to embed learning training embedded in school feedback policy.	Head, Deputy, English and Maths Lead	Jan 2017

<p>to their starting points Teachers have high aspirations for all developing a whole school culture of growth mindset (supported by Meadows Mouse)</p>	<p>Training in the approach of Sequences of Learning (county to lead and Eng/ Maths leaders to follow up training for all staff)</p> <p>Staff training on high aspirations for all inc PP(Growth Mindset)</p> <p>Building on from school's own tracking system - Purchase software for formative assessment and tracking – use of IPADS – purchased for all staff</p>	<p>Effective planning through a sequence of learning is aimed at all children including PP attaining high standards across English and Maths – the EEF toolkit states that ‘mastery learning approaches’ are very effective for narrowing the gap</p> <p>Staff are fully aware of all children’s needs – particularly those disadvantaged (even if not PP) and can plan for overcoming barriers.</p> <p>Assessment lead has produced an ‘in school tracking’ system to support introduction of NC and has used this to embed tracking into SIMS. Building on from this we are going to purchase a tracking system that uses our own monitoring but helps teachers to use a more formative approach to assessment tracking to pick up quickly those in danger of falling behind.</p>	<p>Planning Staff meetings and KS meetings to follow up Book trawls by SLT inc middle leaders Lesson observations Data tracking Staff given tracking sheets/ characteristics of PP Pupil progress meetings Review Days (half termly)</p> <p>Teachers confident at using tracking and AFL to monitor progress and pick up any barriers and ‘gaps’ as they are identified</p>	<p>Deputy &amp; cascade to all staff</p>	<p>Half termly</p> <p>Half termly</p>
<b>Estimated cost</b>					<b>£15,000</b>
<p><b>B.</b> Improved PRIME area attainment</p> <p>Improved oral language skills in Reception</p> <p>Accelerated progress in Prime areas Which leads to: Accelerated progress in specific areas (particularly writing)</p> <p>PD action research programme ensures that children achieve ELG</p>	<p>Staff training on developing PRIME AREAS from EYFS SLE (also Deputy)</p> <p>Building on training from ECAT programme – school is hosting S&amp; L training run by SALT – on ‘communication’ – with specific training given to identified TA for leading CL in EYFS</p> <p>Reception teacher to work with Loughborough University to do action research on promoting PD</p>	<p>Data assessment showed that PRIME areas are higher than National but they are showing slight dip due to cohort needs. We are also aware that disadvantaged pupils come into school lower than non PP in PRIME areas and although progress made is very good (100% PP children make better than expected progress) we want to ensure that these areas are addressed as soon as children enter school. Investment into ECAT will be continued this year with SALT working with EYFS TAs and teaching staff</p> <p>In conjunction with Loughborough university who has conducted research into the improvement of PD in EYFS by trialling this programme – we have agreed to be part of this programme to see how it develops into reception</p>	<p>SLE deliver training to EYFS staff</p> <p>Tracking of PRIME areas</p> <p>Language links programme and ECAT to monitor and support gaps</p> <p>SALT to work alongside staff to raise CL strand in prime areas</p> <p>Effective running of the research working alongside Loughborough University</p>	<p>Deputy Head (EYFS SLE)</p> <p>SENDco &amp; trained staff</p> <p>Reception teacher to lead</p>	<p>Dec 2017</p> <p>Monitoring half termly</p> <p>Monitor at end of programme</p> <p>Summer 2017</p>

<b>Estimated cost</b>					<b>£3,000</b>
<b>C. THRIVE</b> – the whole school has adopted a 'THRIVE' approach to address and support PSED (including families) needs	Continue THRIVE training and cascade to all staff (2 <sup>nd</sup> year of implementation)  Continue to run 'HIVE' with fully trained TA and SENDco	EEF toolkit states that SEL (Social Emotional learning) has an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). THRIVE is an accredited programme known to support emotional well being and is part of our school ethos for supporting the whole child. Implemented for the first year last year as 2 members of staff were fully trained and cascaded this to staff. It	THRIVE analysis shows effective support Children eligible for PP (& families) are well supported and ready to learn when they come to school		
<b>Estimated cost</b>					<b>£20,000</b>
<b>D. Reading</b> – whole school embeds and develops a love of reading	Purchase of electronic reading devices Library visits Develop engaging reading areas in all classrooms Expand library area in school	Research conducted by the national literacy Trust (2015) shows that more children are likely to read using electronic devices than on paper. Whilst as a school we want to encourage the love and respect of handling books, we also recognise that technology can be used to support and motivate children to read. We therefore want to invest in electronic devices and use these to support reading across the school. Introduce into KS2 first of all to monitor the effectiveness. To promote a love of books we also aim to take all children to the library in Bromsgrove at least once a year and promote this to families. We also want to create reading environments in all classrooms and in school – potentially developing a new reading/ library area	Electronic devices to support reading are purchased and used in school – teachers to monitor Attainment of reading - more PP at ARE  School environment fosters love of reading and quality of books – all classes have developed these areas and children are seen to be more engaged in reading  Library area created in school	English Lead  Assessment lead  All teachers  English lead	
<b>Estimated cost</b>					<b>£10,000</b>
<b>E. Greater Depth</b> – continue trend of Higher rates of progress across school, particularly for higher attaining pupils eligible for PP.	CPD on Greater Depth within the new NC - Moderation opportunities within school and across town Training from Jane Howard- greater depth through contextual learning Staff training by English leads	All staff need further training to develop greater understanding of greater depth (GDS) and this includes moderation (internally as well as externally with other schools) We will continue to embed Growth Mind-set approach across the curriculum. We will also create exemplar materials to develop clear understanding of GDS.	Tracking and monitoring shows that PP identified as high ability make as much progress as 'other' pupils identified as high ability, in reading, writing and maths. Measured by teacher assessments and successful moderation practices established in school and with schools across the County. Challenge opportunities included in planning Exemplar materials are created to help with moderation		

**ii. 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	When will you review implementation?
<p><b>A</b> Teachers have high aspirations for PP children through whole school culture of growth mindset . They use AFL to monitor and effectively support all children, giving timely feedback to move learning forward and are supporting where there are gaps in learning.</p>	<p>Specific interventions targeted at children’s individual barriers and gaps in learning. These may be small group interventions (such as using Chadsgove Special School with which the school has a strong partnership) to help provide SEL These interventions may also take the form of 1 to 1 support and may be for across the curriculum (gross motor/ spelling/ etc)</p>	<p>Teachers and TAs have detailed knowledge of all children including PP and can plan for individual needs Effective assessment and monitoring and use of AFL leads to higher attainment and progress of PP Small group tuition or 1 to 1 is evidenced as being very effective with the EEF toolkit – however, it stresses that the smaller the group, the better the impact.</p>	<p>All teachers are responsible for identifying and supporting children as well as providing interventions in class (pre teaching) – Pupil Progress meetings held every term allow children to be identified for more targeted interventions and these are monitored by SENDco as well as the class teacher/ Assessment lead. Tracking and evaluation of interventions are rag rated as well as progress monitored</p>	<p>Teacher SENDco</p>	<p>At least Half termly</p>
<p><b>B</b> Improved PRIME area attainment .Progress is accelerated for PP children</p> <p>Improved oral and receptive language skills in Reception</p>	<p>Small group interventions ‘in class’ next steps personalised for each child Use of environment (outside learning classroom) to embed PRIME areas</p> <p>Audit of classroom provision using ECERS tool</p> <p>TAs use training from Language links programme and ECAT</p>	<p>A large boy cohort for reception 16/17 means that an even greater emphasis will be on developing PRIME AREAS. Using baseline assessments, children will be identified for further intervention which may be ‘in class’ as next steps or as small group interventions with EYFS staff</p> <p>EPPE research shows that ECERS is an effective tool for improving environment and learning outcomes</p> <p>Early CL skills are identified as very low on entry to Nursery and reception – particularly for PP children. These programmes are effective in identifying gaps and a programme is used to support children</p>	<p>From starting points, tracking shows that accelerated progress is made in PRIME AREAS,</p> <p>Teachers are well trained and constantly reflect upon and revisit provision inside and out</p> <p>particularly in communication and language (use of ECAT &amp; LanguageLinks to support programme of intervention alongside first quality teaching) so that children are well supported to reach ARE</p>	<p>SLE in EYFS (Deputy) Teachers and EY staff</p>	<p>At least half termly</p>

<p><b>C</b> THRIVE – the whole school has adopted a 'THRIVE' approach to address and support PSED (including families) needs</p>	<p>Small groups by THRIVE lead in HIVE as well as 1 to 1 support</p> <p>Family engagement by THRIVE lead Family support worker to engage with families and to run small groups Lego play therapy sessions (training to be given)</p>	<p>EEF toolkit states that SEL (Social Emotional learning) has an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (at least four months' additional progress) Many of our children arrive in school with issues from families/ events that have happened in their lives – we aim to support all children so that they are ready Lego therapy for SEL for identified children</p>	<p>THRIVE analysis shows effective support Children eligible for PP</p> <p>families are well supported and ready to learn when they come to school family support worker and other agencies support children and families in need</p>	<p>SENDco THRIVE lead</p>	
<p><b>D</b> Reading – attainment in reading across the school is raised and progress is accelerated for children who are at lower starting points</p>	<p>Better reading programme (1 to 1 reading ¾ times per week) Rapid Reading Programme Small group reading interventions Small group phonic interventions Breakfast 'story clubs' for PP children</p>	<p>Evidence from EEF toolkit states that Phonics approaches are consistently to be effective in supporting younger readers with an average impact of an additional four months' progress – we use phonics to support children and if this is not successful then we move onto whole word reading strategies. We are aware that many disadvantaged families do not spend as much time reading at home and therefore with a 'better reading' programme we can help to overcome this in school. We also run story clubs in the morning to help foster a love of reading as well as providing 1 to 1 reading time</p>	<p>Attainment of reading - more PP at ARE Progress is accelerated in Reading Attainment of PP phonics in year 1 (more to reach 'wa') Tracking of childrens progress in reading is monitored by teachers and the assessment lead Pupil Progress meetings identify children that need support Rag ratings for interventions completed by staff</p>	<p>SENDco PP Lead</p>	<p>At least half termly</p>
<p><b>E</b> improved attainment in Greater Depth for all especially PP children</p>	<p>Small group (in class and out of class) to support higher attaining PP pupils across the curriculum Weekly small group sessions in maths for high-attaining pupils with experienced teacher, in addition to standard lessons.</p>	<p>Tracking and monitoring shows that PP identified as high ability make as much progress as 'other' pupils identified as high ability, in reading, writing and maths. Measured by teacher assessments and successful moderation practices established in school and with schools across the County. We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.</p>	<p>Teachers are aware of higher attaining pupils and provide support in class as well as out of class (pre teaching) where needed Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.</p> <p>Impact overseen by maths co-ordinator. Teaching assistant (TA) CPD for TAs supporting the sessions.</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p>	<p>Teachers Assessment lead</p>	<p>At least half termly</p>
<b>estimated cost</b>					<p>£25,000</p>

iii. 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	When will you review implementation?
F. Close monitoring of attendance shows increased rates for pupils eligible for PP. PP clubs are run to improve attendance	Head/ admin/ PP lead monitor attendance regularly Meetings with Attendance officer (employed by school)  PP clubs to improve attendance and targeted at PP children	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step. Head/admin/ deputy follow up absences immediately – parents contacted and meetings arranged if needed	Thorough briefing of support worker about existing absence issues. PP Lead, head., admin support families Agencies contacted if further support needed (such as family support worker)	Head, PP lead. admin	At least half termly
G. Parents are engaged and supported in children's learning across year groups Parents are supported by THRIVE and staff (listening time) and contact is made with outside agencies as appropriate	Year groups identify times for parents to be invited into school to support learning (eg phonics meetings/ BIG DRAW/ visitors into school)  relationships are built up between staff and families – with open door policy  EYFS invite parents in weekly(stay and play/ share a story)	Parent Engagement is a focus with regular planned opportunities for year groups to involve parents in learning. Parents are supported by staff who are aware of individual needs and have time to support these needs as well as make links with other agencies as appropriate THRIVE analysis supports increase in PSED If there are any concerns or need for extra support, then we can arrange meetings with outside agencies (such as family support worker)	Questionnaires Parents are supported and involved in learning Parents feel that they are welcome into school Parents are encouraged to speak to teachers/ head/ deputy/ SENDco/ THRIVE lead to discuss any issues/ needs and to get support	Teachers Head Deputy Sendco Thrive lead	ongoing
H. children's life experiences are widened through developing the breadth of curriculum, including provision for the Arts and Outdoor learning (lotc)	Regular Lotc experiences across all year groups Regular working with arts organisations (ARTRIX/ VOICES & VISIONS/ Resident artist)  Music therapy interventions for EYFS  Forest School & Empty classroom day – whole school approach to LOTC	EEF; 'Benefits for learning appear to be more achievable with younger learners, with some promising evidence supporting the academic impact of programmes which develop skills in music performance in particular.' Many of our children do not have the life experiences on offer to some families and outdoor learning along with creativity is a means to engagement, motivation and curiosity – particularly for boys. We aim to develop the whole child	Planning shows wide range of opportunities that enrich curriculum including Lotc and the Arts  Children are engaged, enthusiastic, motivated and ready to learn  Children are more confident, prepared to take risks and have a willingness to have a go – growth mindset approach	Art lead LOTC lead Head/ Deputy	March 2017
<b>Estimated cost</b>					£4,000

Review of expenditure - NB this is also on the website under Pupil Premium 2015-16				
Academic Year		2015-16		
Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
THRIVE approach to be embedded across school for understanding and supporting PSED needs of children in school to develop well being.	THRIVE programme – staff training whole staff training –	Thrive data by SENDco shows measured impact of THRIVE on children across school. THRIVE room is well established and staff have knowledge to identify and support children in class.	2 key members of staff are fully trained as THRIVE leaders and have lead training to all staff in school. THRIVE approach will continue next year with a review of all children (analysis by staff and analysed by SENDco) to identified needs and further support children.	£4343 (training and resources)
Forest School Leader level 3 training to 2 new members of staff increasing numbers of fully qualified staff in school to 6 to enable children to manage risks and develop PSED and CL skills	Forest School – CPD leader training (level 3) & additional first aid	2 teachers more are fully qualified to lead Forest School Children have access to Forest school (EYFS & KS1 on regular basis and KS2 at least once a term) Curriculum is broad and balanced and offers wide range of learning opportunities to children	School now has 6 Forest School Leaders to further embed Lotc in school. This is on SDP for 16-17 in order to improve boys and vulnerable learners enagement and attainment across school. (impact will be colcely monitored into next academic year) Both are first aid trained too (essential for leading Forest school)  Also first aid full training for 2 days (both memebtrs odf staff)	£4000 (inc cover costs @ £200 per day)  £600
Participation in arts project with an artist – to develop love for the arts and instil sense of pride and achievement.	Willow dragon – working with artist in residence	A fabulous willow dragon was created by all of the children – instilling a sense of pride and achievement in all.	Whole school had opportunity to work alongside an artist to create a huge sculpture of a willow dragon - offering a wider enriching experience which also encouraged development and love of creativity and the Arts. As this was linked with the 'Artrix', children and families can further explore a wide range of community projects in Bromsgrove.	£1500
To improve children's independence in learning (metacognition & self regulation)	Meadows Mouse 'Learning to Learn' initiative	From EEF toolkit: Meta-cognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) aim to help learners think about their own learning more explicitly This is usually by teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development. Self-regulation means managing one's own motivation towards learning. The intention is often to give pupils a repertoire of strategies to choose from during learning activities.	By developing 'Meadows Mouse' as our learning to learn mascot (see <a href="#">appendix 1</a> ) we have embraced the thought of empowering children to use strategies to help them with their learning and independence. We have produced a booklet for guidance for parents and all classes and staff embrace the messages within this – we also host a weekly celebratory assembly using the themes from Meadows Mouse; 'focused, determined, enthusiastic and organised' to celebrate children who demonstrate these qualities.	No cost (other than time to upload onto website and publish resources)

To ensure all children are well nourished and have access to milk on a daily basis if wanted	<b>Milk costs daily</b>	Children have milk provided	Will continue to support this funding	£479
To ensure all children have access to own school uniform	<b>School uniform</b>	Children feel 'smart' and well looked after	As an incentive to encourage families to participate in FSM scheme (now that criteria has changed and FSM are available up to Y2), we offer uniform subsidies to families if applied for. We also ensure that if not applied for, those in need are given their own uniform.	£280
To enable a member of SLT to manage and monitor, <b>track and assess</b> PP spending across school	CPD for <b>Pupil Premium lead</b>	PP lead for school tracks individual children monitoring impact of spending and analysing data PP lead meets with other schools to share effective practice and network support	First year of defining a PP lead for specifically tracking and monitoring PP expenditure and support and analysing data and impact. PP lead uses EEF and Sutton Trust for support as well as attending local cluster meetings and County led training for up to date information on PP spending and effectiveness Class teachers are made aware of characteristics of PP in their class in order to plan for support.	£1,500
<b>Positive handling</b> with all children	CPD training <b>'Team teach'</b>	2 more members of staff are trained for positive handling to ensure safety of staff and pupils in school	Essential training for staff and pupil safety	£312
To foster <b>Growth mind set</b> & high aspirations for all	CPD as part of <b>NPQML</b> training	Maths Lead received training on Growth mindset to cascade to all staff in order to encourage children to take risks and manage challenges without fear of failure – this is in its second year with teachers receiving more training. Impact is being monitored by maths' lead on all children.	As this training has just been received, it is too early to monitor effectiveness in school. However, our whole school ethos is on managing challenge and taking risks in the classroom, as well as high aspirations for all learners. We want children to see that mistakes and failure are 'good' for learning! From EEF: Aspirations are what children and young people hope to achieve for themselves in the future. Raising aspirations is often believed to be an effective way to motivate pupils to work harder so as to achieve the steps necessary for later success.	£1000 (inc cover costs)
Nurture Lead runs <b>'HIVE'</b> to support well being, PSED in school	Mentoring <b>Nurture Groups</b>  Social and behaviour skills group	TA employed full time to run 'HIVE' in school which is open all day (including lunchtimes and break times) to support children and families in school on a daily basis. Individual needs are assessed and supported and families/ parents are also supported in school (to come in for chats, cups of tea and general support) – good liaison with family support worker who can reach out to other agencies too.	A well run, well used provision where children know they can go for help at any time of the day. Supporting behaviour as well as emotional and social needs of children. Parents and carers are also aware of this facility and make regular use of the 'HIVE'. Parent engagement is one of the foremost effective driving forces behind ensuring all pupils needs are met in school The family support worker (onsite) has daily contact with Nurture lead and makes sure that the school is fully aware of any concerns, extra agency involvement. This approach fully supports THRIVE.	£4048.20  £4048.20

Attendance of pupil premium children increases and impacts upon well being/ self esteem	3 x <b>PP clubs</b> run to encourage attendance and boost skills	6 TAs employed to run 2 story breakfast clubs (for Years 1 &2) and 1 after school 'Meadows Mates' club (years 3 &4). Impact on attendance showed an improvement on PP attendance from 93.3% (2014-15) to 95.8% (2015-16)	1 of the breakfast clubs which ran on Mondays often struggled to target specific children – we will change the day to see if this impacts on attendance. 1 child still needed to be collected from home by 2 staff members and brought to school 3 days a week – more family intervention support is targeted here. Numbers are quite high for uptake of clubs – may need to offer additional day.	£1130  + £100 refreshments / resources
Improved attendance %	Attendance monitoring	Head/ admin /deputy monitor and look at strategies to improve attendance PP attendance from 93.3% (2014-15) to 95.8% (2015-16)	Will also use employment of EWO to help with attendance of persisting families	£300
Increase pupil engagement in lessons and develop wider skills in use of <b>IT</b> to support learning	Purchase of <b>ipads</b> (class set)	Class set of ipads (and storage facility) purchased which has improved IT use in school and particularly targeted and engaged vulnerable learners	Impact is difficult to currently asses, as teachers need further training on this use in class. This will be further developed next year with a focus on purchasing apps that support learning and can be used to target individual children.	£5,970
Increased confidence, self esteem and new challenges and experiences offered to children	<b>Ukuleles</b> purchased and club run by teacher	Teacher runs a club targeted at PP children to give them the chance to learn a new instrument	Ongoing club – will continue next year and also target new children	£150
To ensure all <b>educational visits</b> can be accessed by all children	Year groups funded educational visits	All children attend educational visits within their year groups	Will continue to enable all to participate. Continue to discretely support families so that their children can participate fully.	£407
To ensure all <b>Theatre</b> trip can be accessed by all children	Theatre visit	All children attend theatre at end of Dec	Will continue to enable all to participate	£140
<b>Targeted support for each year group</b>				
<b>Reception</b>				
<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

2 TAs fully trained in <b>ECAT</b> (Every child a Talker) and can effectively deliver and support children at risk of falling well below peers in CL	ECAT training sessions for TA	children identified as ECAT support 100% well below (22-36/30-50e) at start At end 100% made accelerated progress and are now slightly below (40-60d) 67% and 1 child made ELG 17% 1 child continues to need support and has 1 to 1 (epilepsy/ global) but has made significant progress to 30-50secure 17%	Effective tracking and monitoring – well supported by Speech and Language team in County TAs are now confident to deliver this training and provide support for all children falling behind on entry to school. Will build this into programme already developed in school to target poor language and communication skills	£449.12
Improve outcomes in <b>Phonics/ number time/ language support</b>	Extra TA every Wednesday morning supporting groups	Attainment in reception from starting points shows (for PP): CL: Entry 43% typical – end of year 81% (pupil premium); Reading : Entry 13% typical – end of year 75% Maths: Entry 25% typical – end of year 75%	Interventions are very flexible in EYFS in order to pick up on 'NEXT STEPS' in learning. Groups of children change regularly in order to focus on 'gaps' as they arise and this is linked closely to class teacher's planning and teaching. Pupil Progress meetings held highlight children that need further support and groups are run by TA who works within EYFS in both classes.	£2449.44
Children are identified early and then well supported to develop improved <b>(CL)</b> Language and Communication skills.	<b>Language Links</b> support groups with TA 1 hour weekly	Language Link assessment identifies at start of year (19) 31% of children needing intervention (with 9% (5) children having severe needs & referrals to SALT) By end of year – re assessed children showed 13% still needing (8 children) support and just 1 with severe needs	'Languagelinks' is a standardised assessment tool developed by and used by speech therapists to early identify receptive language needs in school children. Children are all supported well in classroom and in groups following a specific programme (eg questions/ information/ etc) and then they are reassessed at the end of the year. This assessment tool and programme is used each year to target early CL needs as it seems to be an increasing problem on ENTRY to school – not just for vulnerable groups.	£816.48  + assessment 4 days total £297.20
Children have skills to be <b>active listeners</b> in class.	Speech and Language therapists deliver training with Y1 classes for staff.	2 SALT deliver training using Y1 class and YR teacher observes to use the programme with her class in YR. By the end of the training the children are more actively engaged and ready to listen.	Children are aware of and are actively taught listening skills with appropriate circle time games and activities. Reception teacher can confidently teach these skills with her class next year.	£208.04 Cover costs for reception teacher to be part of training
<b>PSED</b> support (targeted)	TA supporting with <b>PSED</b> group & also <b>THRIVE</b> support group	PSED needs well supported through times of 'crisis'. Child became more confident to talk and become involved in school life. School became a constant for child – relationships built and support network achieved.	Sudden escalation of in school support through becoming LAC meant that staff acted quickly to support the child's needs and anxieties and reassure families involved.	£1040.20
Children have <b>PSED</b> support in school and families well supported through (PEP) and also safeguarding meetings/ TAC meetings	PP lead (Deputy) supporting family and attending meetings	Safeguarding and TAC and PEP meeting with deputy and families/ social workers to enable families to be supported in school and children to have targeted intervention. Both children made excellent progress, although not achieving ELG by end of year in Specific Areas	Impact shows both children made 5+ progress in RWM (3+ is expected) from entry to school Both children achieved ELG in PRIME areas HIVE supported children well and developed confidence and well being Families felt well supported and have developed a good relationship with deputy Good communication established between school and other agencies involved	£1427.40

YEAR 1				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To improve number of children attaining expected in <b>phonics</b> by end of year 1	Phonics intervention Year 1 (3 groups by TA) 1 by Deputy	Impact shows that by end of Year 1, 75% of pupil premium children attain expected (WA) in phonics	Targeted support of phonics groups for pupil premium children is very effective – and this coupled with quality first teaching in class and teachers knowing who PP children are, has improved attainment for these children. However, not all achieved WA and this will need targeting into Y2.	£2274.48 & £555.10
To improve attainment of children's <b>reading</b> , so that more achieve expected standard	Reading support ( <b>Better reading</b> ) 1 to 1 reading support by TAs and also Deputy/head and SENDco	Impact shows that by end of YR 2015 attainment in reading was 67% for PP And by end of Y1 2016 attainment is 69% - all children that achieved '2' achieved secure by end of year 1	Better reading programme is effective for enabling a rapid catch up for children in terms of 'months' reading. Will continue next year, although this is very intensive in terms of staffing as all intervention is 1 to 1 support.	£2129.72 & £594.75
To improve attainment of children's <b>reading</b> , so that more achieve expected standard	<b>Extra reading</b> with Volunteer parents	Impact shown above in terms of data, but also impact in terms of parental engagement!	Will continue to try to recruit more volunteer parents next year to hear children that do not receive as much support at home. However, need to monitor support that parent volunteers can give to ensure support is managed and effective .	No cost
To improve attainment of children's <b>maths</b> , so that more achieve expected standard	First class number 1 hour per week	Impact shows that by end of YR 2015 attainment in maths was 67% for PP And by end of Y1 2016 attainment is 69% - all children that achieved '2' achieved secure by end of year 1	Will continue to use First Class number with all pupils at risk of falling behind in maths. Target into Y2. Although this is a programme, the interventions are tailored specifically to meet the needs of the children.	£402.92
To improve self esteem and confidence of vulnerable pupils ( <b>PSED</b> )	<b>Chadsgrove</b> outreach groups (1 x afternoon per week)	Children gained in confidence as they were able to support learners in Chadsgrove. Communication skills also improved – specific targets were met (see SENDco)	Due to vulnerability of children, this is a heavy staff child ratio. However the benefits are not only seen for the children but also for the school in developing relationships and links with a 'Special Education' school in the area	£514 (cost per child)
Children have skills to be <b>active listeners</b> in class.	2 <b>SALT</b> therapists 0.5 hours per week per class	2 SALT deliver training using Y1 classes . By the end of the training the children are more actively engaged and ready to listen (data shows increase of skills)	Children are aware of and actively taught listening skills with appropriate circle time games and activities. Year 1 teachers can confidently teach these skills and employ these strategies for the rest of the year.	£1,960
To improve <b>Gross motor</b> skills of children	TA group work 1 session weekly	Children had specific difficulties with gross motor control and activities supported these needs.	Some children had very specific barriers and medical needs and there would need to be ongoing sessions into next year, supported by physio for some children.	£544.32

To support a child and family in need to be successfully integrated back into class	Additional TA needed to support 1 child	<b>THRIVE</b> approach to support a child in danger of exclusion from school – child made progress in emotional/ behavioural needs and is now successfully integrated back into class	Intensive support for a family including involvement from other agencies – a THRIVE approach enabled the child to manage behaviour and begin to be in a better frame of mind to learn. Child still has many barriers, but is more settled in school and will interact better with peers.	£3,928.47
To improve self esteem and confidence of vulnerable pupils and to encourage social skills	THRIVE group work with 1 TA	THRIVE assessment shows targeted areas for supporting children's needs. Analysis shows that groups support children and enable them to cope better with difficulties.	Ongoing approach and not a quick fix. Some children have specific barriers and needs are met on individual basis.	£272.16
To improve attainment in <b>reading</b> and <b>phonics</b>	supply teacher to support PP children 1 afternoon weekly	Impact shows that by end of year 1 75% of pupil premium children attain expected (WA) in phonics	A teacher was employed who had better understanding of individual needs of children and could target gaps in learning – difficulty was finding a space for the intervention to take place in school. Also rotate children so that they did not miss out on breadth of curriculum	£1120
To enable children to participate in <b>extracurricular</b> activities in school to encourage wellbeing and fitness	Cost per club per week (yoga/ multi sports)	Children benefitted from participation in clubs after school – improved attendance and confidence.	Children feel valued and self esteem improved. Participation helped to improve social skills.	£288
Pastoral support for families and <b>safeguarding</b> for children	Head/ deputy/ TA attending meeting	Children are kept safe in school and families are supported – links with other agencies to support children	Children are well supported by safeguarding leads in school and pastoral TA. Families are also supported and strong links are formed – confidence and trust between families and school enable child to be well looked after and kept safe.	£1405.08
<b>YEAR 2</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Children's progress and attainment improves in <b>Reading, Writing</b> and <b>Maths</b>	supply teacher to support PP children 1 afternoon weekly in R W M intervention	Attainment of all children in year 2 has slight dip due to new SATs and higher expectations. Mobility of new PP joining Y2 makes tracking of gaps difficult. However, if we track progress of <u>SAME</u> PP children: Reading has increased from YR 67% - Y2 83%, Writing YR 58% - Y2 75% Maths has increased from YR 58% to Y2 75%	This was a targeted intervention for PP in Y2. Supply teacher initially worked with PP children and was not as successful as hoped. Barriers to learning were more specific and needed more individual attention. Teacher did not know new SATs criteria – will rethink this strategy with a TA/ teacher that knows the children and their specific barriers to learning.	£560

Increase <b>Phonics</b> attainment in Y2	TA intervention group 20 mins x 3 per week	All 5 PP children who retook the test in Y2 passed.	Essential to pick up children from Y1 who did not meet expected standards in phonics.	£1248.24
Children's fluency, confidence and attainment in <b>reading</b> increases	Rapid Reading with TA expert in RR x 2 sessions per week	PP attainment in reading Impact shows that by end of YR 2015 attainment in reading was 67% for PP And by end of Y1 2016 attainment is 69% - all children that achieved '2' achieved secure by end of year 1	RR only can be used by children at a particular level of fluency =so does not target weaker readers. However, intervention is effective for those on cusp of achieving expected in Reading	£459.42
<b>Letter formation</b> and basic sentence skills improve	TA x ½ hour per week x 3 groups	Improved formation and basic writing skills of pupils targeted – even those that did not make EXS had improved skills and made progress in writing (92% made good or better progress)	Cursive writing new to school – this dramatically helped formation and control. Dictation of sentences also helped improve skills in writing sentences.	£652.28
<b>Gross motor</b> skills improve (balance/ coordination/ spatial awareness)	TA x 0.5h x 39 weeks per week	Children had specific difficulties with gross motor control and activities supported these needs.	SENDco tracks progress in interventions to ensure SMART targets are met	£379.08
Improved progress in <b>reading</b>	<b>Better Reading</b> (sessions by head & deputy)	Children who received intervention did make progress in reading (PP progress is 100% at good or better progress and 86% for non PP)	Better reading is very adult intensive, but children do make rapid progress when on this programme. Need to recruit and train more adults to support this programme)	£3808.35
To improve the range and quality of <b>books</b> in Year 2	Books purchased to improve resources in classes	Children are more encouraged to read from a wider range of good quality fiction and non fiction books	Need yearly programme to update and change quality of books in classrooms	£251
Improved morning <b>attendance</b> in school	2 staff members collect a child x3 mornings (& purchase of car seat)	Better attendance of English and Maths lessons in mornings enabled achievement of ARE in R W M	Children accessed English and Maths lessons for these mornings (attendance otherwise fell to after 12 noon most days). This was staff intensive, but worked well supporting families to ensure attendance in school improved.	£1025.32
<b>YEAR 3</b>				
<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

Improved <b>SPAG</b> to support new expectations in NC	½ hr per week intervention with TA	Attainment of writing improved relative to starting points and more making good or better progress (84% PP)	New NC expectations has meant the jump from Y2 (old levels) to new year 3 ARE is significant which has meant that there are specific gaps in learning that need addressing. Spelling has been noted as a gap for some children with new NC expectations and will need further support next year.	£201.6
Improved fluency and comprehension in <b>reading</b>	<b>Rapid Reading</b> 3 x 15 per week	PP progress (good or better) in reading =93% and ARE = 77%	Intervention is effective and run by expert TA	£280.80
Improved <b>spelling</b> of basic HFW	½ hour per week	Attainment of writing improved relative to starting points and more making good or better progress (84% PP)	Spelling has been noted as a gap for some children with new NC expectations and will need further support next year.	£280.80
Improved attainment in <b>maths</b> relative to starting points	<b>Rapid maths</b> 4 x 15 mins per week	PP progress (good or better) in maths =85% and ARE = 77%	New NC expectations has meant the jump from Y2 (old levels) to new year 3 ARE is significant which has meant that there are specific gaps in learning that need addressing	£459.42
To support children who do not <b>read at home</b> and are falling behind.	<b>Better Reading</b> by Sendco & TAs	PP progress (good or better) in reading =93% and ARE = 77%	Better reading is very adult intensive, but children do make rapid progress when on this programme. Need to recruit and train more adults to support this programme)	£2152.45
To improve self esteem and confidence of vulnerable pupils and to encourage social skills	<b>THRIVE</b> group with TA	THRIVE assessment shows targeted areas for supporting children's needs. Analysis shows that groups support children and enable them to cope better with difficulties.	Ongoing approach and not a quick fix. Some children have specific barriers and needs are met on individual basis.	£809.64
To improve the range and quality of <b>books</b> in Year 3	Books purchased to improve resources in classes	Children are more encouraged to read from a wider range of good quality fiction and non fiction books	Need yearly programme to update and change quality of books in classrooms	£500
inspire 'free' reading and enjoyment of reading	Purchase of magazine subscription	Children want to come and read and can choose from quality resources	Keep updating as these can get tatty over time – look at investment in electronic devices too for reading?	£272
Enjoyment and participation in <b>music/ arts</b> giving all the opportunity to learn something new	Fame Music programme	All children in Y3 participated in learning to play the clarinet or violin and took instruments home to practise for a year, culmination in concert to parents	Will continue to fund this as many had an experience they would not have had opportunity to access because of cost. School also subsidises children that then want to carry on with learning an instrument.	£2470
<b>YEAR 4</b>				
<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improved <b>SPAG</b> to support	1 hour extra	Attainment of writing improved relative to	New NC expectations has meant the jump from Y2 (old levels) to new year	£1226.94

new expectations in NC	teacher supporting weekly	starting points and more making good or better progress (100% PP)	4 ARE is significant which has meant that there are specific gaps in learning that need addressing. Spelling has been noted as a gap for some children with new NC expectations and is being targeted with support.	
inspire 'free' reading and enjoyment of <b>reading</b>	Purchase of <b>magazine subscription</b>	Children want to come and read and can choose from quality resources	Keep updating as these can get tatty over time – look at investment in electronic devices too for reading?	£272
Improved fluency and comprehension in <b>reading</b>	<b>Rapid Reading</b> TA x 1hr per week	PP progress (good or better) in reading =100% and ARE = 100%	Intervention is effective and can target larger number of pupils together	£434.85
Improved <b>spelling</b> of basic HFW and 'gaps'	3½ hours per week (TA)	Attainment of writing improved relative to starting points and more making good or better progress (84% PP)	Spelling has been noted as a gap for some children with new NC expectations and will need addressing for the whole school	£1905.12
Pastoral support for families and safeguarding for children so that children are safe and needs are well supported	Head/ deputy/ TA meeting with parents/ other agencies/ family support worker	Children are safe in school and families are supported – links with other agencies are good. Individual needs are being met and emotional wellbeing/ self esteem improves	Increasingly more safeguarding meetings/ parent support meetings are being attended by staff in school. This is essential to maintain safeguarding and ensure that all vulnerable needs are met and families are engaged with and feel well supported. This is then supported further by 'THRIVE' in school.	£1740
To support needs of more able to children to mix with groups of children from other schools with challenges in set activities	<b>Gifted &amp; talented workshops</b> Poetry & science x2	Well attended by schools in Bromsgrove. Hosted by Meadows, teachers ran activities to challenge more able children in both poetry and science based workshops.	Well run workshops in which children gained experiences by meeting and working alongside other schools. Children's confidence and motivation increased, as well as enjoyment through participation.	£500
To improve the range and quality of <b>books</b> in Year 4	Books purchased to improve resources in classes	Children are more encouraged to read from a wider range of good quality fiction and non fiction books	Need to do on yearly programme to update and change quality of books in classrooms	£500
			<b>TOTAL COST</b>	<b>75,373.58</b>
<b>NURSERY</b>	<b>In Receipt of Early years Pupil Premium</b>			
<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p><b>PRIME Areas Focus:</b> To increase attainment and progress relative to starting points in PSED, PD, CL in</p>	<p>Additional TA to support in class each morning to scaffold language/ support outside learning</p>	<p>Cohort of <b>mainly</b> boys(16/23) – at start of year, entry assessment was very low indicating more support needed: CL 9% at typical, by end = 50% at 30-50d 13% at 30-50s+ PD 35% at typical, by end = 46% 30-50d 50% 30-50s+ PSED 0% at typical, by end =33% 30-50d 58% 30-50s+</p>	<p>An extra adult supporting enabled Nursery staff to effectively support the needs of the cohort by increased scaffolding and modelling of language, social and emotional skills as well as physical development (toileting needs etc). However, this unfortunately is not sustainable with such costings and will need looking at with next cohort. From EEF: High quality provision is likely to be characterised by the development of positive relationships between staff and children and by engagement of the children in activities which support pre-reading, the development of early number concepts and non-verbal reasoning..</p>	<p>£3,371</p>
<p>To effectively use <b>ECAT</b> to increase progress in communication and language skills and provide support</p>	<p>Early Years Speech (<b>ECAT</b>) training course for Nursery TA</p>	<p>On entry to Nursery <b>8</b> children identified as needing ECAT support (working at 22-36e) By end all made accelerated progress although 3/8 children working at 30-50 emerging (37%) &amp; 5/8 (63%) working at typical (30-50s).</p>	<p>Children are increasingly coming to Nursery with very poor language &amp; communication skills – we wanted to implement a programme that would address this issue and increase progress towards typical. TA is now qualified to use ECAT in conjunction with County SALT – using targeted intervention (tracking &amp; monitoring support) for children whose language skills are well below typical This will run effectively alongside own tracking system used in school and RENFREW</p>	<p>£449.12</p>
<p><b>Total cost in Nursery</b></p>				<p><b>£3,820.12</b></p>

## Appendix 1

# Secrets of Success at Meadows First School

At Meadows First, we believe that there are many elements needed for children to become successful and independent learners. The school council worked alongside their classes to develop a 'learning code' for our school. They created 'Meadows Mouse' who represents someone who is 'ready to learn.' Here is our learning code.



Children know that they need to organise themselves independently. They need to be organised each morning and bring to school everything they need for the day. Once in school, they need to take responsibility and organise themselves; for example; change their reading books if needed, fetch equipment that might help them to complete tasks in school, and remember to use the support around them (eg visual timetable) to help them during the day.



Children know that they need to use their good listening skills to help them learn during the day. They need to focus on their teacher so that they know what to do and how to do it.

Children are living in the most intensely stimulating time; they are bombarded with images from television advertisements, websites, games consoles and mobile phones. It has never been so important to teach our children how to concentrate.



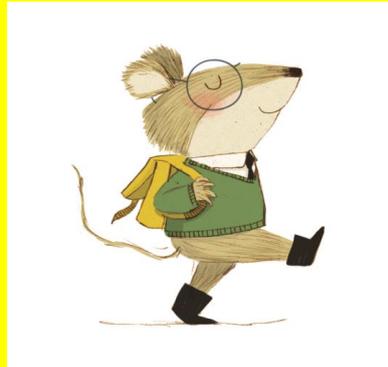
Successful people have setbacks, failures, criticism and rejection but they always find a way around these problems. Children need to understand that failure is ok! We all fail sometimes, but it is important to bounce back and try again! If we want to get really good at something there are no short cuts. Accomplishment is all about practise, hard work and trying to be the best you can be. Successful people always try to make good things great.



Enjoy yourselves. Make the most of every minute. If you attack each day with enthusiasm you will feel confident to be the best you can be. You will make everyone else around you happy too!

# A Good Learner is:

**Organised, Determined, Focused,  
Enthusiastic**



## Am I a Good Learner?

1

### Organised

- I Bring my planner, P.E. Kit, reading book, Book Bag, lunch box or reading diary to school.
- I have plenty of sleep and eat a healthy breakfast.
- I know when homework, spellings or times tables have to be ready.
- I can work in a team.
- I keep my table, basket and drawer tidy and clean.
- I am independent.



2

## Determined

- I stay on track.
  - I always do my very best.
  - I ask for help when I need it.
  - I try hard, and I'm brave.
  - I do things in a different way if I'm stuck.
- 
- I am confident to put my hand up.



3

## Focused

- I join in.
- I am ready to look, listen and work.
- I complete tasks.
- I get my head down and I work hard.
- I concentrate.
- I listen well.



4

## Enthusiastic

- I'm ready to have a go at everything.
- I am excited about learning.
- I put up my hand.
- I smile!
- I help other people.
- I find out things at home.

