



## Pupil premium strategy statement: The Mease Spencer Academy

1. Summary information					
School	The Mease Spencer Academy				
Academic Year	2019/20	Total PP budget	£2,640	Date of most recent PP Review	n/a
Total number of pupils	27	Number of pupils eligible for PP	2	Date for next internal review of this strategy	Sept 2020
2. Current attainment – not applicable					
Key Stage 2			<i>Pupils eligible for PP (your school)</i>	<i>Pupils including not eligible for PP (national average)</i>	
% working at the expected standard or above in reading, writing and maths					
% working at the expected standard or above in reading					
% working at the expected standard or above in writing					
% working at the expected standard or above in maths					
3. Progress – not applicable					
Key Stage 2 progress measure			<i>Pupils eligible for PP (school)</i>	<i>All pupils (your school)</i>	
Progress in reading					
Progress in writing					
Progress in maths					

<b>4.Barriers to future attainment (for pupils eligible for PP including high ability)</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Pupils limited range of vocabulary on entry to the school
<b>B.</b>	Pupils often lack resilience when facing challenges
<b>C.</b>	Lack of independent skills
<b>D.</b>	No older pupils/role models in school
<b>E.</b>	Limited exposure to other cultures and beliefs
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>F.</b>	Lower attendance rate for PP children

<b>5.Outcomes</b>		
	<b><i>Desired outcomes and how they will be measured</i></b>	<b><i>Success criteria</i></b>
<b>A.</b>	Pupils are confident users of language, using this to deepen their thinking. Widening experiences support the development of control and content in writing, confidence in reasoning and problem solving in maths and inference in reading.	100% of pupil premium children achieve the expected standard in the prime areas at EYFS. Pupil premium children are increasingly confident in using mastery language, both independently and with peers, to progress and deepen their learning.
<b>B.</b>	Pupils are able to self-regulate emotions and develop effective learning habits.	Pupil premium children are well represented in the rewards system. Attendance is good.
<b>C.</b>	Pupils are independent learners who are resilient and relish a challenge.	Attitudes to learning amongst pupil premium children is positive. Pupils can identify what strategies to use when faced with difficulties. Pupils use learning to learn strategies with confidence.
<b>D.</b>	Pupils have opportunities to be role models within their class as REFLECT leaders. Opportunities are made for pupils from the nearby Hilton Primary to work alongside our Reception pupils.	Pupils understand how to support their peers.

<b>E.</b>	Pupils have maximum possible exposure to, and are developing understanding and acceptance of cultures and beliefs that are different to their own.	A wide range of in school opportunities are provided to enable pupils to learn about other cultures and beliefs. Trips are planned to provide opportunities to learn about other cultures.
<b>F.</b>	The attendance rate for pupil premium children has improved.	Persistent absence is less than 5% for pupil premium children .

## 6. Planned expenditure

**Academic year**      **2019/20**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

<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>Cost</b>	<b>When will you review implementation?</b>
<p><b>A.All pupil premium children in Foundation Stage leave with a secure base to begin Year 1.</b></p> <p>100% of DA pupils achieved the expected level in the prime areas.</p>	<p>New mastery approach to teaching of Maths.</p> <p>Early intervention after early diagnosis of speech and language skills.</p>	<p>EEF research has shown mastery teaching to have a +5 impact for a relatively low cost. Impact of early years interventions yield +5 months.</p> <p>Oral language intervention (Speech Link) +5 months impact – EEF toolkit. Implementation of Talking Strategies as part of everyday classroom practice.</p>	<p>Sharing good practice across trust schools INSET days to deliver training. Training events to be attended by the EYFS practitioners. Moderation events across the Trust. Attendance at networking events to share and gain good practice. SENCO to monitor support in place for all children and review as needed.</p>	<p>5 x 30 mins wkly = 2.5 hrs/26 <b>£106.24</b></p> <p>3 x 15 mins wkly <b>£473.85</b></p>	<p>Half termly</p> <p>Half termly</p>

<p><b>A.Improved progress in maths across all years for all groups including high prior attainers.</b></p> <p>Summative test scores show that 100% of DA pupils are making good or better progress.</p> <p>High prior attainers make good or better progress.</p>	<p>Power Maths mastery maths approach.</p> <p>Additional TA support in class to support and challenge HPA.</p> <p>Focused intervention sessions with highly effective teachers where progress is not good or better.</p>	<p>EEF research shows that mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches.</p> <p>Quality targeted questioning is effective in deepening knowledge and understanding.</p> <p>Research shows that pupils make optimum progress through in class high quality first teaching rather than being taken out. Additional TA support in class will facilitate the support and challenge of high prior attainers.</p> <p>EEF - One to one tuition is shown to have +5 impact.</p>	<p>Link to the Maths Hub at GSA to access high quality, research based practice.</p> <p>Staff training on the use of Power Maths.</p> <p>Fortnightly data collection and RAG meetings to assess progress of all pupil premium children.</p> <p>Fortnightly RAG meeting to identify DA pupils who are not on track.</p>	<p>As above</p> <p>4 x 5 mins per pupil, 40 mins per week <b>£421.20</b></p>	<p>Half termly</p> <p>Fortnightly</p>
<p><b>A.Improved progress in reading in all years for all groups including high prior attainers.</b></p> <p>Summative test scores show that 100% of DA pupils are making good or better progress.</p>	<p>Storytime Phonics scheme bought and implemented.</p> <p>Phonics taught in small groups with ratio of 1:5.</p> <p>A literacy focused curriculum giving each child in school the opportunity to read quality texts. Ratio of 1:4</p> <p>1:1 reading</p>	<p>“Our children made 9 months progress in just 6 weeks.”</p> <p>Specific teaching of reading comprehension strategies are shown to have a +6 month impact in a school year (EEF).</p> <p><i>“Choosing books that go beyond the children’s experience, stretches and challenges them with unfamiliar vocab and sentence patterns.”Wade 2018. On average, reading comprehension approaches improve learning by an additional five months’ rogress over the course of a school year.</i></p>	<p>Training for staff and time to become familiar with new resources. Quality assurance by Phonics lead in Trust.</p> <p>CPD for staff on comprehension skills. Comprehension skills will be embedded through discreet use of comprehension skills task and the use of the curriculum chosen books.</p> <p>Texts will be at the core of the curriculum and will ensure reading has purpose and interest.</p>	<p>5 x 30 mins per group, 2.5 hrs /5 = 25 mins <b>£315.90</b></p> <p>3 x 20 mins per pupil, 1 hour/4 = 15 mins <b>£157.95</b></p> <p>3 x 15 mins per pupil per week – 1 hr, 30 mins <b>£947.70</b></p>	<p>Half termly</p> <p>Summer 2020</p> <p>Easter 2020</p>

<b>B, C. Children are able to self-regulate their emotions, build relationships with their peers and settle to learn well through trusting relationships with adults.</b>	Whole school attachment approach to behaviour management through the use of our Behaviour policy and attachment aware work.	Research and evidence on Trauma and Attachment (Perry and Bomber) shows that social and Emotional learning has a +4 months impact.	Staff CPD on attachment aware. Review of Behaviour Policy.	Within continuous provision	Annually
<b>Total budgeted cost</b>					<b>£2,422.84</b>

<b>ii. Targeted support</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>Cost</b>	<b>When will you review implementation?</b>
<b>A. Improved progress in Maths.</b>  Summative test scores show that 100% of DA pupils are making good or better progress.	Close to the point of teaching interventions used on a daily basis to ensure that pupils are keeping up rather than catching up.	While planned interventions are shown to positively impact on progress, research has shown that same day intervention provides the maximum impact. Feedback +8 months Individualised instruction +3 months Mastery Learning +5 months One to one instruction +5 months	Additional TA support to enable the CTTPOT interventions. Organise timetable to ensure staffing and time are available in all year groups for CTTPOT intervention. Use of fortnightly data collection to inform focus children.	4 x 5 mins daily, 20 mins x 2 = 40 mins  <b>£210.60</b>	Half Termly  Fortnightly

<p><b>B, C. Children are able to self-regulate emotions and develop effective learning habits</b></p> <p><b>Children who are engaged in nurture provision make good progress from their starting points</b></p> <p><b>Children are more willing to tackle a challenge and resilient when faced with difficulties.</b></p>	<p>PSED to promote wellbeing, improve communication and increase resilience and confidence. Mindful Monday and other activities throughout the week to promote good mental health.</p> <p>Opportunities to attend Forest School activities at HPS in addition to quality first outdoor learning.</p>	<p>Social and Emotional Learning +4 months – EEF toolkit</p> <p>Metacognition and self-regulation +7 months impact – EEF toolkit</p> <p>Behaviour interventions - +3 months impact – EEF toolkit</p> <p>Outdoor adventure learning +4 months – EEF toolkit</p>	<p>Half termly meetings to discuss pupil premium children – pupils identified and provision tailored to meet need.</p> <p>Successful integration into class setting for the majority of lessons for quality first teaching.</p> <p>Monitoring of pupil progress using Boxhall profiles where appropriate.</p>	<p>Continuous provision</p>	<p>4 weekly</p>
<b>Total budgeted cost</b>					<b>£210.60</b>

<b>iii. Other approaches</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>Cost</b>	<b>When will you review implementation?</b>
<p><b>A. Parents are active partners in their children's learning and are keen to take every opportunity to engage with the children and their education.</b></p>	<p>Class dojo Workshop for parents</p>	<p>Parental involvement +3 months impact EEF toolkit</p>	<p>Register of attendance Pupil premium pupils are well represented in the dojo system and REFLECT certificates.</p>	<p>Continuous provision</p>	<p>Half termly</p>
<p><b>D. Pupils are developing leadership skills. Pupils have opportunities to work</b></p>	<p>REFLECT leaders – children to apply and be selected to become REFLECT leaders, supporting their</p>	<p>Peer Tutoring + 5 months impact EEF toolkit Collaborate Learning + 5 months impact EEF toolkit</p>	<p>Feedback from pupils Observations</p>	<p>Continuous provision</p>	<p>Summer 20</p>

<b>with older pupils from HPS.</b>	peers with REFLECT values.				
<b>E.Pupils have maximum possible exposure to, and are developing understanding and acceptance of cultures and beliefs that are different to their own.</b>	Visitors into school from a variety of other communities  Educational visits to a range of destinations linked to other cultures and beliefs.	Hilton is a very mono cultural community. These opportunities will impact positively on pupil's wellbeing, social understanding and self-esteem.	Visitors and trips are carefully planned to complement the curriculum and provide exposure to other cultures and beliefs. Monitoring of various pupil voice exercises	Continuous provision	Half termly
<b>F.There is a drop in Persistent absence to less than 5% for pupil premium children .</b>	Rigorous approach to monitoring and intervention. Positive awards for attendance	Research shows that regular attendance has a direct impact on achievement. NFER state 'addressing behaviour and attendance' as one of their seven building blocks to raising pupil premium.	HT to oversee and analyse attendance and effectiveness of interventions.	Continuous provision	Half termly
<b>Total budgeted cost</b>				<b>None</b>	

7. Review of expenditure			
<b>Academic year</b>	<b>Not applicable</b>		
Quality of teaching for all			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Impact</b>	<b>Lessons Learned</b>

			<b>Total budgeted cost</b> <b>£2640</b>