



Tudor Grange Primary Academy

# Meon Vale

## Pupil Premium Strategy Statement

At Tudor Grange Primary Academy Meon Vale we strive to ensure that every child can access any support and intervention that we can offer in order for them to achieve their potential. Each year we receive a pupil premium allocation as part of our academy budget. This is currently based on the number of pupils in our school who fall into one of the following categories:

- Eligible for free school meals (including at any time in the last 6 years)
- Children, who are in the care of the Local Authority, have previously been in the care of the Local Authority or who have been adopted.
- Children who have one or more parents serving in the armed forces.

Our rationale is to use funding to support the whole child to break down any barriers to educational achievement. Our key barriers to achievement for Pupil Premium children are;

- Specific gaps in learning and slow progress in reading, writing and mathematics.
- Social and emotional support so that pupil premium pupils are 'ready' to learn and have some similar experiences to non-pupil premium eligible peers.
- Attendance. Attendance for pupil premium pupils is lower than the school average.

### School overview

Metric	Data
School name	Tudor Grange Primary Academy Meon Vale
Pupils in school	62
Proportion of disadvantaged pupils	8.1%
Pupil premium allocation this academic year	£2690.00
Academic year or years covered by statement	2020/2021
Publish date	October 2020
Review date	October 2021
Statement authorised by	Mrs Jodie Bolter
Pupil premium lead	Miss Stephanie Wright
Governor lead	Mrs Jane Potter

### Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A

Writing	N/A
Maths	N/A
REASON FOR N/A – no statutory data available for the 2019-2020 year due to Covid-19 assessment changes	

### Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	N/A
Achieving high standard at KS2	N/A
REASON FOR N/A – no statutory data available for the 2019-2020 year due to Covid-19 assessment changes	

### Strategy aims for disadvantaged pupils

Measure	Activity
<p><b>Priority 1</b> For Pupil Premium children to become confident, proficient writers by making at least good progress in reading and writing and outcomes are at expected (EXP) or above at the end of the year</p>	<p>Accelerate progress for disadvantaged learners (catch up since COVID-19). Introduction of new reading diaries to increase daily reading at home and school and new reading scheme books purchased to enable regular books changing of home readers. Whole Trust approach to English literacy writing to increase writing progress across EYFS and Key Stage 1. Curriculum design to reflect need for focus on developing cultural capital for disadvantaged pupils in particular. Literacy Lead to focus on PP pupils during QA activities and target CPD accordingly. Regular writing moderation including PP portfolios of evidence in EYFS and Year 1.</p>
<p><b>Priority 2</b> For Pupil Premium children to make at least good progress in mathematics and outcomes are at expected (EXP) or above at the end of the year</p>	<p>Accelerate progress for disadvantaged learners (catch up since COVID-19). Curriculum design to reflect need for focus on developing cultural capital for disadvantaged pupils in particular. Maths Lead to focus on PP pupils during QA activities and target CPD accordingly. Regular Mathematic moderation including PP portfolios of evidence in EYFS and Year 1.</p>
<p><b>Priority 3</b> Disadvantaged pupils to achieve expected standard in PSC in line with others, in order to ensure pupils have sufficient reading capability to access the whole curriculum</p>	<p>Whole staff training to improve phonics teaching, as recommended by English Hub. Lead teacher for EYFS has provided training for all EY play-workers to deliver focused phonics and reading interventions. Phonics action plan created by English Lead and submitted to English hub to obtain match funding – used to purchase additional books to support implementation of Letters and Sounds programme. Teacher planning to focus on pace and progression through phonics phases in line with L&amp;S document. Pre-teaching of key words to PP children.</p>

<b>Barriers to learning these priorities address</b>	<p>100% of the PP pupils (2) entering the school at lower starting points in the 2019-2020 year. This is EYFS data and both pupils had standards that were not at expected. They each had a score of 31 and the National Average is 34.6.</p> <p>Many PP pupils enter school with limited experience of early reading, comprehension and writing skills, and are therefore at a lower starting point.</p> <p>Lower starting points may prevent pupils from reaching the expected standard for the chronological age at the end of KS2. Understanding of toxic stresses experienced by pupils – especially in current Covid-19 times.</p>
Projected spending	£2690

### Teaching priorities for current academic year

<b>Aim</b>	<b>Target</b>	<b>Target date</b>
Progress in Reading	Disadvantaged pupils achieve National Average progress scores (0).	July 2021
Progress in Writing	Disadvantaged pupils achieve National Average progress scores (0).	July 2021
Progress in Mathematics	Disadvantaged pupils achieve National Average progress scores (0).	July 2021
Phonics	Disadvantaged pupils achieve the national pass rate / expected standard in the Year 1 Phonics Screening Check.	PSC June 2021 and July 2021
Other	To improve the attendance of disadvantaged pupils (Sept 2019 – March 2020 88.79%) to be in-line with non-pupil premium pupils (Sept 2019 – March 2020 93.33%).	July 2021

### Targeted academic support for current academic year

<b>Measure</b>	<b>Activity</b>
Priority 1	<p>1:1 and small group provision of focused interventions and precision teaching led by TA to focus on spelling support, reading comprehension and handwriting.</p> <p>Targeted groups – catch-up post COVID-19 – based on Baseline data.</p> <p>Focused ability guided reading group and whole class teaching of reading sessions to develop key skills and accelerate progress and close gaps since COVID-19.</p> <p>Apply for and participate in the Nuffield Early Language Intervention to improve the language of Reception children.</p> <p>Phonic based reading books for home readers provide consolidation of phonics learnt at school to deepen understanding.</p> <p>Reading books are matched to phonics level.</p> <p>Card prompts with questions to ask while reading to be sent home for parents with reading books.</p>
Priority 2	1:1 and small group provision of focused interventions and precision teaching led by TA to focus on maths support of basic methods of

	<p>calculation, while encouraging children to use concrete apparatus to build and develop greater understanding of mathematical concepts.</p> <p>Targeted Maths groups – catch-up post COVID-19 based on the Baseline data. Number focus to ensure application of skills.</p> <p>Maths teaching to follow calculation policy and this to be shared with parents.</p> <p>Concentration on standard written methods to ensure a strong foundation of calculation methods to support reasoning and using Mastery Teaching Approaches linked to Quality First Teaching.</p> <p>Use of Mathletics and PurpleMash online teaching for home-learning to close gaps in understanding.</p>
Priority 3	<p>Staff CPD to use resources to accelerate progress for all pupils.</p> <p>Embed phonics approaches following staff training</p> <p>Staff to work with 3-4 ability groups of children within Year 1 and EYFS to occur daily to maximise possible learning for all stages.</p> <p>Teaching focus on application of skills learnt in Phonics across whole curriculum learning to enable catch up post COVID-19.</p> <p>Targeted groups and precision teaching – catch-up post COVID-19 - based on Baseline data. These sessions could include: focused 1-2-1 phonics intervention and guided reading sessions, with a focus on developing the application of pupil's phonics skills.</p> <p>High expectations around the teaching of phonics and the around the expected progress that children are to make.</p> <p>Close tracking and monitoring to allow for adjustments/additions to interventions groups.</p> <p>Regular phonics screening assessments from previous years to allow staff to track progress, carry out gap analysis and teach accordingly.</p>
Barriers to learning these priorities address	<p>Catch-up required as Literacy and Numeracy skills are typically lower for pupils eligible for PP than for other pupils which prevents them from reaching expected standard for their chronological age by the end of Key Stage 1 (and in the future, possibly KS2).</p> <p>School is now able to offer a wider range of high-quality texts, alongside a language rich environment which pupils may not have access to at home, therefore giving opportunities to develop written and spoken language to 'close the language gap'.</p>
Projected spending	£2690

## Wider strategies for current academic year

Measure	Activity
<p><b>Priority 1</b></p> <p>For Pupil Premium children to become confident, proficient writers by making at least good progress in reading and writing and outcomes are at expected (EXP) or above at the end of the year</p>	<p>English lead to continue to raise the profile of reading and writing (including early phonic strategies) through whole school events, such as: parent workshops, bedtime stories, World Book Day, poetry events and live storytelling.</p> <p>Cultural capital opportunities identified (such as visits from poets) and built into curriculum plan for all pupils and promote high attaining disadvantaged children engagement in opportunities for further extension.</p>
<p><b>Priority 2</b></p> <p>For Pupil Premium children to make at least good</p>	<p>Subject Lead to develop and run staff training on Maths Mastery approaches, with an emphasis on broadening the curriculum.</p>

progress in mathematics and outcomes are at expected (EXP) or above at the end of the year	Introduction of online learning resources that can be used at home and at school.
<b>Priority 3</b> Disadvantaged pupils to achieve expected standard in PSC in line with others, in order to ensure pupils have sufficient reading capability to access the whole curriculum	Lead teacher for EYFS and SLT to carry out parent workshops to support reading and phonic development at home. Staff training on guided reading and reading at home with the new book scheme to be developed in school, including focused tracking and assessment tools, incorporating an emphasis on the development of phonics skills.
<b>Barriers to learning these priorities address</b>	<b>Close monitoring of the attendance rates for pupils eligible for PP.</b> Learning time could be lost to poor attendance. Low levels of aspiration, resilience and study skills which lead to low confidence. Financial restrictions due to family circumstances provide a barrier to children accessing enrichment opportunities, these are provided by the school. Close daily monitoring by SLT, school administrator and with the Trust lead for attendance supporting. Monitor pupil's daily attendance and follow up quickly on absence - first day response call. Persistent absence to be supported through breakfast club places, where applicable, to encourage attendance daily and improved monitoring. Mental Health First Aider to provide pupils with additional support to promote curriculum access and help pupils to engage with their learning. PP pupils to have targeted sessions to ensure behaviour and emotional support is in place to support their individual needs to improve readiness for learning. Staff to undertake 'The Thrive Approach' training to support SEMH across the whole school. Parents introduced to the Thrive Approach upon launch in school to develop home school partnership in supporting pupils' positive behaviour choices in school. Use of Jigsaw PSHE Programme to support children as they deal with impact of COVID-19. Use of emotion indicators by children where needed to encourage positive talk about feelings rather than emotional outbursts.
Projected spending	£2690

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure enough time is given over to allow for staff professional development. Identifying high quality appropriate CPD for staff and the subsequent impact upon learner progress. Ensuring prioritised teaching time for daily reading and phonics sessions across the Key Stages.	Use of INSET and staff training time to monitor and develop new teaching resources and programmes. Use of staff training to review and monitor group progress through impact reporting. SLT and Trust Literacy lead to support with Quality Assurance during Autumn Term 2020.

		SIP actions for Reading and phonics in place and regularly monitored by SLT, EP and Trust Lead for English.
Targeted support	<p>Ensuring enough time for school leads (including EYFS Lead) to support teachers in planning and appropriate use of resources and small group interventions.</p> <p>Tracking impact of interventions to inform future planning of targeted support.</p>	<p>EYFS action plan for 2020-2021 included within the SIP. This is to be monitored by SLT and EP.</p> <p>Use of Staff Development to review and monitor progress of targeted support.</p> <p>SENCo / PP Lead to have oversight of assessment for all intervention groups and use to inform future intervention and pupil passports where appropriate.</p>
Wider strategies	<p>Engaging families which face the most challenges with focus on the importance of regular attendance and being on time.</p> <p>For PP children to be involved in all areas of school life without any financial barriers.</p>	<p>Personal invites to events – in person or by phone calls home.</p> <p>Resource packs provided to those unable to attend in person.</p> <p>Implementation of the Thrive approach</p> <p>Work closely with the Trust attendance officer to monitor children’s absences and encourage active participation in extracurricular activities.</p> <p>Daily monitoring by SLT, school administrator with Trust Lead attendance support.</p> <p>Persistent absence to be supported through breakfast club places, where applicable, to encourage attendance daily and improved monitoring.</p> <p>Children to be actively encouraged and invited to undertake extracurricular activities out of school hours. Any clubs that occur over the year to monitor attendance and proportion of PP children attending.</p> <p>Monitored involvement of PP children in school roles and responsibilities (Year 1, where appropriate).</p> <p>Support of students with mental health and learning needs students will be able to build their self-esteem and worth.</p> <p>Subsidise any paid for extra-curricular activities and trips.</p> <p>Support with the purchase of uniform and PE Kits for individual children as the need arises to support families with financial concerns.</p>

**Review: last year’s aims and outcomes**

Aim	Outcome
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<p>Early Literacy skills (EYFS – Communication and Language, Reading and Writing) to be in line with other pupils and pupil outcomes in line with their chronological age.</p>	<p>No data was recorded for this academic year because of COVID – 19. FFT data was collected as an optional assessment tool that allows us to track pupil progress from EYFS to Year 6.</p>
<p>Early Number skills (EYFS) to be in line with other pupils and pupil outcomes in line with their chronological age.</p>	<p>As above.</p>
<p>Attendance for PP children is in line with non PP.</p>	<p>The attendance for PP pupils from Sept 2019 – March 2020 was 88.79%. This was lower than non PP pupils, 93.33%.</p>