

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Mengham Junior School
Pupils in school	247
Proportion of disadvantaged pupils	27.1%
Pupil premium allocation this academic year	£99,440
Academic year or years covered by statement	2019-2020
Publish date	November 2019
Review date	Spring 2020
Statement authorised by	Edward Harrison
Pupil premium lead	Edward Harrison
Governor lead	

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-1.2
Writing	+3.0
Maths	-3.0

## Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	39%
Achieving high standard at KS2	0%

## Strategy aims for disadvantaged pupils

Priority	Aim
Priority 1	Ensure the frequency and challenge of reading is appropriate for disadvantaged pupils in order for them to make good progress.
Priority 2	Ensure teachers have the skills and resources required to deliver maths in a way that checks disadvantaged pupils secure and retain new knowledge.

Priority 3	Provide support to ensure disadvantaged pupils maintain good attendance and punctuality.
Priority 4	Fund provision that helps to reduce gaps in social and emotional development that may exist due to disadvantaged circumstances (PP Menu).

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Average progress	July 2020
Progress in Writing	Positive progress 0+	July 2020
Progress in Mathematics	Average progress	July 2020
Other	Attendance of disadvantaged pupils	

### Priority 1 - Reading

Measure	Activity
Ensuring pupils' reading is tracked and pitch of book is well informed.	Continue accelerated reader licence and purchase additional AR books to supplement what we already have. Some of English leads time to be used to monitor and target support using data from AR. Class iPads to be purchased primarily for completing AR quizzes.
Frequency of reading is at a good level for all disadvantaged pupils.	Teachers to work with pupils and parents to encourage a good level of reading of a wide variety of books at a good pitch. Where this isn't sufficient or reading continues to not happen at home, additional reading time to take place 1:1 in school hours.
<b>Projected spending</b>	Total: £25100

### Priority 2 - Maths

Measure	Activity
Internally review maths pedagogy and provide CPD to improve pupils securing and retaining maths.	Maths lead hours and staff meetings to be allocated to developing this.
External support to advise on the quality and effectiveness of the provision being provided for disadvantaged pupils.	HIAS days to be purchased over the year to externally review our provision with this in mind (impacting disadvantaged the most).
Gaps in prior maths learning to be identified and filled.	Additional staff hours provided across the school to either work with small groups or reduce group sizes

	to target gaps. Specifically focusing on year 6 gaps as they approach the end of the key stage.
Projected spending	Total: £19260

### Priority 3 - Attendance

Measure	Activity
Member of staff to oversee attendance and punctuality on a daily basis. Raising concerns and working with parents.	Home school link worker employed. Her role supports a wide range of issues, Attendance is a big part of this.
Morning minibus pickup to target specific disadvantaged pupils.	Running costs are covered by small fee. 2 x staff costs are covered from pupil premium funding.
<b>Projected spending</b>	Total: £13900

### Priority 4 – Social and emotional development

Measure	Activity
Supporting with nutrition, clothing and equipment.	Staffing cost of breakfast club subsidised. Uniform, PE kit support in exceptional circumstances. Stationery provided entirely by the school.
Supporting with pupil communication, vocabulary and memory.	Pre-teaching of key vocabulary. Helping Harry Learn training for staff. Speech and Language Therapy. Lego therapy. A further member of staff to become ELKLAN trained.
Supporting social and emotional behaviours.	ELSA support. FEIPS support. Read to Dogs. Enhanced transition. Primary Behaviour Service. Thrive.
Supporting cultural capital and experience.	Prioritise and track for after school club attendance. Support towards trips and residential in exceptional circumstances. Young carer outings. Priority attendance at sports/curriculum events. Homework Club. Investing in ICT that allows pupils to experience places they cannot visit.
Supporting with mental health and bereavement.	Trick box strategies. MIND. SDAs. Counselling (HYA, Include). Young carers. Training for staff in attachment/trauma.
<b>Projected spending</b>	Total: £41300

### Monitoring and Implementation

Area	Challenge	Mitigating action
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Priority 1 – Reading	Termly pupil progress meetings with half termly check ins.	Where progress is not sufficient, actions are put in place.
Priority 2 – Maths	Termly pupil progress meetings with half termly check ins.	Where progress is not sufficient, actions are put in place.
Priority 3 – Attendance	Attendance and lateness is monitored daily by HSLW as well as trends over time.	Actions are put in daily where needed and other staff or agencies are brought in when required.
Priority 4 – Social and emotional development	Mid spring and end of summer review.	Individual pupil provision adapted as needs change.

### Review: last year's aims and outcomes

Aim	Outcome															
Reading, writing, maths and SPAG to be in line with non-pupil premium children. broader curriculum outcomes to be in line with non PP children	<p>The percentage of disadvantaged pupils reaching expected standard was less than non disadvantaged in all subjects except reading (which was below national). There was a large overlap between disadvantaged pupils and those on the SEN register.</p> <table border="1"> <thead> <tr> <th>%ARE+</th> <th>Non pupil premium</th> <th>Pupil premium</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>50%</td> <td>58%</td> </tr> <tr> <td>Maths</td> <td>64%</td> <td>44%</td> </tr> <tr> <td>Writing</td> <td>86%</td> <td>72%</td> </tr> <tr> <td>SPAG</td> <td>64%</td> <td>55%</td> </tr> </tbody> </table> <p>Changes to reading and maths approach to be designed to support common barriers of disadvantaged pupils.</p>	%ARE+	Non pupil premium	Pupil premium	Reading	50%	58%	Maths	64%	44%	Writing	86%	72%	SPAG	64%	55%
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Writing that reflects an understanding and use of higher level vocabulary.	The support of a HLTA each morning as an additional adult supported writing progress. Cluster moderation meetings highlighted that pupils were using higher level vocabulary.															
Handwriting and spellings to be improved.	At the start of the year, handwriting was a particular weakness for some pupils eligible for pupil premium. By the end of the year, handwriting had improved and was not a particular weakness for end of year judgements. Small group spelling support and spelling resources ensured															

	<p>progress in this area. Spellings did remain a particular weakness for one child but vast improvements had been made.</p>
<p>Children with social and emotional difficulties will be supported in school.</p>	<p>Pupils eligible for pupil premium had needs identified and the appropriate support put in place.</p> <p>ELSA evaluations, Boxall profiles and pupil progress meetings used to track and discuss effectiveness of this support.</p> <p>Young Carers were supported with their emotional and social development by attending fortnightly sessions with Off The Record and in termly extra-curricular activities.</p>
<p>The needs of children with working memory difficulties will be better understood; attention and focus will be improved as a result.</p>	<p>Helping Harry Learn training attended by staff. Strategies from this implemented and reviewed in follow up meetings.</p>
<p>Increased parental engagement of all PP families.</p>	<p>Parents evenings have been changed to incorporate hall full of parent information stalls to get across key information (parents evening attendance is high). Home reading is now being monitored and supported by accelerated reader.</p>
<p>Attendance to be improved for children with low attendance rates.</p> <p>For two children, home learning to be issued and revision guides.</p>	<p>Attendance for the whole school was 95.85% (including a pupil on a part time timetable). 8.5% of pupils had an attendance of below 90% (down from 12.2% the previous year). Attendance for disadvantaged pupils was 95%. This needs to continue to be a focus to get it up to or above national (96%).</p>