

Pupil premium strategy statement

School overview

Metric	Data
School name	Medlock Primary School
Pupils in school	386
Proportion of disadvantaged pupils	(161 of 386) 41%
Pupil premium allocation this academic year	£221,165
Academic year or years covered by statement	2020 to 2021
Publish date	October 2020
Review date	July 2021
Statement authorised by	Governing Body
Pupil Premium lead	Jonathan Brown
Governor lead	Olga Asma

Disadvantaged pupil progress scores for 2018/2019 academic year

Measure	Score
Reading	-3.49
Writing	-3.03
Maths	-2.45

Disadvantaged pupil performance overview for 2018/2019 academic year

Measure	Score
Meeting expected standard at KS2	48.3%
Achieving high standard at KS2	6.9%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all staff are confident in the teaching and delivery of reading (focus on guided reading). Reading - training and staff development in guided reading 'whole school' approach. Release cover consistent in approach and delivery High staff ratios within reading sessions in order to target more children more often.
Priority 2	Oracy - Vocab development and use of language to impact on writing and comprehension. Ongoing training - external consultant delivered.

	<p>Delivery DHT audited across school with coaching and additional training arising.</p> <p>All adults Welcom trained and Welcom intervention for all children working below ARE from N1-6 . With speciality support from SaLT team for identified children</p>
Barriers to learning these priorities address	Quality and focused teaching of reading matched to child / small group's level and ability - progress focus on individual level.
Projected spending	£79,043

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 (0)	Sept 21
Progress in Writing	Achieve national average progress scores in KS2	Sept 21
Progress in Mathematics	Achieve national average progress scores in KS2	Sept 21
Phonics	Achieve national average expected standard in Phonics Screening	Sept 21
Other		

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Measure	Activity
Priority 1	<p>Ensure all staff are confident in the teaching and delivery of reading (focus on guided reading).</p> <p>Reading - training and staff development in guided reading 'whole school' approach.</p> <p>Release cover consistent in approach and delivery.</p>
Priority 2	<p>Oracy - Vocab development and use of language to impact on writing and comprehension. Ongoing training - consultant delivered.</p> <p>Delivery DHT audited across school with coaching and additional training arising.</p>
Barriers to learning these priorities address	Quality and focused teaching of reading matched to child / small group's level and ability - progress focus on individual level.
Projected spending	£ 79,043

Wider strategies for current academic year

Measure	Activity
---------	----------

Priority 1	Ensure staffing ratios allow for targeted intervention work and active assessment directed action in live learning.
Priority 2	Interventions are audited for effectiveness and delivery is quality assured.
Barriers to learning these priorities address	Staff available / timetabled to implement / run interventions - priorities and ring fence staff ensuring interventions happen regularly
Projected spending	£142,722

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	PDT schedule addresses the training needs of staff including the need for follow on / consolidation sessions, round table sessions and bespoke coaching.	Inset days, staff training and cover to facilitate coaching and observations.
Targeted support	Staff development to be prioritised by leadership to ensure reading / intervention / oracy work is of a consistently high quality in all rooms and all times.	The appointment of additional staff member to allow Assistant Heads / subject leaders to provide support
Wider strategies	Ensuring school leaders regularly QA sessions and provide support in relation to identified issues (brought by staff or observed through the QA process).	Ring fencing roles / intervention against staff absences.

Review: last year's aims and outcomes

Aim	Outcome
Targeted support for SEND/ Disadvantaged pupils of underachievement.	Priority interventions for SEND / disadvantaged pupils - WELCOM, Word Shark, Colourful Semantics. Training and quality assurance from leaders / specialist teachers. Specialist Intervention - Dyslexia support. No validation of impact due to lockdown. Jumping off point for next cycle.
Maximise the number of pupil premium children making at least expected progress across key stage 2.	Steps taken to develop whole school systems to highlight prior attainment of all pupils. Teachers guided in the targeted use of support staff on pupil progress. Active Assessment techniques developed to maximise pupil progress session to session. No validation of impact due to lockdown. Jumping off point for next cycle.

<p>Inclusion - support pupils at risk of exclusion.</p>	<p>Pupils identified as at risk - inclusion lead developed individual programmes of support. All outcomes successfully matched an individual child's need - managed into class, supported through outreach and moved to specialist settings.</p>
---	--