



Summary Information				
School	Mendlesham Primary School			
Academic Year	2019-20	Total PP Budget	17160	Date of most recent PP Review
Total Number of Pupils	111	Number of Pupils Eligible for PP	13	Date(s) for next internal review
Staff Lead	Tessa Sait / Hazel Sutton		LGB Lead	Jo Pratt



Historic Attainment (2018-19)				
	Pupils eligible for PP		All Pupils	
	KS1 cohort	Entire KS2 cohort	KS1	KS2
% achieving expected levels in reading, writing, maths	3 pupils only. Statistically insignificant number. Publishing data could identify pupils	2 pupils only. Statistically insignificant number. Publishing data could identify pupils	63%	80%
% making expected progress in reading			75%	87%
% making expected progress in writing			81%	87%
% making expected progress in maths			81%	93%
% Attendance				



**PUPIL PREMIUM PLAN: 2018 - 2019 Evaluation Summary**

100% PPG pupils accessing free uniform,

100% of PPG children accessed Breakfast and/or After School Club in 2018/19, so will continue to offer

Targeted interventions led to PPG pupils making good or better progress in reading, writing and maths

Reading remains a high priority for the school. 100% of pupils access Daily Supported Reading or Destination Reader in 2018/19. The program continues with further investment in resources and training. Reading outcomes remain above National in KS1 and KS2 in 2018/19.

50% funding strategy for school trips and residential has meant 100% PPG pupils have attended school trips in 2018/19, so will continue 2019/20

Attendance data shows that PPG attendance is above national data for PPG children, but still behind non-PPG school counterparts

**Current Pupil Premium Plan 2019-20**

	Trust Priority	Identified Needs of Current Learners	Desired Outcomes
1.	<b>Improve Progress and Attainment (including a focus on quality-first teaching)</b>	Lack of vocabulary development (listening, understanding and speaking - therefore reading and writing). 2018 baseline assessment indicated that 29% of EYFS pupils entered the school with age appropriate speaking skills and 18% with age appropriate listening skills.	Pupils gain in language and listening skills during their time at school and higher than National proportion leave with expected or better progress in Reading and Writing, with PPG pupils not being left behind
		Additional support required for PPG pupils to make good	All PPG pupils make good or better progress from the



		progress in reading, writing and maths from their starting points	varied starting points.
2.	<b>Enrich students' lives through new opportunities and a creative curriculum which increases cultural capital</b>	Support for full participation in school life without funding being a prohibitive factor	PPG pupils to access school trips, residential etc without cost being a prohibitive factor
		Lack of awareness of opportunities in wider society	Opportunities to visit or have visitors from technology and creative lead business as well as multi-cultural experiences
3.	<b>Encourage excellence (positive learning behaviour and well-being)</b>	Poorer attendance and punctuality than non PPG cohort	Access to breakfast club and after school club without cost being a prohibitive factor
		Support to attend sports clubs without cost being a prohibitive factor	PPG pupils to have access to sports clubs without cost being a prohibitive factor
		Low self esteem	Increase self-esteem through wider opportunities such as Forest schools, deep learning weeks and nurture groups
		Limited access to top class sports facilities	All pupils access world class gymnasium facilities and coaching annually
4.	<b>Reduce personal barriers to learning</b>	Support for purchasing school uniform and equipment	Pupils are equipped for their learning and feel a part of the school community
		Lack of confidence or engagement in learning at home, such as for homework and reading	Access to additional support in these areas to improve confidence
		Lack of confidence and preparation for national assessments	PPG pupils to be equally confident and prepared for national assessments



**Current Pupil Premium Action Plan 2019-20**

<b>1. Improve Progress and Attainment (including a focus on quality-first teaching)</b>							
<b>Activity</b>	<b>Timescale</b>	<b>Staff Resp</b>	<b>Resources</b>	<b>Success Criteria</b>	<b>Monitoring and Evaluation</b>	<b>Intended Impact</b>	<b>Evaluation of impact comments</b>
Implementation of school's "Improving Communication and Language Plan	Annual / rolling program	BW, HS, HT, VW	WELLCOMM pack, Talk Boost training and resources Teacher and TA intervention programs	At the end of EYFS fewer pupils remain on the WELLCOMM or Talk Boost intervention than at the start of the year. Increased proportion of EYFS pupils make GLD in Communication and Language. Decreased proportion of pupils require additional support/interventions for phonics and reading in KS1 and KS2	Monitored for impact through the WELLCOMM baseline assessment and subsequent targeted interventions	Raise profile of the importance of communication and language. Begin closing the vocabulary gap from EYFS Improve reading and writing outcomes. Increased cultural capital.	
Implementation of the PiXL program of assessments and interventions	Annual rolling program	HT, TS, HS	PiXL membership	Termly assessment identifies those at risk of falling behind. PiXL therapies close gaps identified through assessment Progress of PPG pupils is equal to or accelerated	Monitored for impact through summative assessments termly yrs 2 – 6 Data uploaded to Pupil Asset for analysis termly Additional support for	Early identification of pupils at risk of falling behind Targeted interventions to close the gaps for maths, reading and SPAG Increasing proportion of PPG pupils (where	



				compared to that of non-PPG counterparts.	evaluation through PiXL associate Further monitoring of data through termly data uploads to JMAT	statistically significant) attain at an age expected level and achieve at Greater Depth.	
Further embedding of Destination Reader (DR) and Daily Supported Reading (DSR) across the key stages	Rolling program	HT, TS, HS	DSR and DR subscription, training, staffing (DSR) and class sets of books	PPG pupils make accelerated progress in reading	Monitored through termly SIP/MAT visits, learning walks and book scrutinies	Access to good quality reading materials. Improved reading skills, closing the gap between PPG and non-PPG pupils and developing PPG pupils to greater depth.	



**2. Enrich students' lives through new opportunities and a creative curriculum which increases cultural capital**

Activity	Timescale	Staff Resp	Resources	Success Criteria	Monitoring and Evaluation	Intended Impact	Evaluation of impact comments
50% funding for all school trips for PPG children (every year group)	On-going	Admin	Admin time	100% of PPG children access school trips	Termly through admin to ensure PPG participation	Full participation in school life. Development of resilience, independence. Increased cultural capital.	
50% funding for residential for KS2 PPG children	Annual	Admin	Admin time	100% of PPG children access school residential	Termly through admin to ensure PPG participation	Full participation in school life. Development of resilience, independence. Increased cultural capital	
Visit to a technology business or organisation	Annual	KS 2 teachers	Time	100% PPG children visit eg BT or Space Centre	Termly through admin to ensure PPG participation	Increased awareness of wider life opportunities. Increased cultural capital	

**3. Encourage excellence (positive learning behaviour and well-being)**

Activity	Timescale	Staff Resp	Resources	Success Criteria	Monitoring and Evaluation	Intended Impact	Evaluation of impact comments
Free access to breakfast and afterschool club for PPG children	On-going	Admin	Staffing, food, admin	100% PPG children have the opportunity to access breakfast and after school club	% attendance monitored through school office	Increasing school attendance for PPG children, moving closer to non-PPG Improved punctuality for PPG children	
Free access to sports clubs	On-going	Admin	Staffing	100% PPG children have the opportunity to access sports clubs	% attendance monitored through school office	Improved well-being Improved fitness Improved self-esteem	
Free access to world class gymnasium facilities	February 2020	Well-being lead	Staffing, transport, coaches, entrance fee	100% PPG children have the opportunity to access to Piper's Vale gymnasium	% attendance monitored through school office	Improved well-being Improved fitness Improved self-esteem	



**4. Reduce personal barriers to learning**

Activity	Timescale	Staff Resp	Resources	Success Criteria	Monitoring and Evaluation	Intended Impact	Evaluation of impact comments
Provision of free and discounted school uniform, PE kit and water bottle	Beginning of every school year	Admin	Uniform, PE kit and water bottles	100% PPG children wear school uniform 100% PPG children have correct kit for PE 100% PPG children can access water throughout the day	Admin office to monitor uptake	Pupils are equipped for their learning and feel a part of the school community. Improved self-esteem	
Provision for homework clubs, SATs breakfasts and additional opportunities for 1 to 1 reading	Weekly	TS, HS, JO, BW	Staffing	100% PPG children complete their homework 100% PPG children are heard read at least weekly by an adult 100% PPG children access SATs breakfasts	Admin office to monitor uptake	Pupils feel confident that they are supported in completing home based learning Pupils feel ready for statutory tests	
Invitation to parents to attend information events eg phonics, reading and termly share events	Phonics – Autumn term Reading – Spring term	Whole school	Planning time	All PPG parents are made aware of invitation to attend events	Admin office to monitor uptake	Increase parental engagement and shared learning. Opportunities for parents to improve their support in home learning with their child.	