

Pupil premium strategy statement – Millhouse Primary School 2016/17

1. Summary information					
School	Millhouse Primary School				
Academic Year	2016-17	Total PP budget	£50,740	Date of most recent PP Review	
Total number of pupils	128	Number of pupils eligible for PP	32	Date for next internal review of this strategy	January 2017

2. Current attainment		
Key Stage 2 results 2016:	<i>Pupils eligible for PP</i>	<i>All pupils nationally</i>
% achieving in reading, writing and maths	40%	53%
% achieving expected standard in reading	40%	66%
% achieving expected standard in writing	80%	74%
% achieving expected standard in maths	100%	70%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Oral language skills in Reception are lower on entry for pupils eligible for PP than for other pupils. This slows reading/ writing progress in subsequent years.
B.	Lower percentage of higher ability pupil premium children gained greater depth/ higher scaled scores at KS1 and KS2 compared to PP children nationally.
C.	PP children achieved lower than national results in reading. Their progress score was lower than their non-disadvantaged peers in school.
D.	Need to develop resilience skills/ growth mindset approaches to boost attainment across school for all groups of pupils including PP children.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance rates for pupils eligible for PP are below non PP pupils and below school target of 96%. This reduces their school hours and causes them to fall behind on average.
F.	Consistent levels of parental engagement needed for all groups of pupils.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved oral language skills for pupils eligible for PP in Reception class/ Year 1.	Pupils eligible for PP in Reception/ Year 1 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
B.	Higher rates of progress across KS1 and KS2 for all groups of disadvantaged pupils including high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 1 and 2 in

		maths, reading and writing. Measured in internal assessments and end of Key Stage statutory assessments. PP pupils from different starting points make comparable progress to their non-disadvantaged peers.
C.	Improved attainment in reading for pupils eligible for PP funding.	Attainment in reading for PP pupils is in line with national. Progress of PP children matches progress of non-PP children in school.
D.	Improved learning behaviours impact positively on attainment for all pupils, including disadvantaged.	Raised attainment for PP children across school measured in internal assessments and end of Key Stage statutory assessments
E.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance improves to above school target 96%.
F.	Increased parental engagement for all groups of pupils, including disadvantaged children. Improved understanding of how to support children with their learning.	Attendance of parents of PP pupils at school events matches non-PP family attendances.

5. Planned expenditure

Academic year

2016-17

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

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Evaluation including Lessons learned (and whether you will continue with this approach)
Improved oral language skills for pupils eligible for PP in Reception class/ Year 1.	High quality staff CPD in order to improve access to outstanding teaching EYFS – diasadv pupils course TA training – EYFS interactions	All pupils receive quality first teaching – research shows disadv. pupils benefit most.	Course selected using evidence of effectiveness. Use INSET days/ staff meeting time to deliver training. Drop ins after CPD to ensure training embedded.	JB	Positive impact of CPD for TA (EYFS) – quality of adult interactions noted by external consultant. Increase in overall GLD (continued upward trend). Staffing within EYFS to be maintained 2017-18. Continued focus on quality interactions and development of oral language.

<p>Higher rates of progress across EYFS, KS1 and KS2 for all groups of disadvantaged pupils including high attaining pupils eligible for PP.</p>	<p>High quality staff CPD in order to improve access to outstanding teaching (inc. RQT programme/ OTP programme/ EYFS – diasadv pupils/ grammar training)</p> <p>Provision of quality feedback - half termly teacher release for pupil interviews (Y1-6)</p> <p>Purchase of assessment resources to support accurate assessment for learning (includes tests, assessment system and test support materials) Staff release to evaluate and complete pupil premium provision mapping termly / participate in pupil progress meetings</p> <p>Purchase of spelling scheme to improve spelling of all pupils including disadvantaged pupils.</p> <p>Purchase IPADs – EYFS – phonics / maths programs</p>	<p>All pupils receive quality first teaching – research shows disadv. pupils benefit most.</p> <p>EEF Toolkit suggests high quality feedback is an effective way to improve attainment of disadvantaged pupils (and others).</p> <p>Important to monitor and evaluate PP pupils progress and attainment closely to ensure gaps are narrowing/ pupils are making comparable progress to their non-disadvantaged peers.</p> <p>Analysis of SPAG tests through school and writing outcomes show weakness in spelling across school. Scheme provides support for staff, ensuring effective teaching - All pupils receive quality first teaching – research shows disadv. pupils benefit most.</p>	<p>Course selected using evidence of effectiveness. Use INSET days/ staff meeting time to deliver training. Drop ins after CPD to ensure training embedded.</p> <p>Pupil interviews conducted – MR/ KG. Ensure pupils are able to explain/ show progress and know next steps.</p> <p>Termly monitoring of outcomes. Pupil progress meetings held – pp groups focused upon within these. Monitoring of provision maps reflect appropriate interventions based on assessments.</p> <p>Termly monitoring of assessment outcomes. JB monitoring of teaching.</p>	<p>KG/MR</p> <p>JB</p>	<p>Good progress evidenced for non SEN pupil premium pupils within whole school tracking. SENCO monitoring evidenced progress for SEN pupils.</p> <p>No PP pupils achieved greater depth/ higher scaled scores in 2017 KS1 and KS2 assessments – To continue focus on more able PP pupils 2017/18.</p> <p>Spelling – performance at KS2 slightly below national 58% v 60%. Not significant – close to in line. Smaller gap between school and national compared to 2016 (2016 – gap of 11%. 2017 – gap of 3%) Work scrutiny and internal monitoring shows spelling remains an issue at whole school level. To continue focus next year. Phonics – PP pupils clear progress evident through tracking Did not achieve check. To continue focus next year.</p>
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Improved attainment in reading for pupils eligible for PP funding.	<p>Reading Comprehension skills – smaller class sizes (2 mornings a week additional teacher employed)</p> <p>Reading – development of vocabulary through provision of age appropriate texts (class readers)</p> <p>Reading – extend library/ class provision to provide access to age appropriate texts</p> <p>Librarian (TA) to encourage age appropriate texts/ promote book talk (1/2 day week – part funded by PP funding)</p>	<p>All pupils receive quality first teaching – research shows disadv. pupils benefit most. EEF toolkit shows smaller class sizes have positive impact. As reading key area based on KS 2 outcomes and internal assessments decision made to reduce class sizes for this aspect of curriculum.</p> <p>Analysis of KS2 outcomes showed vocabulary understanding key area to develop. Need to ensure pupils are exposed to high quality texts.</p>	<p>Termly monitoring of assessment outcomes.</p> <p>Drop ins focused on guided reading.</p> <p>Monitoring of comprehension books/ reading journals.</p> <p>Visits to other schools which have high reading outcomes.</p>	SC	<p>Good progress of non – SEN pupil premium pupils in reading across school.</p> <p>KS2 question level analysis shows focus on vocabulary understanding still needed.</p> <p>Also need focus on inference skills 2017-18.</p> <p>Improvement evident – 4/6 areas smaller gap than 2016 between school and national or further increase in school's performance. National percentage of marks achieved increased by 10% 2016-17. School increase of 13%. Clear impact overall of approaches.</p>
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Total budgeted cost

£27,000

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Evaluation including Lessons learned (and whether you will continue with this approach)
Improved oral language skills for pupils eligible for PP in Reception class/ Year 1.	Purchase of WellComm resource to identify early speech and language needs CPD for staff (TAs) on speech and language interventions.	Research into progress of disadvantaged children in EYFS focuses on vocabulary development. Important to ensure disadvantaged pupils engage in quality, language rich interactions in order to ensure later progress.	CPD selected carefully. Resources used to identify need. Interventions with TAs monitored to ensure CPD has had impact.	JB/ JM - SENCO	Resource purchased. TA interventions have had positive impact on individual pupils. Training on WellComm resource planned for Sept 2017. GLD (continued upward trend).

Higher rates of progress across EYFS, KS1 and KS2 for all groups of disadvantaged pupils including high attaining pupils eligible for PP.	HLTA/TA Phonics and spelling interventions Early interventions EYFS – HLTA TA led maths booster groups – focus on number skills SDI led by TAs (mastery approach) HLTA / TA 1:1 or small group support for Y6 SATs preparation.	Some pupils need targeted support to catch up. Such programmes have been shown to be effective in research projects. Previous use in school of these interventions has had positive impact on pupil attainment.	Organise timetable to ensure staff delivering interventions have sufficient preparation and delivery time. TAs record progress each week. Progress reviewed regularly,	JB – spelling/ phonics/ EYFS SENCO – JM MR – maths SC - English	Good progress evidenced for non SEN pupil premium pupils within whole school tracking. SENCO monitoring evidenced progress for SEN pupils.
Improved attainment in reading for pupils eligible for PP funding.	Catch Up reading – TA led (targeted pupils across school) Catch up reading training for additional 2 TAs	Some pupils need targeted support to catch up. Such programmes have been shown to be effective in research projects. Previous use in school of these interventions has had positive impact on pupil attainment.	Organise timetable to ensure staff delivering interventions have sufficient preparation and delivery time. TAs record progress each week. Progress reviewed regularly,	NB - HLTA	Clear progress evident for PP pupils participating in Catch Up reading programme – see tracking.
Total budgeted cost					£15,895
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Evaluation including Lessons learned (and whether you will continue with this approach)
Improved learning behaviours impact positively on attainment	Development of building learning power approaches	Evidence/ research suggests meta-cognition/ growth mindset work has positive impact on pupil progress.	Effective CPD – JB/ MR attend training. Staff meetings dedicated to exploring and embedding approach. Development of split-level teaching approaches. Use of drop-ins to monitor effectiveness. Visits to other schools where such approaches are effective.	MR/ JB	Training attended/ whole staff INSET. Approach launched in school. Need to develop 2017-18.
	TA release for Lego Therapy	Effective social interactions/ collaboration skills are shown to have a positive impact on self-esteem and progress in learning.	SENCO monitoring of effectiveness of intervention programmes.	SENCO	Training received for TAs. SENCO monitoring noted positive impact. To continue 2017-18.
	Residential subsidy Access to school trips and extra – curricula clubs and activities. Provision of curriculum enrichment activities.	First hand experiences provide rich learning opportunities for all pupils. Provide real purposes and contexts making learning more meaningful, increasing engagement.	High levels of involvement of PP pupils in trips/ residential visits/ XC clubs.	KG/ MR	All pupils provided with access to enriched curriculum experiences. To continue next year.
Increased attendance rates for pupils eligible for PP.	EWO involvement to raise attendance of identified pupils	Pupils need good attendance in order to access quality first teaching. NFER briefing for school leaders identifies addressing attendance as a key step.	Tracking of attendance data. Regular visits of EWO to monitor attendance. Raising profile of attendance at whole school level through newsletters/ EWO	KG	Improved overall attendance 2016-17 compared to previous year. improved PP attendance – 2015 -

			assemblies/visits Individual intervention as required.		2016 94% (National 94.2% FSM)/ 2016-17 school -94.5%. Attendance to remain a focus.
Increased parental engagement for all groups of pupils, including disadvantaged children. Improved understanding of how to support children with their learning.	Introduction of INSPIRE project – to increase parental involvement Purchase pupil access to a number of electronic learning support websites to enhance engagement with out of school learning and promote family support eg studyladder, times table rockstars, purple mash.	Effective parental involvement can have positive impact on attainment (EEF research) although it is recognised to be a difficult area get right.	Ensuring calendar of Inspire dates published well in advance. Follow up of invitations with phone calls where needed to ensure high attendance. Introduction focused on relevant area of school development – reading. Support for staff to ensure appropriate activities planned for. Parent evaluations monitored to ensure effectiveness of project. Details of available programs shared in newsletters/ homework books. Outside school use tracked. Rewards provided for pupil use.	KG MR	Positive evaluations from INSPIRE mornings. Positive parental survey responses. Approaches to continue 2017-18.
Total budgeted cost					£8,000