

## Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	Middleton Community Primary School				
Academic Year	2016-17	Total PP budget	£41,180	Date of most recent PP Review	Sep 16
Total number of pupils	96	Number of pupils eligible for PP	29	Date for next internal review of this strategy	Dec 16

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving the expected standard in reading, writing & maths	20%	20%
% achieving the expected standard in reading	60%	60%
% achieving the expected standard in writing	60%	80%
% achieving the expected standard in maths	20%	20%

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Proportion of children eligible for PP funding with a range of additional needs (particularly Literacy based) is high particularly in EYFS, Y4, Y5 and Y6.
B.	Confidence and progress in Maths is weaker for children eligible for PP funding particularly in Years 3-6.
C.	High needs within Y5 & Y6 cohort, also proportion of Y5/Y6 in year admissions to our school.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Attendance rates for disadvantaged pupils were lower last year. (93.86%. compared with 96.09%)

4. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> )		Success criteria
A.	Targeted support accelerates children's progress from their starting points.	Targeted pupils make good progress from their starting points, this is carefully tracked and interventions and strategies are put in place to ensure progress is comparable to the rest of the cohort.
B.	Good progress and confidence levels are observed in Maths.	Interventions such as Firstclass@number and Success@numbersense continue to improve progress and confidence levels in Maths.

<b>C.</b>	Interventions and strategies provide a clear support framework for Y5/6.	Pupils eligible for PP funding make good and better progress from their starting points. Interventions and strategies are targeted effectively to meet individuals' needs and support is directed well.
<b>D.</b>	Improved attendance rates for PP eligible pupils.	Overall attendance rate improves for PP eligible pupils to 96% in line with the rest of the cohort. Reduce the number of persistent absentees among pupils eligible for PP to 10% or below.

## 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

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
B Improve maths confidence and progress.	Staff training on the delivery of mastery skills and questioning techniques in Maths.  Audit and buy resources to develop children's maths abilities.	Spending PP funding on these techniques will benefit all children and research (EEF toolkit) shows it is particularly beneficial for lower ability children. This will be a long term goal as developing these strategies takes time to embed.	Training to be delivered by LA consultant. Courses carefully selected and feedback to all staff. Observation in all classes to assess impact. Pupil progress tracking meetings to evaluate progress. Pupil discussion – do children feel more confident about Maths. Are children able to articulate their understanding?	Headteacher (AD) and Maths Subject Leaders (DG & CH)	December 2016
A To improve literacy support through the development of phonic and grammar knowledge.	Relevant TAs to attend phonic and grammar training. Also observe best practice in school in order to develop teaching strategies and skills.	Extensive research by the EEF shows that phonic teaching and delivery can impact greatly on overall Literacy ability.	TAs to attend DCC courses and be given time to feed back to all staff (courses staff meeting). Discussion after observation to assess understanding and suggest how skills learnt might be used across each key stage. Hear children read to assess how they are using phonic knowledge within their reading strategies. Book scrutiny to assess skills.	Headteacher (AD) and English Subject Leader (IM)	January 2017
<b>Total budgeted cost</b>					<b>£5000</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
B Improve maths confidence and progress	Intervention groups – Firstclas@number & Success@numbersense	These interventions ran very successfully last year with children making excellent progress, including showing greater confidence during Maths sessions in class.	TAs delivering interventions have had thorough training with a NCC Maths specialist teacher. This intervention is supported by Edge Hill University, baseline is carried out via Sandwell testing and results are analysed by school and the university. AD,DG & CH will continue to monitor the delivery and impact of these interventions through observation, book scrutiny and pupil discussion.	Maths Subject Leaders – CH & DG.	December 2016 and also half way through each programme.
c. Clear framework of support for Year groups with high need. Good progress from starting points observed.	Additional support for Y5 and Y6 focussing on Literacy and PSED.  Weekly release time for class teachers to work with individuals/groups to discuss misconceptions in learning. Also to provide challenge for higher ability children.	EEF research shows that when TAs are used for targeted 1:1 or small group support particularly with children with additional needs that this positively impacts on progress. TAs in this class will provide precision teaching focussing on Literacy skills and also small group support particularly in Maths. (Both TAs have had extensive intervention training and are Firstclass@number and success@numbersense practitioners). A greater number of staff in this class will also allow for discussion at the beginning and end of each lesson to develop understanding.	Pupil progress meetings will show how PP children's progress is tracked and monitored, both individually and as a cohort.	Class teachers – DG & IM – monitored by AD	September 2016, December 2016, March 2017, June 2017
<b>Total budgeted cost</b>					<b>£10,000</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A To develop children's social and emotional wellbeing. D Improve PP attendance	Forest School provision	Forest school provision was developed last year, with clear success. It enabled children to enhance their collaborative skills across all areas.	CB has successfully completed in depth Forest School training. Discussion with children and engagement with parents to assess children's engagement levels.	CB – Forest School teacher	January 2017

<p>A, B &amp; C – Improved progress and attainment for PP children and all children. Defined classes with less spread of learning needs to meet.</p>	<p>Continue Y2 discrete class providing a stepping stone between KS1 and KS2. Enable smaller class sizes with less year group spread. Classes – EYFS &amp; Y1 Y2 Y3 &amp; Y4 Y5 &amp; Y6</p>	<p>Data and observation last year showed that the development of a discrete Y2 class provided improved attainment for all PP children across the school. Smaller class sizes with less year group spread.</p>	<p>AD to monitor impact of smaller class sizes with narrower year groups focus in terms of engagement and meeting all children's individual learning needs.</p>	<p>AD – headteacher  SLT – IM &amp; RI</p>	<p>Termly pupil progress meetings, observations in class, book scrutiny and pupil discussion – see monitoring timetable.</p>
<p>D Improved attendance rates, particularly for children with attendance levels lower than 90%</p>	<p>Targeted children to be invited to join Breakfast club sessions for no fee.</p>	<p>To provide a positive start to the school day, time to enjoy food with friends and encourage greater enjoyment of school.</p>	<p>Breakfast club invitations to targeted children.  AD to monitor attendance levels and impact of pupil enjoyment of school. Discussion and support provided for parents</p>	<p>AD to lead  DB – Breakfast club supervisor</p>	<p>Attendance monitored (October, December, February, April, June and July). Attendance assemblies to promote good attendance. Discussion with parents, when needed.</p>
<p>A To improve literacy support through the development of phonic and grammar knowledge.  c. Clear framework of support for Year groups with high need. Good progress from starting points observed.  D Improved attendance rates, particularly for children with attendance levels lower than 90%</p>	<p>Subsidised musical tuition teaching – drumming, violin and keyboard.  Subsidised outdoor education – Whitehall  Y5&amp;6 Sport support to develop physical aptitude, enjoyment of sport and understanding of its qualities.</p>	<p>Research has shown clear links between musical aptitude and enjoyment and raised Literacy levels.  EEF shows that outdoor education benefits children both in terms of academic progress and a rise in self-confidence.  Physical and emotional health is extremely important and schools need to encourage children to develop an enjoyment of exercise and sport that will last a lifetime.</p>	<p>AD and LF to monitor attendance of musical tuition. AD to monitor impact in terms of attainment and progress and also well-being of child through pupil discussion.</p>	<p>AD &amp; LF to lead  PE Subject lead - IM</p>	<p>PPM termly reviews.  Whitehall – March 2017  Sports and PE review – June 2016</p>
<b>Total budgeted cost</b>					<b>£42,000</b>

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
B Improve maths confidence and progress.	Staff training on the delivery of mastery skills and questioning techniques in Maths.  Audit and buy resources to develop children's maths abilities.	Observations showed that levels of Maths confidence have been raised and this has begun to impact on progress. Book scrutiny shows generally good progress from starting points. Attainment levels were high at KS1 (93% Expected/50% PP (2 children) in Maths, but lower in KS2 (43% Expected/14% PP (7 children). Progress indicators have improved from last year with -2.8 in 2017, and -8 in 2016. Success criteria: partly met	Further work is needed to embed mastery skills to boost progress levels, particularly by the end of KS2 for PP pupils. Children have greater fluency particularly in arithmetic, but greater focus is needed to embed reasoning skills.  Use of newly bought resources and Maths scheme of work will continue.	Maths resource £546 & course fees £775 Staff cover £1277
A To improve literacy support through the development of phonic and grammar knowledge.	Relevant TAs to attend phonic and grammar training. Also observe best practice in school in order to develop teaching strategies and skills.	100% of all children passed the Y1 phonics screening test.  Spelling in KS2 is not yet strong enough and there were phonic gaps in understanding for Y6 pupils. Success criteria: partly met	Expansion of phonic teaching strategies to KS2 is needed; develop daily differentiated teaching of phonics and spelling.  Differentiated teaching in small groups will continue in KS1 & EYFS.	Course fees £562 & staff cover £766
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
B Improve maths confidence and progress	Intervention groups – Firstclass@number & Success@numbersense	Groups made good progress in both interventions. Number ages were raised on average 16 months in Firstclass and 7 months in Success@. Success criteria: met	Interventions are impacting positively on maths progress and confidence. Pupil discussion shows that children are more confident in Maths lessons after taking part in these interventions. Interventions will continue.	£309.51 per pupil - £16 pupils = £4952

<p>c. Clear framework of support for Year groups with high need. Good progress from starting points observed.</p>	<p>Additional support for Y5 and Y6 focussing on Literacy and PSED.</p> <p>Weekly release time for class teachers to work with individuals/groups to discuss misconceptions in learning. Also to provide challenge for higher ability children.</p>	<p>Children generally made good progress from their starting points, but overall attainment was lower than targeted in Y6.</p> <p>Small group work focussing on social and emotional skills was effective, particularly for Y6 pupils.</p> <p>Progress data for Y5 was expected, and better than expected in Reading.</p>	<p>Small group work focussed on children's individual needs was beneficial for all year groups in all areas. However, Y6 data shows that the impact of this could have been greater.</p> <p>Timetabling issues sometimes effected the amount of targeted provision. This will be addressed in 2017-18.</p> <p>Interventions to be continued.</p>	<p>£468.22 per child - 11 pupils = £5150</p>
---	---	---	--	--

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
<p>A To develop children's social and emotional wellbeing. D Improve PP attendance</p>	<p>Forest School provision</p>	<p>Collaborative skills and emotional well-being are positive. Forest School provides effective learning and social strategies for children to use throughout the curriculum. Success criteria: met</p> <p>Attendance levels have not improved. Success criteria: not met.</p>	<p>The Forest School program impacts positively on behaviour and well-being and will be continued.</p> <p>Further work is needed to engage PP families to improve attendance rates.</p>	<p>£1650</p>

<p>A, B &amp; C – Improved progress and attainment for PP children and all children. Defined classes with less spread of learning needs to meet.</p>	<p>Continue Y2 discrete class providing a stepping stone between KS1 and KS2. Enable smaller class sizes with less year group spread. Classes – EYFS &amp; Y1 Y2 Y3 &amp; Y4 Y5 &amp; Y6</p>	<p>KS1 results were very strong with 87% of all children achieving the Expected in Reading, 80% in Writing and 93% in Maths.</p> <p>Small number of PP children in Y2, means data cannot be shared.</p> <p>Success criteria: met</p>	<p>Smaller class sizes work very well for all classes, most particularly for our younger children.</p> <p>All PP children are tracked individually and generally, progress of PP children from their starting points is good, but more impact is needed at Y6.</p> <p>A small KS1 class will continue next year.</p>	<p>£22,143 – staffing costs</p>
<p>D Improved attendance rates, particularly for children with attendance levels lower than 90%</p>	<p>Targeted children to be invited to join Breakfast club sessions for no fee.</p>	<p>Attendance did not improve for PP children. Families were invited to Breakfast Club, but would not attend. Success criteria: not met</p> <p>Target was 96% attendance, but actual percentage was 93%.</p>	<p>This approach will not be continued. Further actions to improve PP attendance will be actioned in our School Improvement Plan.</p>	<p>No cost</p>
<p>A To improve literacy support through the development of phonic and grammar knowledge.</p> <p>c. Clear framework of support for Year groups with high need. Good progress from starting points observed.</p> <p>D Improved attendance rates, particularly for children with attendance levels lower than 90%</p>	<p>Subsidised musical tuition teaching – drumming, violin and keyboard.</p> <p>Subsidised outdoor education – Whitehall</p> <p>Y5&amp;6 Sport support to develop physical aptitude, enjoyment of sport and understanding of its qualities.</p> <p>Subsidise milk each day through the Cool Milk scheme.</p>	<p>Children benefit greatly from musical instrument tuition to enrich their knowledge and love of music. Success criteria: met</p> <p>Whitehall was successful in improving children's confidence, determination and independence. Majority of Y5 &amp; 6 PP children took part and their feedback was very positive.</p> <p>Children greatly enjoyed being involved in sports competitions. All PP took part in one or more competitions.</p> <p>Uptake was good, and children's health benefits from the milk each day.</p>	<p>Positive impact from all three activities, which included enrichment of the curriculum and development of emotional knowledge and well-being. Approaches will be continued.</p> <p><b>Total cost of activities - £39,836</b></p>	<p>£1138.50 - subsidies</p> <p>£570 – Subsidies</p> <p>£100 staff accompanying pp children to pp event</p> <p>Milk – £207</p>

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

Support documents:

- Pupil progress meetings, termly analysis of data, book scrutinies, lesson observations & learning walks, pupil discussion, records of staff training and staff meeting minutes.