

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	Middleton Community Primary School				
Academic Year	2017-18	Total PP budget	£39,280	Date of most recent PP Review	Sep 17
Total number of pupils	94	Number of pupils eligible for PP	31 (32%)	Date for next internal review of this strategy	Dec 17

2. Current attainment		
	<i>Pupils eligible for PP (end of KS2 results)</i>	<i>Pupils not eligible for PP</i>
% achieving the expected standard in reading, writing & maths	0%	29%
% achieving the expected standard in reading	14%	43%
% achieving the expected standard in writing	14%	43%
% achieving the expected standard in maths	14%	43%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<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 Year 4, Y5 and Y6.
B.	Confidence and progress in Spelling is weaker for children eligible for PP funding particularly in Years 3-6.
C.	High proportion of PP children in KS1 (38%) with a range of complex needs.
External barriers (<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 in English (Reading and GPaS).	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 Spelling.	Interventions such as IDL and Phonics intervention at KS2 continue to improve progress and confidence levels in Spelling and Grammar.

C.	Interventions and strategies provide a clear support framework for all disadvantaged children, with particular focus on children reaching Expected attainment appropriate for their age range in Reading.	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. Smaller class sizes support children to make good progress.
D.	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 **2017-18**

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	When will you review implementation?
B Accelerated progress and increased confidence levels are observed in children's spelling skills.	Subject leadership to audit resources and teaching strategies. Continued use of IDL to support early literacy skills. Support for parents via Information Evenings and homework support.	Accurately assessing our current practice will help us to develop clear next steps. (EEF Report – Improving Literacy in KS2 2017) – <i>use high quality structured interventions to help pupils who are struggling with literacy.</i> Working with parents and enabling to guide their children using shared school and home strategies shows greater impact.	Tracking pupils progress via IDL and monitoring books to assess if skills are being used independently. Learning walks and observations.	Headteacher (AD) and Maths Subject Leaders (CH & JM)	Subject leadership planning time – Sept 2017. GPaS lesson observations – September 2017. English learning walk – November 2017 Governors monitoring week – English focus – January 2018 Book scrutiny – September, November, Jan, April, June.
C. Improve reading strategies to develop children's reading and comprehension skills.	Staff training on the delivery of reading strategies and approaches. Subject leadership time to monitor and support effective delivery. Weekly TA support time to work with PP guided reading groups across the school. Auditing reading books in school and adding new texts where needed.	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 all staff (inc TAs) to be delivered by LA consultant. Observation in all classes to assess impact. Pupil progress tracking meetings to evaluate progress. Pupil discussion – are children able to confidently read and understand a range of texts? Are children able to articulate their understanding?	Headteacher (AD) and Maths Subject Leaders (CH & JM)	Subject leadership planning time – Sept 2017. Whole school training – 7 th November & 2 nd July 2018 Lesson monitoring – November and March.

Total budgeted cost					£4850
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	When will you review implementation?
A 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 2017 and termly thereafter.
A, B & C. Clear framework of support for Year groups with high need. Good progress from starting points observed.	Weekly release time for class teachers/HLTA 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 will provide precision teaching focussing on Literacy skills and also small group support particularly in Maths. (3 TAs have had extensive intervention training and are Firstclass@number and success@numbersense practitioners working across all classes).	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 2017, December 2017, March 2018, June 2018
Total budgeted cost					£8750
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	When will you review implementation?

C 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 2018
C, B – Improved progress and attainment for PP children and all children. Defined classes with less spread of learning needs to meet.	Continuation of small Y1/Y2 class providing a stepping stone between KS1 and KS2. Enable smaller class sizes with less year group spread. Classes – EYFS & Y1 Y1 & Y2 Y3 & Y4 Y5 & Y6	Data and observation last year showed that the development of a discrete Y2 class provided improved attainment for the majority of PP children across the school. Smaller class sizes with less year group spread enables teaches to provide targeted learning experiences for our children. 38% of KS1 children are eligible for PP funding and some have a range of complex needs, which would benefit from smaller class sizes.	AD to monitor impact of smaller class sizes, particularly with higher proportion of PP children in the EYFS & Y1 class.	AD – headteacher SLT – DG, CH & RI	Termly pupil progress meetings, observations in class, book scrutiny and pupil discussion – see monitoring timetable.
D Improved attendance rates, particularly for children with attendance levels lower than 90%.	Attendance target and regular updates are included in monthly newsletter. Termly Attendance Assemblies to reward good attendance. Continue to monitor those children's attendance rates and meet with families whose attendance is causing concern. Continued work with our local MAT team.	Attendance of our Disadvantaged cohort was weaker last year. Meetings were held with parents and proved effective with some families. Feedback from our children shows that they strive to win Attendance awards and that they are a good form of incentive. Work with our local MAT team to support families is also effective in raising attendance rates.	Attendance data to be monitored using RM Integris to check for patterns of non-attendance. Governors monitor attendance termly of all groups.	AD Governors LF – Business assistant	AD will be monitored termly. Class attendance weekly. Attendance data causing concern will be monitored weekly.
D Improved attendance rates, particularly for children with attendance levels lower than 90% A Improved confidence in Literacy skills.	Subsidised musical tuition teaching – drumming, violin and keyboard. Subsidised daily milk for disadvantaged children.	Research has shown clear links between musical aptitude and enjoyment and raised Literacy levels. Access to healthier food and drink to encourage healthy practices.	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. LF to monitor ordering of milk.	AD & LF to lead	PPM termly reviews Pupil discussion Attendance reviews
Total budgeted cost					£28,000
Total Expenditure					£41,600

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
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
iii. Other approaches				
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

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7. Additional detail

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