

# Mickley First School

# Pupil premium strategy statement

Summary information					
School	Mickley First School				
Academic Year	2018-2019	Total PP budget	£7920	Date of most recent PP Review	Sept 2018
Total number of pupils	89	Number of pupils eligible for PP	6	Date for next internal review of this strategy	Sept 2019

Current attainment				
	<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (national other average)</i>	
Attainment EYFS GLD (July 2018)	100%		79%	
Pupils reaching the expected standard in phonics Y1 (July 2018)	100%		83%	
Pupils reaching the expected standard in phonics re-take Y2 (July 2018)	N/A		N/A%	
	<i>EXP</i>	<i>GD</i>	<i>EXP</i>	<i>GD</i>
Attainment KS1 Reading (July 2018)	100%	100%	100%	40%
Attainment KS1 Writing (July 2018)	100%	100%	95%	35%
Attainment KS1 Maths (July 2018)	100%	100%	95%	40%
In school progress data in KS2 September 2018	<i>Pupils eligible for PP</i>		<i>Pupils not eligible for PP</i>	
% children making expected progress or better in Reading in Y3 (current Y4)	N/A%		92%	
% children making expected progress or better in writing in Y3 (current Y4)	N/A%		92%	
% children making expected progress or better in Maths in Y3 (current Y4)	N/A%		92%	

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.	Handwriting & presentation
B.	Improving confidence and resilience as learners

<b>C.</b>		
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Low attendance rate possible	
<b>E.</b>	N/A	
<b>Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children make expected or better than expected progress in reading, writing and maths based on prior attainment.	<ul style="list-style-type: none"> <li>• 100% of children will achieve at least the expected standard in at the end of Year 1 (July 2019)</li> <li>• 100% PP children in Y4 make better than expected progress in writing in line with prior attainment (July 2019)</li> </ul>
<b>B.</b>	PP children targeted to achieve GD at all age groups	<ul style="list-style-type: none"> <li>• Targeted PP children will be tracked against targets and additional opportunities to extend and deepen learning</li> </ul>
<b>C.</b>	Individualised planning supports PP children to make at least expected progress and achieve targets on individualised learning plan.	<ul style="list-style-type: none"> <li>• 100% of PP children make at least expected progress across the course of the year.</li> </ul>
<b>D.</b>	Ensure attendance of PP is in line or better than peers.	<ul style="list-style-type: none"> <li>• PP attendance is in line or above national averages</li> </ul>
<b>E.</b>	PP able to work independently and take part in discussions which include debate with alternative opinions.	<ul style="list-style-type: none"> <li>• PP children have access to additional opportunities that develop resilience in tackling problems. This can vbe measured by number of questions tackled or length of work compared with no PP.</li> </ul>

Planned expenditure				
Academic year	2018-2019			
Quality first teaching				
Desired outcome	Chosen action / approach	Monitoring	Staff lead	Review date and impact
All teachers skilled in effective assessment for learning techniques that support differentiated and challenging lessons/activities and stretch pupil premium children appropriately.	<ul style="list-style-type: none"> <li>• CPD on effective assessment for learning strategies challenging all abilities helping them to reach their full potential (with a focus on more able).</li> <li>• Challenge evident in all lessons</li> <li>• SLT/subject leaders to QA lesson planning to make sure tasks are matched to ability and are challenging, particularly for the most able.</li> <li>• Introduce collaborative learning, metacognition and self-regulation techniques and mastery learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning walks</li> <li>• Lesson observations</li> <li>• Team teaching</li> <li>• Book QA</li> </ul>	AH	Half termly
Use of small group work to provide personalised learning for pupils to achieve GD	<ul style="list-style-type: none"> <li>• In house CPD to focus on skills to develop depth of learning</li> <li>• Teachers to communicate well with TA's and deploy them appropriately ensuring they are aware of gaps in learning so focused interventions take place.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning walks</li> <li>• Observations</li> </ul>	AH	Half termly
Writing outcomes for PP boys to improve through varied and exciting curriculum	<ul style="list-style-type: none"> <li>• Review of curriculum with a view to additional enrichment periods that provide the opportunity for pupils to spend time developing skills</li> <li>• Specific focus in lessons for quality writing</li> <li>• Specific additional one to one support for PP</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans scrutinised</li> <li>• Assessment outcomes moderated</li> </ul>	AH	Half termly
All teachers provide high quality accurate assessment, marking and feedback which strongly impacts on the attainment and progress of pupils.	<ul style="list-style-type: none"> <li>• Review marking and feedback</li> <li>• Review assessment systems</li> <li>• Consistent use of feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment tracking</li> <li>• Pupil progress meetings</li> <li>• Book QA</li> </ul>	AH	Half termly
<b>Total budgeted cost</b>				£1500
Social and emotional aspects of learning				
Desired outcome	Chosen action/approach	Monitoring	Staff lead	Review date and impact
Resilient and confident children	One to one feedback sessions shows +8 according to EEF	Observations Pupil voice	AH	
<b>Total budgeted cost</b>				£2,000

Small group work				
Desired outcome	Chosen action/approach What is the evidence and rationale for this choice?	Monitoring	Staff lead	Review date and impact
Children have opportunities for collaborative working	<ul style="list-style-type: none"> <li>EEF show that this leads to on average +5 months progress</li> </ul>	Monitor planning sheets with tracking of progress each half term against baseline	LB	
<b>Total budgeted cost</b>				£3500
Wide range of activities				
Desired outcome	Chosen action/approach	Monitoring	Staff lead	Review date and impact
Reading comprehension outcomes improve	<ul style="list-style-type: none"> <li>EEF research suggest reading comprehension makes on average +5 months progress</li> </ul>	Intervention plans monitored	LB	Half termly
<b>Total budgeted cost</b>				£1000
Accurate marking & feedback				
Desired outcome	Chosen action/approach	Monitoring	Staff lead	Review date and impact
All teachers provide high quality accurate assessment, marking and feedback which strongly impacts on the attainment and progress of pupils.	<ul style="list-style-type: none"> <li>EEF research suggest feedback makes on average +8 months progress</li> </ul>	Intervention plans monitored	AH, SLT & Govs	
<b>Total budgeted cost</b>				£500
Attendance				
Desired outcome	Chosen action/approach	Monitoring	Staff lead	Review date and impact
Attendance of PP children to be in line with or above national average.	<ul style="list-style-type: none"> <li>Governor, HT &amp; class teacher monitor attendance and tackle where necessary</li> </ul>	<ul style="list-style-type: none"> <li>Attendance tracked weekly, half termly, termly</li> <li>Action plan monitored each term</li> <li>System of letters sent to parents to inform them of attendance concerns at key</li> </ul>	AH	Reviewed termly by governing body

		<ul style="list-style-type: none"> <li>points</li> <li>Minutes from attendance panel meetings</li> </ul>		
<b>Total budgeted cost</b>				£500

Review of expenditure				
Previous Academic Year		2017-2018		
<b>i. Quality of teaching for all</b>				
Desired outcome	Action/success criteria	Impact/ Lessons learned		Cost
All teachers skilled in effective assessment for learning techniques that support differentiated and challenging lessons/activities and stretch pupil premium children appropriately.	EEF show +3 months progress for providing individualised learning opportunities	100% of pupils made expected progress or better than expected progress. Involvement of all staff in assessment was a benefit. Now have a regular PP progress meeting specifically for PP children. For 18/19 staff have targeted PP children to achieve at GD and ensure better than expected progress.		£0
<b>ii. Targeted support</b>				
Desired outcome	Action/success criteria	Impact/Lessons learned		Cost
Use of small group work supported by skilled TAs allow children to pre-learn or over learn	Personalised spelling support Personalised phonic support Personalised handwriting programme EEF shows +4 months progress for small group work	100% of pupils made expected progress or better than expected progress. Phonic work now begins in nursery where appropriate. Whole school approach to teaching phonics with individualised sessions. Additional interventions taking place as suggested by literacy support team.		£1500
<b>iii. Other approaches</b>				
Desired outcome	Action/success criteria	Impact/Lesson Learned		Cost
Improved writing outcomes as a result of broad and balanced curriculum	Through providing a broad and balanced curriculum that is of interest to all learners, boys writing improves as a result of stimulating and interesting content. The outcome will be the gap between boys and girls diminishes whilst impacting positively on all pupils to achieve GD.	100% of pupils made expected progress or better than expected progress. Handwriting and presentation much improved across all classes. Detailed literacy plan across year to address gender gap boys/girls as identified by school tracking.		£2000

<p>All teachers provide high quality accurate assessment, marking and feedback which strongly impacts on the attainment and progress of pupils.</p>	<p>EEF identify +8 months progress with consistent high quality feedback. All staff will contribute to ensuring prompt and accurate feedback whilst checking that</p>	<p>100% of pupils made expected progress or better than expected progress. Use of green pen is encouraged and children take pride in their work. All support staff use the school marking policy and encourage children to correct prior to next learning session.</p>	<p>£500</p>
---	---	--	-------------

### 1. Additional detail July 2018

Non PP	Expected Writing	Expected Reading	Expected Maths
Year2	19/20	20/20	19/20
Year 3	11/12	11/12	11/12
Year 4	13/16	14/16	13/16
Pupil Premium	Expected Writing	Expected Reading	Expected Maths
Year2	2/2	2/2	2/2
Year 3	0/0	0/0	0/0
Year 4	2/2	2/2	2/2