

Mickley First School

Pupil premium strategy statement

Summary information					
School	Mickley First School				
Academic Year	2019-2020	Total PP budget	£10,560	Date of most recent PP Review	Sept 2019
Total number of pupils	86	Number of pupils eligible for PP	8	Date for next internal review of this strategy	Sept 2020

Current attainment				
	<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (national other average)</i>	
Attainment EYFS GLD (July 2019)	100%		90%	
Pupils reaching the expected standard in phonics Y1 (July 2018)	100%		92%	
Pupils reaching the expected standard in phonics re-take Y2 (July 2018)	N/A		100%	
	<i>EXP</i>	<i>GD</i>	<i>EXP</i>	<i>GD</i>
Attainment KS1 Reading (July 2019)	100%	0%	91%	41%
Attainment KS1 Writing (July 2019)	100%	0%	82%	33%
Attainment KS1 Maths (July 2019)	100%	0%	91%	25%
In school progress data in KS2 September 2019	<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)	100%		100%	
% children making expected progress or better in writing in Y3 (current Y4)	100%		100%	
% children making expected progress or better in Maths in Y3 (current Y4)	100%		100%	

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

C.		
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Low attendance rate possible	
E.	N/A	
Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children make expected or better than expected progress in reading, writing and maths based on prior attainment.	<ul style="list-style-type: none"> 100% PP of children will achieve at least the expected standard in at the end of Year 1 (July 2020) 100% PP children in Y3 make better than expected progress in writing in line with prior attainment (July 2020)
B.	PP children targeted to achieve GD at all age groups	<ul style="list-style-type: none"> Targeted PP children will be tracked against targets and additional opportunities to extend and deepen learning
C.	Individualised planning supports PP children to make at least expected progress and achieve targets on individualised learning plan.	<ul style="list-style-type: none"> 100% of PP children make at least expected progress across the course of the year.
D.	Ensure attendance of PP is in line or better than peers.	<ul style="list-style-type: none"> PP attendance is in line or above national averages
E.	PP able to work independently and take part in discussions which include debate with alternative opinions.	<ul style="list-style-type: none"> PP children have access to additional opportunities that develop resilience in tackling problems. This can be measured by number of questions tackled or length of work compared with no PP.

Planned expenditure				
Academic year	2019-2020			
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"> • CPD on effective assessment for learning strategies challenging all abilities helping them to reach their full potential (with a focus on more able). • Challenge evident in all lessons • SLT/subject leaders to QA lesson planning to make sure tasks are matched to ability and are challenging, particularly for the most able. • Introduce collaborative learning, metacognition and self-regulation techniques and mastery learning. 	<ul style="list-style-type: none"> • Learning walks • Lesson observations • Team teaching • Book QA 	AH	Half termly
Use of small group work to provide personalised learning for pupils to achieve GD	<ul style="list-style-type: none"> • In house CPD to focus on skills to develop depth of learning • Teachers to communicate well with TA's and deploy them appropriately ensuring they are aware of gaps in learning so focused interventions take place. 	<ul style="list-style-type: none"> • Learning walks • Observations 	AH	Half termly
Writing outcomes for PP boys to improve through varied and exciting curriculum	<ul style="list-style-type: none"> • Review of curriculum with a view to additional enrichment periods that provide the opportunity for pupils to spend time developing skills • Specific focus in lessons for quality writing • Specific additional one to one support for PP 	<ul style="list-style-type: none"> • Lesson plans scrutinised • Assessment outcomes moderated 	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"> • Review marking and feedback • Review assessment systems • Consistent use of feedback 	<ul style="list-style-type: none"> • Assessment tracking • Pupil progress meetings • Book QA 	AH	Half termly
Total budgeted cost				£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	

Total budgeted cost				£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"> EEF show that this leads to on average +5 months progress 	Monitor planning sheets with tracking of progress each half term against baseline	LB	
Total budgeted cost				£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"> EEF research suggest reading comprehension makes on average +5 months progress 	Intervention plans monitored	LB	Half termly
Total budgeted cost				£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"> EEF research suggest feedback makes on average +8 months progress 	Intervention plans monitored	AH, SLT & Govs	
Total budgeted cost				£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	<ul style="list-style-type: none"> Governor, HT & class teacher monitor attendance and tackle where necessary 	<ul style="list-style-type: none"> Attendance tracked weekly, half termly, termly Action plan monitored each 	AH	Reviewed termly by governing body

average.		<ul style="list-style-type: none"> term System of letters sent to parents to inform them of attendance concerns at key points Minutes from attendance panel meetings 		
Total budgeted cost				£500

Review of expenditure			
Previous Academic Year		2019-2020	
i. Quality of teaching for all			
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 +5 months progress for providing individualised learning opportunities	Impact was limited due to closure Groups were identified, with aspirational targets agreed Pupil progress meetings were used to track progress and focus on PP students Lessons were beginning to be adapted to meet the interests and needs of all pupils, to provide inspiring starting points and raise expectations.	£0
ii. Targeted support			
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	Impact was limited due to closure Phonic work now begins in nursery where appropriate. Whole school approach to teaching phonics with individualised sessions. Additional interventions taking place as suggested by assessment data	£8000
iii. Other approaches			
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. Specific activities that appealed to boys or reluctant readers, including new texts and resources. Focussed one to one and group work on supporting writing	Impact was limited due to closure Handwriting and presentation much improved across all classes, esp Y2 Detailed literacy plan across year to address gender gap boys/girls as identified by school tracking. New and different texts were used as stimulus and starting point	£3000
All teachers provide high quality accurate assessment, marking and feedback which strongly impacts on the attainment and progress of pupils.	EEF identify +8 months progress with consistent high quality feedback. All staff will contribute to ensuring prompt and accurate feedback whilst checking that pupils understand the feedback and act upon the advice. Feedback should be concise and should be clearly evidenced as to pupils acting upon it.	Impact was limited due to closure 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.	£500

1. Additional detail July 2019

Non PP	Expected Writing	Expected Reading	Expected Maths
Year2	9/11	9/11	9/11
Year 3	19/20	20/20	19/20
Year 4	11/12	11/12	11/12
Pupil Premium	Expected Writing	Expected Reading	Expected Maths
Year2	2/2	2/2	2/2
Year 3	2/2	2/2	2/2
Year 4	0/0	0/0	0/0