

0Pupil premium strategy statement for Marston Montgomery Primary School

1. Summary information					
School	Marston Montgomery Primary School				
Academic Year	2018/19	Total PP budget	£11,500	Date of most recent PP Review	Sept 2018
Total number of pupils	36	Number of pupils eligible for PP	8 (22%)	Date for next internal review of this strategy	Feb 2018

2a. Current attainment – Y6 July 2018		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving the expected standard in reading, writing & maths at Y6	0%	61%
% making at least 2 levels of progress in reading (or equivalent)	0%	n/a
% making at least 2 levels of progress in writing (or equivalent)	100%	n/a
% making at least 2 levels of progress in maths (or equivalent)	0%	n/a
2b. Current attainment – Y2 July 2018		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving the expected standard in reading, writing & maths at Y2	0%	n/a
% making at least expected progress in reading (or equivalent)	100%	n/a
% making at least expected progress in writing (or equivalent)	100%	n/a
% making at least expected progress in maths (or equivalent)	100%	n/a

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.	Low prior attainment.
B.	A number of pupils eligible for Pupil Premium also have additional needs that create significant barriers for learning (86%).
C.	Pupils eligible for PP have historically made slower progress than their peers.
D.	Pupils eligible for PP have less access to sports provision and enriched curriculum including before and after school clubs.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Persistent late arrival to school.
F.	Some parents of pupils eligible for PP are less likely to engage with the school and support at home, e.g. information evenings, listening to children read.
G.	Attendance rates for pupils eligible for PP less than other pupils (93% compared to 96%).

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Increase attainment for pupils eligible to receive PP funding.	Gap in attainment to be reduced further between those pupils entitled to PP and all other pupils.
B.	Pupils with SEND who are eligible to receive PP funding to make accelerated progress over the year.	83% of pupils eligible to receive PP funding who have SEND to make accelerated progress.
C.	Progress for pupils entitled to PP to be accelerated so the gap in attainment closes.	71+% of pupils eligible to receive PP funding at ARE in reading, writing and maths.
D.	To provide support for the emotional, social and well-being of pupils eligible to receive PP funding.	Pupils are happy and confident learners and show resilience to tackle a range of school activities.
E.	Reduction in late arrivals at school.	Late arrival at school for pupils eligible for PP to decrease.
F.	An increased percentage of parents attending information evenings and parents' evenings.	Records of attendance at these events to include parents whose children are eligible to receive PP funding.
G.	Attendance rates for pupils eligible for PP less than other pupils (93% compared to 96%).	Attendance for pupils eligible for PP to increase to 96%.

5. Planned expenditure					
Academic year		2018 - 2019			
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?
Progress for pupils entitled to PP to be accelerated so the gap in attainment closes.	All teaching to be at least good. HT to monitor teaching throughout the school.	EEF Toolkit – ‘ <i>Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes. Maximising the quality of teaching through the effective deployment and development of teachers and teaching assistants will therefore be at the top of any school’s priorities.</i> ’	Lesson observations, book scrutiny, learning walks – led by TB and LA advisor. Good practice to be shared across The Acorn Federation. Support to be provided when a need is identified.	TB	July 2019
Total budgeted cost					
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?
To provide support for the emotional, social and well-being of pupils eligible to receive PP funding.	Positive Play Talk Time Support with paying for After School Club and Trips Swimming support	EEF Toolkit – ‘ <i>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months’ additional progress on attainment.</i> ’	Observations of attitudes to learning and monitoring of behaviour records.	TB	July 2019
Pupils with SEND who are eligible to receive PP funding to make accelerated progress over the year.	Teacher or TA to provide targeted 1-to-1 support to accelerate progress	EEF Toolkit – ‘ <i>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average... Evidence also suggests</i>	Half termly review of interventions for pupils eligible to receive PP funding to ensure it is accelerating progress, if it is not to plan alternative interventions.	All staff	July 2019

Increase attainment for pupils eligible to receive PP funding.		<i>tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress.</i>			
Total budgeted cost					
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?
Attendance rates for pupils eligible for PP less than other pupils (93% compared to 96%).	Close monitoring (half termly) of attendance of PP pupils, followed up by letter if a cause for concern. Termly certificates to be handed out.	DfE: Supporting the attainment of disadvantaged pupils – <i>‘Pupils have to be in school and able to pay attention before they can access learning... Similarly, more successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children.’</i>	Records of attendance monitoring, letters sent to parents, conversations with parents. Changes to attendance and lateness following monitoring.	ML & TB	July 2019
Reduction in late arrivals at school.	Close monitoring (half termly) of attendance of PP pupils, followed up by letter if a cause for concern.				
An increased percentage of parents attending information evenings and parents’ evenings.	Personalised invitations to events / staff requesting date / time to meet for parents evening.	EEF Toolkit – <i>‘Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months’ positive impact. There is some evidence that supporting parents with their first child will have benefits for siblings.’</i>	Monitoring of attendance at parents’ evenings and information evenings. Opportunities provided for those parents who find childcare difficult.	All teaching staff	July 2019
Total budgeted cost					£0

6. Review of expenditure				
Previous Academic Year		2017 - 2018		
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
Low prior attainment.	Pupils to work in smaller class groups so that support can be targeted.	The percentage gap between the whole school and those entitled to PP has reduced in reading, writing and grammar. More pupils eligible for PP made accelerated progress than those across the school.	This approach worked for English, however the gap increased in Maths (Maths is now an area on the SIP). The small class sizes will continue under the supervision of the class teacher.	£10,000
Pupils eligible for PP have historically made slower progress than their peers.	Pupils to work in smaller class groups so that support can be targeted.	The percentage gap between the whole school and those entitled to PP has reduced in reading, writing and grammar. More pupils eligible for PP made accelerated progress than those across the school.	This approach worked for English, however the gap increased in Maths (Maths is now an area on the SIP). Progress in Maths will be closely monitored, especially for those pupils entitled to PP.	
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
Low prior attainment.	Interventions to improve rates of progress in order to accelerate progress and thus increase attainment	The percentage gap between the whole school and those entitled to PP has reduced in reading, writing and grammar. More pupils eligible for PP made accelerated progress than those across the school.	The more focused interventions have accelerated progress in English for pupils entitled to PP, however the gap increased in Maths (Maths is now an area on the SIP).	£5,400
Pupils eligible for PP have historically made slower progress than their peers.	Interventions to improve rates of progress in order to accelerate progress and thus increase attainment	The percentage gap between the whole school and those entitled to PP has reduced in reading, writing and grammar. More pupils eligible for PP made accelerated progress than those across the school.	This approach worked for English, however the gap increased in Maths (Maths is now an area on the SIP). Interventions in Maths need to reflect needs emerging from NFER tests.	

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
Persistent late arrival to school.	Reminders in newsletters, discussions with parents, incentives for prompt arrival at school.	Late arrival can still an issue for some families.	In order to increase the profile of attendance / arrival at school this will be celebrated on a Friday during assembly.	£0
Parents of pupils eligible for PP are less likely to engage with the school and support at home, e.g. information evenings, listening to children read.	Encourage parents to attend events and provide suggestions for supporting learning at home.	Attendance at events and support at home varies throughout the school for all pupils not just those entitled to receive PP. Staff ensure they meet parents to discuss progress and book separate times when it is necessary to do so.	This will continue to be an area we develop, providing support for parents on the school website as well as trying to encourage them to attend events.	

7. Additional detail
Each pupil has an individual 'My Progress' sheet which gives detailed information on attainment, progress, interventions and the impact of interventions. It also indicates the financial cost of support provided.