

Pupil premium strategy statement for Marston Montgomery Primary School

1. Summary information					
School	Marston Montgomery Primary School				
Academic Year	2017/18	Total PP budget	£15,400	Date of most recent PP Review	Dec 17
Total number of pupils	27	Number of pupils eligible for PP	10	Date for next internal review of this strategy	Apr 17

2. Current attainment		
	<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	n/a	61%
% making at least 2 levels of progress in reading (or equivalent)	n/a	n/a
% making at least 2 levels of progress in writing (or equivalent)	n/a	n/a
% making at least 2 levels of progress in maths (or equivalent)	n/a	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.	Pupils eligible for PP have historically made slower progress than their peers.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	Persistent late arrival to school.
D.	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.

4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Low prior attainment.	Gap in attainment to be reduced between those pupils entitled to PP and all other pupils.
B.	Pupils eligible for PP have historically made slower progress than their peers.	Progress for pupils entitled to PP to be accelerated so that it comes in line with that of all other pupils.
C.	Persistent late arrival to school.	Reduction in late arrivals at school.
D.	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.	An increased percentage of parents attending information evenings and

5. Planned expenditure					
Academic year		2017 - 2018			
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?
Low prior attainment.	Pupils to work in smaller class groups so that support can be targeted.	Teaching in smaller groups will lead to increased support and high quality differentiation being given to pupils.	Half termly pupils progress meetings to monitor progress and gaps in learning.	Head Teacher	April 2018
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.	Teaching in smaller groups will lead to increased support and high quality differentiation being given to pupils.	Half termly pupils progress meetings to monitor progress and gaps in learning.	Head Teacher	April 2018
Total budgeted cost					£10,000
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?

Low prior attainment.	Interventions to improve rates of progress in order to accelerate progress and thus increase attainment	Targeted support to ensure identified gaps in learning are filled.	Half termly pupils progress meetings to monitor progress against interventions planned.	Head Teacher	April 2018
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	Targeted support to ensure identified gaps in learning are filled.	Half termly pupils progress meetings to monitor progress against interventions planned.	Head Teacher	April 2018
Total budgeted cost					£5,400
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?
Persistent late arrival to school.	Reminders in newsletters, discussions with parents, incentives for prompt arrival at school.	Late arrival at school means pupils lose valuable learning time and parents need to understand the impact.	Reduction in late arrival at school.	Head Teacher	April 2018
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.	When parents are involved in their child's education attainment improves.	Records of attendance at information evenings and evidence of support at home.	Head Teacher	April 2018
Total budgeted cost					£0

6. Review of expenditure				
Previous Academic Year		2016 - 2017		
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
Improved progress for pupils.	CPD on Precision Teaching for all staff.	By the end of the academic year 2016 / 2017, - 100% of pupils entitled to PP had made more than expected progress in Reading and Grammar 100% of pupils entitled to PP had made expected progress in writing and maths. 100% of pupils passed the phonic screening check.	Precision Teaching worked very well for pupils taking the phonics screening check.	£1000
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
Improve oral language skills for pupils eligible for PP in the infant class.	Staff to model correct language for pupils.	Pupils oral skills have improved but this has not yet had the desired impact on attainment in writing. It has had the desired impact on reading.	This takes time to impact on writing and needs to be part of every day activities.	£0
Improved rates of progress for PP pupils.	Interventions to improve rates of progress in order to diminish the gap.	By the end of the academic year 2016 / 2017, - 100% of pupils entitled to PP had made more than expected progress in Reading and Grammar 100% of pupils entitled to PP had made expected progress in writing and maths. 100% of pupils passed the phonic screening check.	Precision Teaching worked very well for pupils taking the phonics screening check.	£11,400
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

Behavioural issues for the small group of pupils addressed.	Positive Play and Individual Behaviour Support charts to be used.	Fewer behaviour incidents are recorded and pupils usually score 8 / 9 or 10 on their individual charts.	Currently there is no need to continue this approach. All pupils are responding well to the changes to the behaviour policy introduced in September 2017.	£4,000
Increased attendance rates for pupils eligible for PP.	Regular monitoring of attendance to send letters for pupils with low attendance.	Attendance for pupils entitled to PP increased last academic year to 94.5%. This will continue to be monitored.	Attendance will continue to be monitored regularly.	£0
Increased involvement of parents with school events	Encourage parents to attend events that will support their child's education, e.g. attendance at parents or information evenings.			£0

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.