

Pupil premium strategy statement for Marston Montgomery Primary School

1. Summary information					
School	Marston Montgomery Primary School				
Academic Year	2016/17	Total PP budget	£16,420	Date of most recent PP Review	Oct 16
Total number of pupils	34	Number of pupils eligible for PP	11	Date for next internal review of this strategy	Dec 16

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving Level 4b or above in reading, writing & maths (or equivalent)	100%	tbc
% making at least 2 levels of progress in reading (or equivalent)	100%	92%
% making at least 2 levels of progress in writing (or equivalent)	100%	95%
% making at least 2 levels of progress in maths (or equivalent)	100%	91%

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.	Oral language skills for infant pupils eligible for PP can be lower than for other pupils. This slows progress in English in subsequent years.
B.	Behaviour issues for a small group of pupils (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers.
C.	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>)	
D.	Attendance rates for pupils eligible for PP are 91% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average.
E.	Parents of pupils eligible for PP are less likely to engage with the school, e.g. attendance at parents evenings or information evenings.

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improve oral language skills for pupils eligible for PP in the infant class.	Pupils eligible for PP in infant class make rapid progress by the end of the year so that most pupils eligible for PP meet age related expectations at the end of the year.
B.	Behavioural issues for the small group of pupils addressed.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
C.	Improved rates of progress for PP pupils.	Pupils eligible for PP make improved progress in maths, reading and writing. Measured in all year groups by teacher.
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 6% or below. Overall PP attendance improves from 91% to 96% in line with 'other' pupils.
E.	Increased involvement of parents with events that will support their child's education, e.g. attendance at parents evenings or information evenings.	An increasing percentage of PP parents to attend parents evenings and information evenings.

5. Planned expenditure	
Academic year	2016 - 2017
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?
Improved progress for pupils.	CPD on Precision Teaching for all staff.	Pupils eligible for PP make less progress. We want to ensure pupils make expected progress so will use Precision Teaching to fill the gaps for some pupils.	INSET day used to train all staff (teachers and TAs). All staff to have a development target linked to intervention / Precision Teaching.	Head teacher	Half termly at pupil progress meetings and termly when updating SIP.
Total budgeted cost					£1000
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?
Improve oral language skills for pupils eligible for PP in the infant class.	Staff to model correct language for pupils.	We want to invest in longer term change which will help all pupils. Modelling correct spoken English and supporting pupils to use this is an approach we can use throughout the school.	Observations and learning walks will show use of correct language.	Head teacher	April 2017
Improved rates of progress for PP pupils.	Interventions to improve rates of progress in order to diminish the gap.	Pupils eligible for the PP are not making expected progress. We want to ensure that PP pupils achieve expected progress.	INSET days to deliver training. Observations, learning walks and monitoring of delivery of interventions. Regular monitoring of pupils attainment.	Head teacher	Half termly at pupil progress meetings and termly when updating SIP.
Total budgeted cost					£11,420

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?
Behavioural issues for the small group of pupils addressed.	Positive Play and Individual Behaviour Support charts to be used.	The EEF toolkit suggests that targeted interventions matched to specific pupils can be effective.	Monitor behaviour and improvements to behaviour.	Class teachers	June 2017
Increased attendance rates for pupils eligible for PP.	Regular monitoring of attendance to send letters for pupils with low attendance.	We can't improve attainment if pupils are not attending school.	Monitoring of letters sent linked to attendance figures and impact of this on future attendance.	Head teacher	April 2017
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.	When parents are involved in their child's education achievement improves.	Records of attendance at Parents Evening and information evenings.	Head teacher	July 2017
Total budgeted cost					£4000

6. Review of expenditure

Previous Academic Year

How do we measure the impact?

The progress and achievements of all pupils registered for Free School Meals are very carefully monitored. Each half term the head teacher and class teachers meet to discuss the progress of each individual pupil registered for Free School Meals. Targets, intervention strategies and planned support are agreed to enable pupils to achieve their targets.

Impact

	Measure	2016		2015 National Results	Comments
		Pupil Premium	All pupils		
Y1	Y1 Phonic Check	100%	60%	66%	Due to the change in assessments this year at the end of key stages one and two it is not possible to compare the results to the national figures for 2015.
Y2	Expected Standard in Reading	0%	60%		
	Expected Standard in Writing	0%	50%		Due to the small sizes of our cohorts it is difficult to compare trends year on year. In 2016 there was a gap in attainment between Pupil Premium pupils and non-Pupil Premium pupils in KS1. Pupil Premium pupils are achieving the expected standard in English and Mathematics.
	Expected Standard in Maths	33%	50%		
Y6	Expected Standard in Reading	100%	100%		
	Expected Standard in Writing	100%	75%		
	Expected Standard in Maths	100%	50%		
	Expected Standard in English and Maths	100%	50%		

In 2017 the review will follow the format of the planned expenditure for this year.

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.