

Pupil premium strategy statement

School overview

Metric	Data
School name	Middleton Parish Church School
Pupils in school	437
Proportion of disadvantaged pupils	128
Pupil premium allocation this academic year	£170,880
Academic year or years covered by statement	2019-2020
Publish date	September 2020
Review date	July 2021
Pupil premium lead	Mrs Claire Rose

Disadvantaged pupil progress scores for last academic year (2018 – 2019)

Measure	Score
Reading	-3.03 (national 0.32)
Writing	-1.27 (national 0.27)
Maths	-1.85 (national 0.37)
Measure	Score
Meeting expected standard at KS2	38% (national 71%)
Achieving high standard at KS2	0% (national 13%)

Strategy aims for disadvantaged pupils

Measure	Activity
A. Improve oral language skills for pupils eligible for PP in Reception	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils make age related expectations
B. To close the gap in progress between PP children and other children in KS1 & 2 in Phonics Reading, Writing & Maths	Pupils eligible for PP make as much progress as other pupils, In KS1 & 2 in Phonics, Maths, Reading and Writing.
C. Support PP children with social, emotional & behavioural barriers to learning, with focused interventions so that children achieve age-	Fewer behaviour incidents recorded for these pupils on the school system. Improved attainment & or progress for PP children.

related expectations by the end of KS2.	
D. Increased attendance and punctuality rates for pupils eligible for pupils with PP.	Target the small number of persistent absentees among pupils eligible for pupils for PP to increase % attendance by 5%. Overall PP attendance improves from 94.08 % to 96% in line with 'other' pupils.

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Improved progress score in reading to be closer to the national (0)	Sept 21
Progress in Writing	Improved progress score in reading to be closer to the national (0)	Sept 21
Progress in Mathematics	Improved progress score in reading to be closer to the national (0)	Sept 21
Phonics	Achieve national average expected in PSCA	Sept 21.

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority A	<p>SALT to work closely with EYFS staff in the identification & targeted support of children.</p> <p>SALT to provide resources to increase parental awareness around factors that can limit a child's speech & language development.</p> <p>SALT to work closely with the SENCo in order to build capacity in leading SALT interventions throughout school.</p> <p>Delivery of bespoke intervention to improve language skills i.e. ELKLAN, Wellcomm</p> <p>Ensure all relevant staff have received coaching/training to promote consistent teaching in phonics and phonics leader support</p>
Priority B	<p>SLT & Key Stage Leaders to analyse pupil progress data with teaching staff to identify PP children requiring intervention. AFL strategies used to identify specific gaps in learning so that target setting is effective. Use INSET days & staff training sessions to deliver training on effective AFL strategies & feedback. Pupil Premium teacher to work with PP children on targeted interventions.</p>
Priority C	<p>Employ a Behaviour Mentor to support class teachers in devising and implementing behaviour plans and associated strategies. Using the TA2 with specific intervention strategies such as, Lego Therapy & Comic Strip conversations and emotional coaching to be successful in the reduction of behavioural incidents that interfere with learning.</p>

	<p>Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p> <p>Children' Welfare Officer and Forest School teacher to provided targeted 1:1 to group wellbeing support, to support engagement and progress within the classroom.</p>
Priority D	<p>Lead Learning Mentor to monitor attendance and implement Attendance Policy across school. Review of existing absence issues & effective means of tackling these.</p> <p>Pastoral team to offer additional support around other issues that may be impacting upon attendance & punctuality.</p> <p>Learning Mentor to attend Attendance Leaders Network to share good practice & identify proven strategies that may assist us in reducing persistent absenteeism.</p>
Barriers to learning these priorities address	<p>In school barriers:</p> <ul style="list-style-type: none"> -Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading & writing progress in subsequent years. -Pupils, who are eligible for PP, are making less progress than other pupils across KS2, particularly if they are in the lower attaining bracket at the end of KS1 -Behaviour issues for a small % of KS2 pupils, (mostly eligible for PP) are having a detrimental effect on their progress and that of their peers. <p>External Barriers</p> <ul style="list-style-type: none"> -Attendance rates for pupils eligible for PP are 94.08%, below the target of all children of 96% This reduces their school hours and causes them to fall behind on average. Punctuality is also a concern for this group, with a greater % of lates, including 'U's, comparative to children not eligible for PP. -Poor home learning environments leading to poor routines means those children eligible for PP are less well prepared to succeed in school. Some PP families are 'hard to reach' in terms of addressing issues that are impacting upon the academic performance of their children. -Social care issues, such as, poor housing, family debt, etc. 66% of the school population are in the most deprived category on the index of multiple deprivation.
Projected spending	£199,917

Wider strategies for current academic year

Measure	Activity
Priority A	Phonics resources to use in all classes
Priority B	Staff training

	Homework Club Mathletics Bug Club
Priority C	Pastoral Resources Additional days from Ed Psych Purchase of School Book Bags & Water Bottles, Pencil Cases for KS2 children
Priory D	Attendance Resources Early birds breakfast club
Projected spending	£13,022.90

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring consistency of approach. Ensuring all staff are given time for training	Organise timetable to ensure staff delivering provision have sufficient time and training. Use team meeting for monitoring and measuring of implemented strategies.
Targeted support	Ensure interventions are measurable. Ensure time is available between for pastoral and SEND teams to support staff and plan intervention approaches.	Team meeting planned in.
Wider strategies	Engagement of children who need to attend early birds breakfast club/homework club	Pastoral team to identify and support families.

Review: last year's aims and outcomes

Aim	Outcome
There is no data for 19/20 due to the COVID19 pandemic. Children in receipt of the grant were shown to be making progress before the lockdown period.	