

PUPIL PREMIUM STRATEGY 2017/18

1. Summary Information

School	Middleton Parish Church School				
Academic Year	2017/18	Total PP Budget (EYPT)	£170,260	Date of most recent PP Review (Link Governor)	3/11/17
Total No of Pupils	407	No of Pupils Eligible for PP	128	Date of Next Review	January 2018

2. Current Attainment & Progress

KS2	Pupils Eligible for PP (SCHOOL) 8/29 pupils	Pupils not Eligible for PP (NATIONAL AVG)
% attainment in Reading, Writing & Maths	12.5% (EXS)	61% (EXS)
% making progress in Reading (Based on KS1)	75%	
% attainment in Reading	25% (EXS)	71% (EXS)
% making progress in Writing (Based on KS1)	87.5%	
% attainment in Writing	25% (EXS)	76% (EXS)
% making progress in Maths (Based on KS1)	87.5%	
% attainment in Maths	50% (EXS)	75% (EXS)

National Comparison of pupils eligible for PP available in December 2017

Reading Progress Score	-6.08	
Writing Progress Score	-7.46	
Maths Progress Score	-2.25	

KS1	Pupils Eligible for PP SCHOOL (NATIONAL AVG)	Pupils not Eligible for PP (NATIONAL AVG)
% meeting expected standard in Reading	62% (61%)	78%
% meeting expected standard in Writing	62% (52%)	71%
% meeting expected standard in Maths	57% (60%)	78%
Phonics Screening Check	Pupils Eligible for PP SCHOOL (NATIONAL)	Pupils not Eligible for PP (NATIONAL)
	65% (68%)	83%

3. Barriers to Future Attainment (for pupils eligible for PP, including high ability)

In-School Barriers

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| A. | Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading & writing progress in subsequent years. |
| B. | 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 |
| C. | 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. |

External Barriers

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| D. | 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. |
| E. | 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. |
| F. | 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. |

Desired Outcomes					
Desired outcomes and how they will be measured				Success Criteria	
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 Reading, Writing & Maths			Pupils eligible for PP make as much progress as other pupils, In KS1 & 2 in Maths, Reading and Writing.	
C.	Support PP children with social, emotional & behavioural barriers to learning, with focused interventions so that children achieve age-related expectations by the end of KS2.			Fewer behaviour incidents recorded for these pupils on the school system. Improved attainment & or progress for PP children.	
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.	
Planned expenditure					
Academic Year	2017/18				
I. Quality of teaching for all					
Desired Outcome	Chosen Action/Approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Costing/Review
Improved oral language skills in Reception	Employment of a Speech & Language Therapist to work in EYFS	We want to invest some of the PP in longer term change which will help all pupils. EEF toolkit suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an	SALT to work closely with EYFS staff in the identification & targeted support of children. SALT to provide resources to increase parental awareness around factors that can limit a child's speech & language	DHT	£8000 July 2018

		impact of five additional months' progress, and appear to be particularly beneficial for children from low income families.	development. SALT to work closely with the SENCo in order to build capacity in leading SALT interventions throughout school.		
Improved progress for PP pupils	Use of a Learning Mentor & PPG teacher ½ termly to intervene with PP pupils identified as working below age-related expectations in KS1 & 2. Review of the Marking Policy	Pupils eligible for PP are making less progress than other pupils in KS2 in Reading, Writing & Maths. We want to provide extra support to foster expected attainment. Small group interventions with highly qualified staff have been shown to be effective. EEF toolkit studies identify positive benefits where the aim of feedback is to improve learning outcomes in reading or mathematics or in recall of information.	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.	AHT/DHT/Key Stage Leaders	£67,104
Total Budgeted Cost: £75,104					
II. Targeted Support					
Desired Outcome	Chosen Action/Approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Costing/Review

Improved oral language skills in EYFS	1:1 & small group provision. Language intervention for children in EYFS.	Some of the students need targeted support to catch up.	Organise timetable to ensure staff delivering provision have sufficient preparation & delivery time. Consult local school which has used a SALT to identify any potential barriers to good implementation.	SALT/KS1 Lead	Included Previously ½ termly data review
% attendance & punctuality for PP children is in line with other children	<p>Introduction of Breakfast Club for identified PP children who are persistently late.</p> <p>First day absence response for parents of children who are known to have a history of poor attendance</p> <p>Weekly monitoring of children whose attendance has historically been below 96%</p> <p>3 strike text to parents regarding child's punctuality.</p>	<p>Enabling children to come into school earlier, by providing breakfast & activities should reduce the number of children who are late.</p> <p>Addressing attendance is a key step. We can't improve attainment for children if they aren't actually attending school.</p>	<p>Thorough briefing of Learning Mentor about 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>DHT will oversee the processes around 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>	DHT	<p>£37,308 Pastoral Team ½ termly attendance & punctuality review</p> <p>£2000 Breakfast Club July 2018</p>

Improved conduct, learning & emotional behaviour leading to better attainment and progress for Y5 & 6 pupils	Use of a TA2 to intervene (x5 afternoons per week & in class as required) Purchase additional days from Ed Psych to address issues arising from intervention	Using the TA2 with specific intervention strategies such as, Lego Therapy & Comic Strip conversations has proven to be successful in the reduction of behavioural incidents that interfere with learning. The current number of visits isn't enough to cater for the needs of the school. Additional visits ensure that all children identified by the Class teachers & SENCo receive the appropriate support.	Source training, so that intervention is precise & effective. SENCo to monitor & evaluate impact based on SMART targets. Ensure identification of target pupils is fair, transparent & properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.	SENCo	£12,144 (TA2) ½ Termly £1634 Ed Psych ½ termly
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Total Budgeted Cost: £51,542

III. Other approaches

Desired Outcome	Chosen Action/Approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Costing/Review
Improved progress for PP children	Homework Club Mathletics Bug Club	There is some evidence that when homework is used as a short and focused intervention it can be effective in improving students' attainment.	Thorough preparation of homework resources so that intervention is precise & effective.	Learning Mentor	Cost of licences TBA
PP children have access to enhanced learning experiences	Music Lessons Educational Visits – Robinwood (Y6) Subsidised Coach travel	PP families are unable to fund lessons and educational visits that support the academic, emotional & social well-being of PP children. Robin wood &	Forest School Lead to attend training that will enable him to train other staff, so ensuring the sustainability of this provision.	Forest School Leader	£659.12 Music Tuition July 2018 £937.50 Robinwood

	<p>Forest School Provision for all classes</p> <p>Gardening Club</p> <p>Film Club</p>	<p>Forest School offer children the opportunity to collaborate with others & develop problem-solving skills in a less formal environment.</p>	<p>Robin wood meeting for Parents. Evolve Risk assessment completed. Liaison with Robinwood staff so that teachers were able to support outdoor learning effectively.</p>		<p>October 2017</p> <p>£674 Subsidised Travel July 2018</p> <p>£2841 Forest School Training July 2018</p> <p>£21,323.50 Forest School Lead</p> <p>£1058.89 Forest School Resources July 2018</p> <p>£500 Film Club July 2018</p>
<p>PP children have improved self-esteem and are treated equally</p>	<p>Purchase of School Book Bags & Water Bottles, Pencil Cases for KS2 children.</p>	<p>PP families find the cost of sundry items expensive. Providing these items supports the development of good school routines & personal organisation.</p>			<p>£974.10 School Items July 2018</p>
<p>Total Budgeted Cost: £28,968.11</p> <p>TOTAL EXPENDITURE: £155,614.11</p> <p>UNALLOCATED CONTINGENCY: £14,645.89</p>					