

# Pupil premium strategy statement – Millhouse Primary School 2018/19 evaluated

1. Summary information					
School	Millhouse Primary School				
Academic Year	2018-19	Total PP budget	£49,400	Date of most recent PP Review	
Total number of pupils	137 (October 2018)	Number of pupils eligible for PP	32	Date for next internal review of this strategy	January 2019

2. Current attainment		
Key Stage 2 results 2016:	<i>Pupils eligible for PP (5 pupils)</i>	<i>All pupils nationally</i>
% achieving in reading, writing and maths	40%	53%
% achieving expected standard in reading	40%	66%
% achieving expected standard in writing	80%	74%
% achieving expected standard in maths	100%	70%
Key Stage 2 results 2017:	<i>Pupils eligible for PP (1 pupil-disadv)(3 pupils 1 disadv/ 2 service children)</i>	<i>All pupils nationally</i>
% achieving in reading, writing and maths	0% 33%	61%
% achieving expected standard in reading	0% 33%	71%
% achieving expected standard in writing	0% 33%	76%
% achieving expected standard in maths	0% 33%	75%
Key Stage 2 results 2018:	<i>Pupils eligible for PP (4 pupils-disadv)</i>	
% achieving in reading, writing and maths	25%	64%
% achieving expected standard in reading	50%	75%
% achieving expected standard in writing	25%	78%
% achieving expected standard in maths	50%	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>

<b>A.</b>	Oral language skills in Reception are historically lower on entry for pupils eligible for PP than for other pupils. This slows reading/ writing progress in subsequent years.
<b>B.</b>	Lower percentage of higher ability pupil premium children gained greater depth/ higher scaled scores at KS1 and KS2 compared to PP children nationally.
<b>C.</b>	PP children achieved lower than national results in reading (2018 data). Their progress score was lower than their non-disadvantaged peers in school. (2016 and 2017 data)
<b>D.</b>	Need to develop resilience skills/ growth mindset approaches to boost attainment across school for all groups of pupils including PP children.

**External barriers** (*issues which also require action outside school, such as low attendance rates*)

<b>E.</b>	Attendance rates for pupils eligible for PP are below non PP pupils and below school target of 96.5%. This reduces their school hours and causes them to fall behind on average.
<b>F.</b>	Consistent levels of parental engagement needed for all groups of pupils.

**4. Desired outcomes**

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved oral language skills for pupils eligible for PP in Reception class/ Year 1.	Pupils eligible for PP in Reception/ Year 1 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
<b>B.</b>	Higher rates of progress across KS1 and KS2 for all groups of disadvantaged pupils including high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 1 and 2 in maths, reading and writing. Measured in internal assessments and end of Key Stage statutory assessments. PP pupils from different starting points make comparable progress to their non-disadvantaged peers.
<b>C.</b>	Improved attainment in reading for pupils eligible for PP funding.	Attainment in reading for PP pupils is in line with national. Progress of PP children matches progress of non-PP children in school.
<b>D.</b>	Improved learning behaviours impact positively on attainment for all pupils, including disadvantaged.	Raised attainment for PP children across school measured in internal assessments and end of Key Stage statutory assessments
<b>E.</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance improves to above school target 96.5%.
<b>F.</b>	Increased parental engagement for all groups of pupils, including disadvantaged children. Improved understanding of how to support children with their learning.	Attendance of parents of PP pupils at school events matches non-PP family attendances.

## 5. Planned expenditure

Academic year

2018-19

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	Evaluation
Higher rates of progress across EYFS, KS1 and KS2 for all groups of disadvantaged pupils including high attaining pupils eligible for PP.	<p>High quality staff CPD in order to improve access to outstanding teaching (inc. reciprocal reading training/ phonics training/ further talk for writing training/ visits to other schools/ EYFS practice)</p> <p>Purchase of assessment resources to support accurate assessment for learning (includes tests, assessment system and test support materials) Staff release to evaluate and complete pupil premium provision mapping termly / participate in pupil progress meetings</p>	<p>All pupils receive quality first teaching – research shows disadv. pupils benefit most.</p> <p>Important to monitor and evaluate PP pupils progress and attainment closely to ensure gaps are narrowing/ pupils are making comparable progress to their non-disadvantaged peers.</p>	<p>Courses selected using evidence of effectiveness. Use INSET days/ staff meeting time to deliver training. Drop ins after CPD to ensure training embedded.</p> <p>Termly monitoring of outcomes. Pupil progress meetings held – pp groups focused upon within these. Monitoring of provision maps reflect appropriate interventions based on assessments.</p>	<p>KG/MR</p> <p>SC – English JB – phonics/EYFS</p> <p>KG/MR</p>	<p>Good progress continues to be evidenced for non SEN pupil premium pupils within whole school tracking. Small steps progress evident for SEN pupils.</p> <p>No PP pupils achieved greater depth in reading and writing in 2019 KS1 assessments. Lower percentage of disadvantaged pupils achieved greater depth/ higher scaled score in KS2 assessments (reading, writing and maths) compared to non-disadvantaged peers. Within end of year internal assessments gap between percentage of disadvantaged pupils achieving mastery compared to non-disadvantaged. To continue focus on more able PP pupils 2019/20..</p>

Improved attainment in reading for pupils eligible for PP funding.	<p>Reading – development of vocabulary through provision of age appropriate texts (purchase of new class readers/ reciprocal reading texts)</p> <p>Reading – extend library/ class provision to provide access to age appropriate texts</p> <p>Librarian (TA) to encourage age appropriate texts/ promote book talk (1/2 day week – part funded by PP funding)</p> <p>CPD – reciprocal reading (see above)</p> <p>Reading Comprehension skills – smaller class sizes (year group focus)</p> <p>Release of English lead to monitor reading provision across school.</p> <p>Visits to other schools which have high reading outcomes.</p>	<p>All pupils receive quality first teaching – research shows disadv. pupils benefit most.</p> <p>Analysis of KS2 outcomes 2016-18 showed vocabulary understanding key area to develop. Improving but still an issue, particularly for disadvantaged pupils. Biggest gap in performance of disadvantaged compared to all pupils is on vocabulary questions. Need to ensure pupils are exposed to high quality texts.</p> <p>Also QLA showed focus on inference and summarising needed, particularly for disadvantaged pupils.</p>	<p>Termly monitoring of assessment outcomes.</p> <p>Drop ins focused on guided reading.</p> <p>Monitoring of comprehension books/ reading journals.</p>	SC	<p>Good progress of non – SEN pupil premium pupils in reading across school.</p> <p>Overall improvement in reading performance evident at KS2– increase in percentage achieving expected+ (2018 – 50%; 2019 – 71%)</p> <p>KS2 question level analysis shows continued focus on vocabulary has resulted in clear impact– this needs to remain a focus.</p> <p>2019 QLA showed focus on inference needed – only area where performance of disadvantaged less than non-disadvantaged.</p> <p>Widest gap in KS2 performance at percentage achieving higher scaled score – 11% gap at expected+; 21% gap at higher level.</p> <p>Need to focus in reducing this gap next year.</p>
<b>Total budgeted cost</b>					£12,000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Evaluation</b>
Improved oral language skills for pupils eligible for PP in Reception / Year 1/2.	<p>CPD for staff (SENCO + TAs) on speech and language interventions. (based on Wellcomm purchased last year)</p> <p>Interventions for identified pupils using WELLCOMM resource. (TA led)</p>	<p>Research into progress of disadvantaged children in EYFS focuses on vocabulary development. Important to ensure disadvantaged pupils engage in quality, language rich interactions in order to ensure later progress.</p>	<p>CPD selected carefully.</p> <p>Resources used to identify need.</p> <p>Interventions with TAs monitored to ensure CPD has had impact.</p>	JB/ SENCO	<p>Training on WellComm resource delivered July 2018. JB ensured close monitoring of intervention following this. Progress evident using well comm assessment tracking.</p> <p>Smaller gap between disadvantaged and non-disadvantaged in area of communication than overall GLD in 2019</p> <p>To continue use of resource next year.</p>

Higher rates of progress across EYFS, KS1 and KS2 for all groups of disadvantaged pupils including high attaining pupils eligible for PP.	HLTA/TA Phonics and spelling interventions TA reading booster groups/ 1:1 reading programmes. Early interventions EYFS – HLTA TA led maths booster groups – focus on number skills SDI led by TAs (mastery approach) HLTA / TA 1:1 or small group support for Y2 and Y6 SATs preparation.	Some pupils need targeted support to catch up. Such programmes have been shown to be effective in research projects. Previous use in school of these interventions has had positive impact on pupil attainment.	Organise timetable to ensure staff delivering interventions have sufficient preparation and delivery time. TAs record progress each week. Progress reviewed regularly, Monitoring via provision maps.	JB – spelling/ phonics/ EYFS  SENCO MR – maths SC - English	Good progress evidenced for non SEN pupil premium pupils within whole school tracking. Small steps progress evidenced for SEN pupils.
Improved attainment in reading for pupils eligible for PP funding.	Catch Up reading – TA led (targeted pupils across school) Catch up maths – TA led Training for additional TA in catch up reading and numeracy.	Some pupils need targeted support to catch up. Such programmes have been shown to be effective in research projects. Previous use in school of these interventions has had positive impact on pupil attainment.	Organise timetable to ensure staff delivering interventions have sufficient preparation and delivery time. TAs record progress each week. Progress reviewed regularly,	NB - HLTA	Clear progress evident for PP pupils participating in Catch Up reading programme – see tracking.
<b>Total budgeted cost</b>					£28,500

### 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	Evaluation
Improved learning behaviours impact positively on attainment	Development of building learning power approaches	Evidence/ research suggests meta-cognition/ growth mindset work has positive impact on pupil progress.	Effective CPD: (follow up from 2017-18) Staff meetings dedicated to exploring and embedding approach. Further development of split-level teaching approaches. Use of drop-ins to monitor effectiveness. Visits to other schools where such approaches are effective.	MR/ JB	Positive impact noted. Needs to be further embedded. Continued focus 2019-20.
	Embedding of Thrive: <ul style="list-style-type: none"> <li>- Assessment of identified pupils</li> <li>- Interventions programmes designed and implemented (TA led)</li> </ul>	Evidence/ research suggests confident/ resilient children are more open to learning. Thrive's approach to understanding and working with children's social and emotional development has been developed in accordance with current findings in neuroscience.	Effective CPD. Whole school training session. Monitoring of impact by SENCO.	SENCO	Clear positive impact of Thrive work on identified PP pupils – see Thrive records. Whole School INSET conducted September 2018 – all staff have improved awareness of Thrive approaches. Received additional training on use at whole school level in summer 2019 – needs embedding 2019/20.

	<p>TA release for Lego Therapy</p> <p>Residential subsidy Access to school trips and extra – curricula clubs and activities. Provision of curriculum enrichment activities.</p>	<p>Effective social interactions/ collaboration skills are shown to have a positive impact on self-esteem and progress in learning. Positive impact noted of use of this intervention.</p> <p>First hand experiences provide rich learning opportunities for all pupils. Provide real purposes and contexts making learning more meaningful, increasing engagement.</p>	<p>SENCO monitoring of effectiveness of intervention programmes.</p> <p>High levels of involvement of PP pupils in trips/ residential visits/ XC clubs.</p>	<p>SENCO</p> <p>KG/ MR</p>	<p>Lego therapy record show positive impact. Continue strategy next year.</p> <p>All pupils provided with access to enriched curriculum experiences. To continue next year.</p>
Increased attendance rates for pupils eligible for PP.	EWO involvement to raise attendance of identified pupils	Pupils need good attendance in order to access quality first teaching. NFER briefing for school leaders identifies addressing attendance as a key step.	<p>Tracking of attendance data. Regular visits of EWO to monitor attendance.</p> <p>Internal attendance panels held where issues identified with HT/EWO.</p> <p>Raising profile of attendance at whole school level through newsletters/ EWO assemblies/visits/ production of new literature in conjunction with EWO.</p> <p>Attendance of EWO at new starters meeting/ parents' evenings.</p>	KG	<p>Pupil Premium pupils' attendance remains below non-pupil premium. Slight improvement. Needs to be key focus next year. (2016-17 94.5%/ 2017-18 93.4%/ 2018-19 93.7)</p>
Increased parental engagement for all groups of pupils, including disadvantaged children. Improved understanding of how to support children with their learning.	<p>Continuation of INSPIRE project – to increase parental involvement</p> <p>Purchase pupil access to a number of electronic learning support websites to enhance engagement with out of school learning and promote family support eg studyladder, times table rockstars, purple mash.</p>	<p>Effective parental involvement can have positive impact on attainment (EEF research) although it is recognised to be a difficult area get right.</p> <p>Positive impact of INSPIRE project 2016-18.</p>	<p>Ensuring calendar of Inspire dates published well in advance.</p> <p>Follow up of invitations with phone calls where needed to ensure high attendance.</p> <p>Introduction focused on relevant area of school development – BLP.</p> <p>Support for staff to ensure appropriate activities planned for.</p> <p>Parent evaluations monitored to ensure effectiveness of project.</p> <p>Details of available programs shared in newsletters/ homework books.</p> <p>Outside school use tracked.</p> <p>Rewards provided for pupil use.</p>	<p>KG</p> <p>MR</p>	<p>Positive evaluations from INSPIRE mornings. Positive parental survey responses.</p> <p>NB 100% attendance of PP pupils' parents (or family members) at Inspire sessions.</p> <p>Approach to continue 2019-20.</p>
<b>Total budgeted cost</b>					£9,000

## 6. Additional detail