



Pupil Premium Update Nov 2017

1. Summary information					
School	Mowmacre Hill Primary School				
Academic Year	2017-18	Total PP budget :	£240,240.00	Date of most recent PP Review	
Total number of pupils	315 (age 5+)	Number of pupils eligible for PP	168 (53%)	Date for next internal review of this strategy	11.12..17

Pupil Premium Planned Budget Spending 2017/2018

Total allocated: £240,240.00

Action	Projected/ Actual Cost	Rationale	Further details	Y1	Y2	Y3	Y4	Y5	Y6	Update	Evidencing Impact
				(17 chn)	(17 chn)	(42 chn)	(36 chn)	(31 chn)	(31 chn)		
Attendance Officer	£25900 (with oncosts)	PP Attendance for 2016/2017 increased by 1.2% however this is still not meeting national. School's attendance target to be set at 96% Sutton trust: low impact for moderate cost however school data shows that increased attendance raises percentage of children who are meeting age related by the end of year group.	<ul style="list-style-type: none"> See research outcomes below 							<p>As of 23.11.17: PP att: 94.6% Non-PP att 94%</p> <p>But still below school target of 96%. See table below for detail. Priority year group is 3. CH, SLT & MP to meet to investigate causesdecide further actions.</p>	<ul style="list-style-type: none"> Attendance reports and figures from MP
Family Support and Safeguarding Officer	£36990 (with oncosts)	Sutton trust: low impact for moderate cost Maslow's hierarchy of needs- ensure children have basic needs met	<ul style="list-style-type: none"> See research outcomes below 							CH to work with JB to produce case studies.	<ul style="list-style-type: none"> Case studies

		Increasing numbers of families accessing this support								Work with MP, SLT, CH to assist PP pupils with less than 90% attendance (28)	
Speech therapy	£11700 (60% of full cost)	The Communication Trust: "There is a substantial amount of evidence linking SLCN with other areas of difficulty. We know that children with SLCN have difficulties across many areas of their lives." School baseline data against the communication trust age-appropriate expectations shows that large proportion of children are below.	•							Speech therapist in school one day per week, working with identified children and training staff.	<ul style="list-style-type: none"> Case studies Progress identified from baselining
Alternative provision	£43000 60% UQT + LSAs	School data- children made accelerated progress on PIVAT scores whilst in AP. CPOMs entries for identified children dropped	<ul style="list-style-type: none"> See research outcomes below 							Autumn term data to be analysed Dec '17. £1,000 allocated for 'Stickman' to work with these children.	<ul style="list-style-type: none"> PIVAT Progress data
Bagels/ butter	£5000	Reference to Maslow's hierarchy of needs- ensure children have a nutritious breakfast	•								
EWO	£3000	PP Attendance for 2016/2017 was still below target and below national School's attendance target to be set at 96% Sutton trust: low impact for moderate cost however school data shows that increased attendance raises percentage of children who are meeting age related by the end of year group.	•								
Trips/ educational visits	£ 5900 (60% of full cost)	Among the many potential outcomes, research has shown that field trips:	•								

		<p>Expose students to new experiences and can increase interest and engagement in science regardless of prior interest in a topic (Kisiel, 2005; Bonderup Dohn, 2011),</p> <p>Result in affective gains such as more positive feelings toward a topic (Csikszentmihalyi & Hermanson, 1995; Nadelson & Jordan, 2012).</p> <p>Are experiences that can be recalled and useful long after a visit (Salmi, 2003; Falk & Dierking, 1997; Wolins, Jensen, & Ulzheimer, 1992).</p>									
2 x class teachers	£60,000 (1 x LKS2; 1 X UKS2)	<p>Reduce class sizes and groups within class</p> <p>Sutton Trust: Small group work : Moderate impact for moderate cost, MHPs historical data (e.g. 2012-2013): mixed classes of year groups equated inadequate progress</p>	<ul style="list-style-type: none"> • 							Autumn term data to be analysed Dec '17.	<ul style="list-style-type: none"> • Progress and value added data
Counselling services	£8000	<p>Improving confidence and esteem</p> <p>Social and emotional learning: moderate impact for moderate cost</p> <p>Maslow's hierarchy of needs- ensure children have basic needs met</p>	<ul style="list-style-type: none"> • See research outcomes below 								<ul style="list-style-type: none"> • Case studies • CPOM entries
Elsa TA Full time salary	£23350 with oncosts	<p>Behaviour intervention sutton trust: moderate impact for moderate cost (social and emotional learning)</p> <p>High percentage of vulnerable children for exclusion are PP</p>	<ul style="list-style-type: none"> • See research outcomes below 							CH to liaise with JE to produce case studies.	<ul style="list-style-type: none"> • Case studies • CPOM entries

Total assigned to date £222,840.00

Findings to support actions

- 1) Children with higher levels of emotional, behavioural, social, and school wellbeing, on average, have higher levels of academic achievement and are more engaged in school, both concurrently and in later years.

- 2) Children with better emotional wellbeing make more progress in primary school and are more engaged in secondary school. Children with better attention skills experience greater progress across the four key stages of schooling in England. Those who are engaged in less troublesome behaviour also make more progress and are more engaged in secondary school.
- 3) Children who are bullied are less engaged in primary school, whereas those with positive friendships are more engaged in secondary school.
- 4) As children move through the school system, emotional and behavioural wellbeing become more important in explaining school engagement, while demographic and other characteristics become less important.
- 5) Relationships between emotional, behavioural, social, and school wellbeing and later educational outcomes are generally similar for children and adolescents, regardless of their gender and parents' educational level.

Published in: Leslie Morrison Gutman and John Vorhaus; The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes; DfE Research Report DFE-RR253

Pupil Premium & Non-Pupil Premium Attendance to 23.11.17

Year group	1		2		3		4		5		6	
	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP
Attendance (%)	92.3	95.5	94.6	94.1	94.5	91.2	96	95.2	94.5	95.2	95.1	96.1
GAPS	+3.2		-0.5		-3.3		-0.8		+0.7		+1.0	