

# Pupil premium strategy statement for 2017-18

1. Summary information					
<b>School</b>	Mowmacre Hill Primary School				
<b>Academic Year</b>	2017-18	<b>Total PP budget</b>	£240,240	<b>Date of most recent PP Review</b>	03/18
<b>Total number of pupils</b>	380	<b>Number of pupils eligible for PP</b>	171	<b>Date for next internal review of this strategy</b>	07/18

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving expected standard or above in reading, writing &amp; maths</b>	Reading 59% Writing 52% Maths 58%	Reading 77% Writing 81% Maths 80%

### 3. Barriers to future attainment (for pupils eligible for PP)

#### **In-school barriers** (*issues to be addressed in school, such as poor oral language skills*)

<b>A.</b>	Pupils enter EYFS (F1 & F2) with low Baseline scores.
<b>B.</b>	Many pupils have a poor diet and/or miss breakfast which has a negative effect on their readiness to learn and their ability to concentrate.
<b>C.</b>	Pupils have poor speech sounds, word and grammar knowledge which adversely affects their ability to read effectively and write coherently.
<b>D.</b>	Some pupils are in need of support to ensure good mental health and wellbeing. At school this can manifest itself as anxious, withdrawn or disruptive behaviour in class.
<b>E.</b>	Some pupils lack communication skills which significantly impacts their ability to interact with others and function in a school environment. This can also manifest itself as anxious, withdrawn or disruptive behaviour in class.

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

<b>F.</b>	PP attendance is 94.2% across the school. 17% of PP pupils are persistent absentees (<90%).
<b>G.</b>	Some parents of pupil premium children failed to attend parents' evenings, despite reminders and do not engage with other family events such as 'Bedtime Stories'.
<b>H.</b>	Pupils and their parents are not aspirational and do not generally understand how education can significantly improve life opportunities or are even unaware of what opportunities there are.

<b>4. Desired outcomes</b> ( <i>specific outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Improved outcomes in reading for KS1 PP pupils.	60% of PP pupils to achieve ARE in reading.
<b>B.</b>	Higher standards and progress in Key Stage 2 for Pupil Premium children so that combined data increases.	All pupil premium children meet their individual attainment targets.
<b>C.</b>	Improved receptive language skills of KS1 PP pupils.	60% of PP pupils able to answer Level 4 receptive language questions by the end of KS1.
<b>D.</b>	Improved engagement of PP parents in their children's education.  Improved parental knowledge of their child's attainment and progress in school.	90% of PP parents to attend parents' evenings. 100% of AFA parents to meet class teachers for structured conversations.
<b>E.</b>	Improved attendance of PP children across the school.	PP attendance at 95%+ across year groups 1-6.
<b>F.</b>	Improved mental health and wellbeing of pupils.	Children show improved mental health and wellbeing as seen by feedback from the Wellbeing Team, other professionals, parents, teachers, pupils and PP matrices.

<b>5. Planned expenditure</b>	
<b>Academic year 2017-18</b>	<b>£240,240</b>
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies	
<b>i. Quality of teaching for all</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>When will you review implementation?</b>
A. Improved outcomes in reading for KS1 PP pupils.	Implementation of a Systematic Approach to Reading across school.	Language comprehension highlighted as an issue in Jan 17 Ofsted report and in 2017-18 RAP. Consistent approach required, inconsistencies in teaching highlighted by Ofsted. EEF recommends explicit teaching of comprehension strategies from KS1 onwards.	Gaps closing in reading data. Drop in observations.	EE	Jul 2018
B. Higher standards and progress in KS2 for Pupil Premium children so that combined data increases.	2 x additional teaching staff.	Reduce class sizes and groups within class. 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.	Progress and value added data.	MP/SH	Jul 2018
<b>Total budgeted cost</b>					£60,000
<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>When will you review implementation?</b>
A. Improved outcomes in reading for KS1 PP pupils.	Daily phonics sessions for children retaking phonics screening.	Pupils not accessing Year 2 spelling curriculum. Reading data below ARE. New start EAL children have not received phonics teaching.	Drop in observations. Monitoring by KS1 English lead. Phonics screening data	DS/CH	Jul 2018

<p>B. Higher standards and progress in KS2 for Pupil Premium children so that combined data increases.</p>	<p><b>Risk Mitigation plan for Yr 3 &amp; 4.</b></p> <p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• To ensure that standards and progress in Year 4 and 3 Pupil Premium rise so that combined data increases</li> <li>• Establish a robust provision map to support all vulnerable groups and where all staff know their roles and responsibility and who to seek guidance from</li> <li>• The school has highly effective moderation and standardisation systems in place</li> </ul>	<p><b>Risk:</b> Year 4 and 3 predications for Pupil Premium achieving combined ARE are low –</p> <p>Year 3 Aut 2 is at 23.08% 26 out of 55 children are pupil premium</p> <p>Year 4 Aut 2 is at 30.56% 36 out of 55 children are pupil premium</p>	<p>Gaps closing in combined data.</p> <p>Drop in observations.</p> <p>Monitoring by John Brown</p>	<p>MP/SH</p>	<p>Jul 2018</p>
<p>B. Higher standards and progress in KS2 for Pupil Premium children so that combined data increases.</p> <p>F. Improved mental health and wellbeing of pupils.</p>	<p>Alternative Provision class.</p>	<p>Specialised setting for anxious, withdrawn or disruptive pupils. (this year focussed on years 3,4, &amp; 5)</p> <p>School data 2016-17- children made accelerated progress on PIVAT scores whilst in AP.</p> <p>CPOMs entries for identified children dropped in 2016-17</p>	<p>PIVATs progress data</p> <p>Fall in CPOMs entries</p> <p>Data in year 3, 4, 5 classes.</p>	<p>LC</p>	<p>Jul 2018</p>

C. Improved receptive language skills of KS1 PP pupils.	Speech Therapy (speech therapist in school one day per week).	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.	Case studies Progress identified from Blanks baselining.	SENDCo Mel Carte	Jul 2018
D. Improved engagement of PP parents in their children's education.  F. Improved mental health and wellbeing of pupils.	Achievement for All (ACE club)	Part of a nationwide project with University of Manchester. Focus: <ul style="list-style-type: none"> <li>raising attainment of disadvantaged pupils.</li> <li>Increasing involvement of parents/carers in their child's education.</li> </ul>	Attainment data Wider participation audit	SH	Jul 2018
B. Higher standards and progress in KS2 for Pupil Premium children so that combined data increases.	Intervention (Marvel Education Ltd)	Ensuring PP children meet scaled score targets.  Specialist to work with targeted groups and individual pp pupils.	Attainment data	KH	Jul 2018
<b>Total budgeted cost</b>					£59,140
<b>iii. Other approaches</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>When will you review implementation?</b>

F. Improved mental health and wellbeing of pupils.	Family Support and Safeguarding Officer	Sutton trust: low impact for moderate cost. Maslow's hierarchy of needs- ensure children have basic needs met.	Case studies CPOMS entries	JB	Jul 2018
F. Improved mental health and wellbeing of pupils.	Counselling services. Counsellor to work with targeted pupils.	Improving confidence and esteem Social and emotional learning: moderate impact for moderate cost Maslow's hierarchy of needs- ensure children have basic needs met.	Case studies CPOMS entries	JB	Jul 2018
F. Improved mental health and wellbeing for pupils.	ELSA to work with vulnerable pupils .	Behaviour intervention sutton trust: moderate impact for moderate cost (social and emotional learning) High percentage of vulnerable children for exclusion are PP.	Case studies CPOMS entries	JE	Jul 2018
F. Improved mental health and wellbeing of pupils.	Music Therapy (The Stick Man)	Improving confidence and self-esteem. Cooperative skills, working together to achieve a goal.	Staff and pupil feedback.	VP	Jul 2018

<p>F. Improved mental health and wellbeing of pupils.</p>	<p>Subsidise day trips and residential for PP children.</p>	<p>Among the many potential outcomes, research has shown that field trips:</p> <ul style="list-style-type: none"> <li>• 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),</li> <li>• Result in affective gains such as more positive feelings toward a topic (Csikszentmihalyi &amp; Hermanson, 1995; Nadelson &amp; Jordan, 2012).</li> </ul> <p>Are experiences that can be recalled and useful long after a visit (Salmi, 2003; Falk &amp; Dierking, 1997; Wolins, Jensen, &amp; Ulzheimer, 1992).</p>	<p>Office staff to ensure all parents aware.</p> <p>Letter sent out to parents.</p> <p>Information available on the website.</p>	<p>SLT</p>	<p>Jul 2018</p>
<p>D. Improved engagement of PP parents in their children's education.</p> <p>Improved parental knowledge of their child's attainment and progress in school.</p>	<p>Offer parents' evening appointments to PP parents regardless of whether they reply to letters. Flexibility on days and times.</p>	<p>The EEF suggests that developing parental involvement can benefit pupils' social and emotional development as well as their academic progress.</p>	<p>Monitor attendance of PP parents.</p>	<p>CH</p>	<p>Jul 2018</p>

E. Improved attendance of PP children across the school.	Attendance Officer	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.	Attendance data Case studies	MP	Jul 2018
E. Improved attendance of PP children across the school.	Educational Welfare Officer (Half day per week)	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.	Attendance data Case studies	MP	Jul 2018
F. Improved mental health and wellbeing of pupils.	Magic Breakfast (provide breakfast for all children in school)	Reference to Maslow's hierarchy of needs- hunger impairs ability to concentrate & learn. Ensure children have a nutritious breakfast	Monitoring by SLT. Pupil voice	MP	Jun 2018
<b>Total budgeted cost</b>					<b>£111,140</b>
<b>6. Additional detail</b>					

In this section you can annex or refer to **additional** information which you have used to support the sections above.

## 7. Review of expenditure

<b>Previous Academic Year</b>				
<b>i. Quality of teaching for all</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>ii. Targeted support</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>iii. Other approaches</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>