



## Mellor St Mary CE Primary School - Pupil Premium Strategy Statement:

1. Summary information					
School	Mellor St Mary CE Primary School				
Academic Year	2017/18	Total PP budget	£18,460	Date of most recent PP Review	n/a
Total number of pupils	142	Number of pupils eligible for PP	8	Date for next internal review of this strategy	Jan 2018
		Number of pupils eligible for PP+	4		

2. Current attainment				
	Pupils <b>eligible</b> for PP (school)	Pupils <b>not</b> eligible for PP (school)	Pupils <b>eligible</b> for PP FSM6 (Lancs Average)	Pupils <b>not</b> eligible for PP FSM6 (Lancs Average)
% achieving expected level or above in reading, writing and maths	0% (1 / 21)	75.0% (15/20)		
% making at least expected measure in reading	100% (1 / 21)	75.0% (15/20)	57.2%	75.8%
% making at least expected measure in writing	0% (1 / 21)	80.0% (16/20)	64.7%	81.8%
% making at least expected measure in maths	0% (1 / 21)	85.0% (17/20)	61.7%	80.4%
% making at progress in reading	100% progress score (+1.0)		School Non PPG -1.28 awaiting NA %	
% making at progress in writing	0% progress score (-8.3)		School Non PPG -1.72 awaiting NA %	
% making at progress in maths	0% progress score (-6.5)		School Non PPG -1.18 awaiting NA %	

3. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers	
<b>A.</b>	Skills in Reading, Writing and Mathematics (on entry) are lower for pupils eligible for PP than for other pupils. This slows reading, writing and mathematics progress in subsequent years.
<b>B.</b>	SEND pupils who are eligible for PP+ are making less progress than other pupils across Key Stage 1. This prevents sustained achievement in Key Stage 2.
<b>C.</b>	Pupils eligible for PP have reduced access to enrichment activities which impact on their overall physical, social, emotional mental health needs compared to other pupils.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>D.</b>	Attendance rates for pupils eligible for PP are 95% (compared with 98.1% for non PP within school). This reduces their school hours and contributes to PP pupils falling behind other non PP pupils.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve reading, writing and mathematical understanding skills for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations. Measured using ongoing teacher assessment, baseline and end of EYFS assessments systems.
<b>B.</b>	Improve quality of provision, intervention and support for PP+ pupils with SEND to enable greater independent learning in KS1.	Pupils eligible for PP+ with SEND make as much progress as 'other' pupils across Key Stage 1 in reading, writing and maths. Measured in Y1 and Y2 teacher assessments and statutory assessments e.g. Phonics screening and KS1 SATs.
<b>C.</b>	Improve quality of provision, intervention and support for PP+ pupils with SEND to enable greater independent learning in KS2.	Pupils eligible for PP+ with SEND make as much progress as 'other' pupils identified as lower / middle ability, across Key Stage 2 in reading, writing and maths. Measured in Y3,4,5 and 6 by teacher assessments and successful moderation practices established across the Cluster school network.
<b>D.</b>	Improve the enrichment opportunities available for PP pupils within school to ensure they have the same equality of access to enhanced academic, communication, musical, sporting and creative activities.	Pupils will have improved self-esteem, self-confidence, social interaction skills and developed a new skill. Measured in all year groups through attendance at events /registers, pupil self evaluations, improved attention/ concentration skills, attainment and progress levels.
<b>E.</b>	Increased attendance rates for pupils eligible for PP.	Overall PP attendance improves from 95% to 96% in line with 'other' pupils nationally. Measured through regular monitoring of individual PP attendance and follow up support meetings.

5. Planned expenditure					
Academic year		2017/18			
The three headings below enable schools to demonstrate how we 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	When will you review implementation?
A. Improve basic reading /phonics, writing and mathematics skills in Reception	<p>Staff training on developing reading, writing and mathematics in continuous provision</p> <p>Specialist support from Outstanding practitioners on planning continuous provision and enabling environments.</p> <p>Investment in good quality resources to support and enhance independent and practical learning in the inside and outside environments.</p>	<p>We want to invest some of the PP in focused training for EYFS practitioners and introduce new, quality resources which will help all pupils to develop their independent reading / phonetic, writing and mathematical skills.</p> <p><b>Education Endowment Foundation: Early Years Tool Kit</b> – evidence shows quality adult structured learning opportunities combined with quality play based activities aimed at developing fine motor skills, phonics, word, sense of number improve have a positive impact on learning equivalent to approximately three to five additional months' progress.</p> <p><b>The Teacher Development Trust</b> review identifies quality CPD improves teacher quality and pupil attainment.</p>	<p>EYFS planning for teacher led and pupil led learning, continuous provision planning and Learning Journey evidence will be shared with HT, LA networks termly, Cluster schools moderation and Specialist EYFS practitioners.</p> <p>Maths mastery course selected using evidence of effectiveness. (Anthony Reddy)</p> <p>Use INSET days to deliver training on enabling environments / continuous provision setting up.</p> <p>Feedback from teaching and learning audits / lesson observations of R W M within EYFS by SLT and LA after support to embed independent learning.</p>	Head	<p>Sept 2017</p> <p>Jan 2018</p> <p>March 2018</p> <p>June 2018</p>
B & C. Improve quality of provision, intervention and support for PP+ pupils with SEND to enable greater independent learning in KS1 and KS2	<p>Staff training and CPD on identifying SEND and addressing / supporting needs through focused interventions and strategies.</p>	<p>SEND pupils eligible for PP+ are making less progress than other pupils across Key Stage 1 and 2 in reading, writing and mathematics. We want to ensure that PP+ pupils can achieve meet expected standards. We want to train all staff in practices to provide independence, stretch and encouragement for these pupils.</p>	<p>External course selected using evidence of effectiveness (LA and independent SEND advisors recommendations). Use INSET/ Twilights to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment).</p>	Head / SENDCO	<p>Sept 2017</p> <p>Dec 2017</p> <p>Feb 2018</p> <p>July 2018</p>

<p><b>D.</b> Improve the enrichment opportunities available for PP pupils within school to ensure they have the same equality of access to enhanced academic communication, musical, sporting and creative activities.</p>	<p>Specialist peripatetic teaching and support from Music, Art and Physical /Sporting coaches. Access to Network and Cluster school LA sporting events</p>	<p>PP pupils have access to enrichment activities linked to improvements in self-esteem, self confidence, social interaction,, physical and academic abilities.</p> <p>We want to ensure that the children are taught new skills by specialist teachers and leading experts in their fields.</p> <p><b><i>Education Endowment Foundation: The Arts Tool Kit – evidence shows</i></b> Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science learning... greater effects have been identified for younger learners. There is some evidence of</p>	<p>External resources selected using evidence of effectiveness ( LA and Cluster school recommendations) Use Staff meeting to deliver training to staff members. Staff then to disseminate information to parents and pupils through workshops and homework, extended school opportunities.</p> <p>Musical, physical and drama performances to be assessed through verbal feedback.</p>		<p>Oct 2017 Then half termly or as and when events take place.</p>
<b>Total budgeted cost</b>					£ 10, 500

<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. Improve basic reading /phonics, writing and mathematics skills in Reception	1:1 reading on a daily and weekly basis. New ORT Songbirds, Phonic reading books and activity , GR cards to support reading at home. Invest in basis Maths Resource Box Set up continuous provision relevant and engaging writing opps.	Some of the students need targeted support to catch up. Following internal baseline based on BVPS, Ravens and CLL and phonic assessment.  Daily reading and small group phonic intervention groups allow children to catch up on the reading phonemes/graphemes, blending and segmenting skills already covered.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. 6 week programme followed by a review to assess impact and next steps	Reception class staff	Nov 2017 Jan 2018 March 2018 June 2018
B & C. Improve quality of provision, intervention and support for PP+ pupils with SEND to enable greater independent learning in KS1 and KS2	1:1 and small group sessions in English and Maths for PP+ pupils with experienced support staff, in addition to standard teacher and TA support in lessons.	We want to provide extra support to narrow the gap. 1:1 and small guided group interventions with highly qualified support staff have been shown to be effective, as discussed in reliable evidence sources such as the EEF Toolkit. We want to combine this additional provision with wave 3' interventions such as Talk for writing, Talk for number and Every child a counter .	Extra TA support time and preparation time paid for out of PP budget, not sought on a voluntary basis.  Impact overseen by English, Maths co-ordinators and SENDO. Teaching assistant (TA) CPD.  Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	Class teachers / SENDO	Oct 2017 Mar 2018 June 2018
D. Improve the enrichment opportunities available for PP pupils within school to ensure they have the same equality of access to enhanced academic communication, musical, sporting and creative activities.	Investment in Matheletics, reading Eggs and Spella drome electronic/online learning platforms. Music tuition from LCC music specialists and access to Physical development / sporting events	We want cost effective resources which are easily accessible in school and at home which analyse individual performance and achievements.  We want PP pupils to be part of the wider school community and access concerts and sporting events.  The EEF toolkit : The overall impact of sports participation on academic achievement tends to be positive but low (about two additional months' progress). However, there is recent evidence from the UK that sports participation can have a more dramatic effect on, mathematics learning when combined with a structured numeracy programme.	Regular review on online performance through Matheletics, Spelladrome and Reading eggs analysis tool kit.  Attendance register at musical, sporting performances and events.  Parent, and pupil voice feedback.	English and Maths Co  PE, Art, Music Coordinators  Head	Oct 2017 Mar 2018 June 2018

<b>Total budgeted cost</b>					£ 7,450
<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>
D. Increased attendance rates	Headteacher employed to monitor pupils and follow up quickly on absences. First day response provision.	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing with staff and families about existing absence issues. Head with LA attendance consultant will collaborate to ensure new provision and standard school processes work smoothly together.	Head	July 2017 Sept 2017 and then half termly
<b>Total budgeted cost</b>					£ 500

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2016-17</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost £10,400</b>
Improve the outcomes for Pupil Premium Children in Reading and Phonics	Reviewed the teaching of phonics in school and supplementary resources in KS1	High: Intervention for PPG in EYFS showed pupil able to reach GLD for reading and phonics 100% children passed the phonics screening test in Year 1 and the PPG pupil who resat in Y2 also successfully passed. Success criteria : met	Staff were positive about new phonic based reading books and believe it has affected allowed children to become more confident readers. We will continue to invest in phonic reading materials and apply QFT into Guided Reading sessions and phonics intervention in KS2. We will continue implementing this approach and monitoring pupil response.	£1000

Data showing impact of PPG Expenditure on Reading	Academic year 2016-17	% of pupils at Age Related Expectations READING		
	Year Group	PP and PP +	Others	Gap
	EYFS (20)	2/20 100%	15/18 83.3%	(+) 16.7 %
	Year 1 (20)	0/20	20/20	
	Year 2 (20)	1/20 0%	15/19 78.9%	(-) 78.9%
	Year 3 (21)	2/21 100 %	17/19 89.4%	(+) 10.6 %
	Year 4 (18)	1/18 0%	7/17 41.1%	(-) 41.1%
	Year 5 (20)	1/20 0%	12/19 63.1%	(-) 63.1%
Year 6 (21)	1/21 100%	15/20 75.0 %	(+) 25% %	

  

	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost	
	Ensure that all SEND children have continued access to high quality interventions that narrow the attainment gap – ensuring good progress is made by all.	Small group and 1:1 support for SALT, PD, Writing, Mathematics delivered by trained teaching assistant support using planned programme.	Low: observed progress amongst participating children compared slightly behind non SEND peers, as measured using teacher assessment KLIPS for reading, writing and mathematics. Success criteria: not met.	This seemed to be most effective when the focus area was determined by the class teacher based on their teacher observations and assessments of the individual pupils. We will continue next year but ensure that more specific with the programmes being delivered for Reading , Writing and Maths	£1320 per pupil for 4 = £6600

ii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Ensure that Pupil Premium children have access to enrichment activities.	Peripatetic music teaching to ensure access to a variety of musical experiences	Medium-low: positive impact for students who wanted to learn an instrument. Built up confidence for an individual pupil as well as developed social communication skills for others Success criteria: partially met.	Next year we will try to widen the enhanced provision available to include more sporting, physical and non core subject skills and learning opportunities.	£933 per pupil for 3 pupils = £2800

7. Additional detail
In this section you can annex or refer to <b>additional</b> information which you have used to inform the statement above. Our full strategy document can be found online at: <a href="http://www.aschool.sch.uk">www.aschool.sch.uk</a>

