



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

| 1. Summary information | | | | | |
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| School | Mellor St Mary CE Primary School | | | | |
| Academic Year | 2016/17 | Total PP budget | £10,400 | Date of most recent PP Review | n/a |
| Total number of pupils | 140 | Number of pupils eligible for PP | 8 | Date for next internal review of this strategy | Jan 2018 |
| | | Number of pupils eligible for PP+ | | | |

| 2. Current attainment based on 2015-16 | | |
|--|--|---|
| | <i>Pupils eligible for PP (school)</i> | <i>Pupils <u>not</u> eligible for PP (school)</i> |
| % achieving Level 4b or above in reading, writing and maths | 0% | 81.8% |
| % making at least 2 levels of progress in reading | 0% | 81.8% |
| % making at least 2 levels of progress in writing | 0% | 90.9% |
| % making at least 2 levels of progress in maths | 0% | 91.8% |

| 3. Barriers to future attainment (for pupils eligible for PP including high ability) | |
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| In-school barriers | |
| A. | 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. | Skills in Mathematics (on entry) are lower for pupils eligible for PP than for other pupils. This affects mathematics progress and attainment in subsequent years |
| C. | 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. |

| 4. Outcomes | | |
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| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Improve reading, writing and mathematical understanding skills for pupils eligible for PP in Reception, KS1 and KS2 | Pupils eligible for PP in all classes 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 teacher assessments systems, statutory assessments and Teacher assessments based on KLIPS |
| B. | Improve mathematical understanding and reasoning skills for pupils eligible for PP in Reception , KS1 and KS2 | Pupils eligible for PP in all classes 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 teacher assessments systems, statutory assessments and Teacher assessments based on KLIPS |
| C. | Improve the enrichment opportunities available for PP pupils within school to ensure they have the same equality of access to enhanced 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. |

| 5. Planned expenditure | | | | | |
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| Academic year | | 2016/17 | | | |
| 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 and writing skills starting in Reception, KS1 and KS2 | <p>Staff training on developing reading, and writing continuous provision</p> <p>Specialist support from Outstanding practitioners on planning for GPS, Reading and Writing.</p> <p>Investment in good quality resources to support and enhance independent reading and writing throughout the school</p> | <p>We want to invest some of the PP in focused training for EYFS practitioners and introduce new, quality resources throughout the whole school which will help all pupils to develop their independent reading / phonetic, writing and mathematical skills.</p> <p>Education Endowment Foundation: Early Years Tool Kit – 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>The Teacher Development Trust 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>Use INSET days to deliver training on EYFS enabling environments / continuous provision setting up. Use INSET to deliver training on GPS / SPAG KS1 and KS2</p> <p>Feedback from teaching and learning audits / lesson observations of R W by SLT and LA after support to embed independent learning.</p> | Head | July 2017 |

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| <p>B. Improve mathematical understanding and reasoning skills starting in Reception, KS1 and KS2</p> | <p>Staff training on developing mathematical expectations and standards – secure/mastery level</p> <p>Specialist support from Outstanding practitioners on planning for mathematics.</p> <p>Investment in good quality resources to support and enhance independent number, problem solving and reasoning skills</p> | <p>We want to invest some of the PP in focused training for EYFS practitioners and introduce new, quality resources throughout the whole school which will help all pupils to develop their independent mathematical understanding skills.</p> <p>Education Endowment Foundation: Early Years Tool Kit – 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>The Teacher Development Trust 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>Use INSET days to deliver training on understanding a sense of number and securing mastery in all years. (Anthony Reddy)</p> <p>Feedback from teaching and learning audits / lesson observations of mathematics by SLT and LA after support to embed independent learning.</p> | <p>Head</p> | <p>June 2017</p> |
| <p>C. Improve the enrichment opportunities available for PP pupils within school to ensure they have the same equality of access to enhanced 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>Education Endowment Foundation: The Arts Tool Kit – evidence shows 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 a positive link between music and spatial awareness. Wider benefits on attitudes to learning and well-being have also consistently been reported.</p> | <p>External resources selected using evidence of effectiveness (LA and Cluster school recommendations)</p> <p>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> |
| Total budgeted cost | | | | | <p>£10,400</p> |

| ii. Targeted support | | | | | |
|--|--|---|--|---------------------------------------|---|
| 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 and writing skills starting in Reception, KS1 and KS2 | Invest in good quality reading materials which engage all ability readers and develop e-reading opportunities. 1:1 reading on a daily basis and weekly basis. Small group basic sentence structure/ punctuation practice. | More inspirational and up to date materials and resources will engage reluctant readers and develop a greater focus on reading in each class for all pupils. Some of the students need targeted support to catch up. The areas focused on are taken directly from teacher assessment and in house assessments and are tailored to individual needs. | Review with the pupils and parents on a termly basis through reading questionnaires regarding the quality of school reading materials. Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Impact overseen by English co-ordinator. | class teachers English Leaders | Jun 2017 |
| B. Improve mathematical understanding and reasoning skills starting in Reception, KS1 and KS2 | Invest in good quality mathematics resources and planning materials which develop practical application and problem solving from EYFS to Y6. Small group maths catch-up groups per class to review basic understanding of place value, multiplication and number. | New mathematic curriculum promotes practical mathematical activities in all lessons to develop mathematics skills and understanding before moving on to abstract recording. Investment in good quality mathematical resources is needed for each class. The EEF Toolkit: Mathematics is essential for everyday life and a foundation for careers in technology, science, and engineering, among many others. Improving the attainment of children in mathematics is a founding aim of the EEF Investment in high quality feedback increases progress by +5months | Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Impact overseen by maths co-ordinator. Teaching assistant (TA) CPD. Develop marking and feedback policy to support pupil mathematical self assessment and accelerate progress. | class teachers English Leaders | Mar 2017 |

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| <p>C.Improve the enrichment opportunities available for PP pupils within school to ensure they have the same equality of access to enhanced communication, musical, sporting and creative activities.</p> | <p>Music lessons provided by peripatetic teachers from LCC. Sporting coaches to develop teacher training to ensure QFT takes place. Greater arrange of after school clubs on offer. 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>Education Endowment Foundation: The Arts Tool Kit – <i>evidence shows</i> 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 a positive link between music and spatial awareness. Wider benefits on attitudes to learning and well-being have also consistently been reported.</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> | | |
| Total budgeted cost | | | | | £10,400 |

| 6. Review of expenditure | | | | |
|---|--|---|--|-------------------------------|
| Previous Academic Year | | 2015-16 | | |
| i. Quality of teaching for all | | | | |
| 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 |
| To narrow the gap in attainment between PPG and non PPG pupils for reading, Writing and Mathematics | Identification of PP children in each class and targeted to intervention and additional TA support if not at expected level. | LOW: closing the gap data for each year group varies for Reading, Writing and mathematic and varies per year group. Some children not targeted for intervention as at expected level. Limited impact as not consistent throughout the school | To ensure that all staff are aware of PP pupils and that they are included in all interventions wither high or low ability attainers. Ensure that each teacher is accountable for PP pupil progress during pupil progress meetings and track on a half termly basis. | £1,300 per pupil for 8 pupils |
| NEXT FOCUS AREA: Break down each core subject and identify key areas of strength and weaknesses for PPG pupils. Identify any common trends or focus area for individuals and cohorts. Continue to invest in QFT teaching and resources to narrow the gap academically as well as socially and emotionally through providing support for enhanced provision – including swimming. | | | | |

Pupil Premium Impact DATA (2015-16)

Comparison of PPG / PPG+ pupils against non PPG pupils in school who reached Age Related Expectations (ARE) at the end of the academic year.

| Academic year 2015-16 | % of pupils at Age Related Expectations READING | | |
|-----------------------|---|-------------|-----------|
| Year Group | PP and PP + | Others | Gap |
| EYFS (20) | 1/20 100% | 17/19 89.4% | (+) 10.6% |
| Year 1 (20) | 1/20 0% | 18/19 94.7% | (-) 94.7% |
| Year 2 (20) | 1/20 100 % | 15/19 78.9% | (+) 21.1% |
| Year 3 (20) | 2/20 0% | 13/18 72.2% | (-) 72.2% |
| Year 4 (20) | 1/20 0% | 11/19 57.8% | (-) 57.8% |
| Year 5 (21) | 1/21 0% | 10/20 50% | (-) 50.0% |
| Year 6 (23) | 1/23 0% | 18/22 81.8% | (-) 81.8% |

| Academic year 2015-16 | % of pupils at Age Related Expectations WRITING | | |
|-----------------------|---|---------------|-----------|
| Year Group | PP and PP + | Others | Gap |
| EYFS (20) | 1/20 100% | 17/19 89.4% | (+) 10.6% |
| Year 1 (20) | 1/20 0% | 14/19 73.6% | (-) 73.6% |
| Year 2 (20) | 1/20 100 % | 15/18 78.9.3% | (+) 21.1% |
| Year 3 (20) | 2/20 0% | 5/18 27.7% | (-) 27.7% |
| Year 4 (20) | 1/20 0% | 1/19 5.2% | (-) 05.2% |
| Year 5 (21) | 1/21 0% | 7/20 35.0% | (-) 35.0% |
| Year 6 (23) | 1/23 0 % | 20/22 90.9% | (-) 90.9% |

| Academic year 2015-16 | % of pupils at Age Related Expectations MATHEMATICS | | |
|-----------------------|---|-------------|-----------|
| Year Group | PP and PP + | Others | Gap |
| EYFS (20) | 1/20 0% | 16/19 84.2% | (-) 84.2% |
| Year 1 (20) | 1/20 0% | 12/19 63.1% | (-) 63.1% |
| Year 2 (20) | 1/20 100 % | 15/19 78.9% | (+) 21.1% |
| Year 3 (20) | 2/20 0% | 7/18 38.8% | (-) 38.8% |
| Year 4 (20) | 1/20 0% | 4/19 21.0% | (-) 21.0% |

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|-------------|----------|-------------|-----------|
| Year 5 (21) | 1/21 0% | 7/20 35.0% | (-) 35.0% |
| Year 6 (23) | 1/20 30% | 18/22 81.8% | (-) 81.8% |