

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



1. Summary information					
School	Mellor St Mary CE Primary School				
Academic Year	2019/20	Total PP budget	£19,877	Date of most recent PP Review	Nov 2018
Total number of pupils	140	Number of pupils eligible for PP	9	Date for next internal review of this strategy	June 2020
		Number of pupils eligible for PP+	3		

2. Current attainment				
Performance Data End of KS2	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (school)</i>	<i>Pupils eligible for PP FSM6 (Lancs Average)</i>	<i>Pupils not eligible for PP FSM6 (Lancs Average 2018)</i>
% achieving expected level or above in reading, writing and maths	0% (1/19)	72.2% (18/19)	%	%
% making at least expected measure in reading	0% (1/19)	72.2% (18/19)	59.1%	76.7%
% making at least expected measure in writing	0% (1/19)	83.3% (18/19)	64.3%	82.7%
% making at least expected measure in maths	0% (1 /19)	79% (18/19)	65.3%	83.1%
% making at progress in reading	0% progress score ( - )		School Non PPG progress score ( - 1.1 )	
% making at progress in writing	0% progress score (-12.9)		School Non PPG progress score ( - 0.4 )	
% making at progress in maths	0% progress score ( - )		School Non PPG progress score ( - 0.1)	

	Number of pupils eligible	Reading	Writing	Maths
Year R	1	100%	100%	100%
Year 1	2	50%	50%	0%
Year 2	2	100%	50%	50%
Year 3	1	100%	100%	100%
Year 4	2	50%	50%	50%
Year 5	3	66%	66%	66%
Year 6	1	0%	0%	0%
<b>Attainment of PP at ARE throughout school</b>			<b>Start of Academic Year 2018-19</b>	

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

In-school barriers	
<b>A.</b>	Readiness to learn skills in Reading, are lower for pupils eligible for PPG+ than for other pupils. This slows reading progress in subsequent years.
<b>B.</b>	Readiness to learn skills in SPAG are lower for pupils eligible for PP/PPG+ than for other pupils. This slows writing progress in subsequent years.
<b>C.</b>	Readiness to learn skills in Mathematics are lower for pupils eligible for PPG/PPG+ than for other pupils. This slows mathematics progress in subsequent years.
External barriers ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Pupils eligible for PP and PPG+ have reduced access to enrichment activities which impact on their overall spiritual, physical, social, emotional mental health needs compared to other pupils , thus preventing them from living life in all its fullness.

### 4. Outcomes

<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>

<b>A.</b>	Improve the quality and fluency of home reading resources for PPG+ pupils	Pupils eligible for PP/PP+ make as much progress as 'other' pupils across the school in reading. They develop a love of reading at home. Measured using ongoing teacher assessment, termly and end of year group assessments systems based on ARE.
<b>B.</b>	Improve basic SPAG and grammar skills and across KS2 PPG pupils	Pupils eligible for PP+ make as much progress as 'other' pupils across Key Stage 2 in SPAG. Measured in Y3, Y4, Y5 and Y6 teacher assessments and statutory assessments e.g. KS2 SPAG SATs.
<b>C.</b>	Improve basic mathematical skills and a love of mathematics across KS1 and KS2	Pupils eligible for PP+ make as much progress as 'other' pupils across Key Stage 2 in mathematics. Measured in Y1 to Y6 teacher assessments and statutory assessments e.g. KS1 and KS2 SATs.
<b>D.</b>	Improve the spiritual and enrichment opportunities available for PP and PPG+ pupils within school to ensure they have the same equality of access to enhanced spiritual, academic, communication, musical, sporting, creative and STEM activities so they are free to flourish and live life in all its fullness.	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

<b>Academic year</b>	<b>2018/19</b>
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The three headings below 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

<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 the quality and fluency of home reading resources for PPG+ pupils	Review staff training on developing a reading school ethos which encourages all children to read for pleasure.  Investment in good quality resources to support and	We want to invest some of the PP in new high interest low ability but quality home reading resources which will help all pupils to develop their independent reading comprehension skills and develop a love of reading for life. This will be supplemented with a continuation of the Library Loan service to ensure children have access to quality reading resources in school.  <b>Education Endowment Foundation:</b>	English Consultants will work 1:1 and lead quality CPD for teachers which will include developing planning, marking and preparing resources to support reading in school. Half termly pupil progress meetings, book monitoring and termly moderation will identify the progress being made in each year group. Evidence will be	Head and English lead	Nov 2018 Feb 2019 April 2019 June 2019

	enhance independent reading at home	<p><b>Reading Comprehension Strategies</b> – Reading comprehension strategies focus on the learners’ understanding of written text. Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and identifying difficulties themselves</p> <p><b>How effective is it?</b> On average, reading comprehension approaches deliver an additional six months’ progress.</p>	<p>shared with HT, LA and governors.</p> <p>Monitor participation and commitment to The Reading Pledge signed by all staff and pupils and subsequent activities to develop reading fluency and confidence working with Cluster schools - including in house reading challenges, the reading festival, author visits, special weeks – book themed weeks, fantastic book awards, bok swap shop, library visits and LAC monthly book drops,</p> <p>Develop vocabulary beyond basic level 1 words to include specific and vocab for reading. Words of the week, word categorisation, focus on Pre Teaching Vocab PVT – evidenced in books and on planning.</p> <p>Use INSET twilights to deliver training on reading through to writing teaching and learning techniques and reading comprehension and guided reading sessions.</p> <p>Feedback from teaching and learning audits / lesson observations of Reading within KS2 by SLT and LA after support to embed independent learning.</p>		
<p><b>B.</b> Improve basic SPAG and grammar skills and across KS2 pupils.</p>	<p>Revisit staff training on developing sentence structure, grammar, spelling within the teaching phase and supporting independent and sustained writing.</p> <p>Specialist support from outstanding practitioners on planning writing</p>	<p>We want to invest some of the PP on digital technology strategies such as LBQ – Learning BY Questions and CPD training for staff on how to use these.</p> <p>Also Introduce new T&amp;L strategies based on Talk for Writing and The Write Stuff, which will help all pupils to develop their basic SPAG knowledge and independent writing skills.</p> <p><i><b>The Teacher Development Trust</b> review identifies quality CPD improves teacher quality and pupil</i></p>	<p>Investment in LBQ – learning by questions to support SPAG in upper KS2. This will allow PPG children opportunities to develop basic skills and confidence prior to SPAG SAT.</p> <p>Half termly pupil progress meetings, book monitoring and termly moderation will identify the progress being made in each</p>	Deputy and English lead	<p>Nov 2018 Feb 2019 April 2019 June 2019</p>

	<p>activities to engage all learners – specific genres themes, writing scaffolds, writing for real purposes, development of Talk for Writing strategies.</p>	<p><i>attainment.</i> In studies classes where the teachers had taken part in high-quality professional development were improving twice as fast as those in other classes. Even more startlingly, the 20% of pupils who were deemed the ‘least able’ made improvements four to six times as fast as their peers in other classes.</p> <p><b>Education Endowment Foundation: Digital technology</b> By digital technology we mean the use of computer and technology assisted strategies to support learning within schools. Approaches in this area vary widely, but generally involve: technology for students, where learners use programmes or applications designed for problem solving or open-ended learning; or technology for teachers, such as interactive whiteboards or learning platforms.</p> <p><b>How effective is it?</b> Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months’ progress. However, there is considerable variation in impact.</p> <p><b>Talk for Writing</b> Talk for Writing is an approach to teaching writing that encompasses a three-stage pedagogy: ‘imitation’ (where pupils learn and internalise texts, to identify transferrable ideas and structures), ‘innovation’ (where pupils use these ideas and structures to co-construct new versions with their teachers), and ‘invention’ (where teachers help pupils to create original texts independently). These tasks aim to improve writing ability by giving pupils an understanding of the structure and elements of written language.</p> <p><b>How effective is it?</b> The impact evaluation estimated that after one year there were some small differences between intervention and comparison school pupils’ attainment on writing tests. Where there was evidence of change in the writing measures sometimes this favoured the intervention group, and sometimes this favoured the comparison group. In all cases, the effects were small or very small. However, due to the non-random nature of the</p>	<p>year group. Evidence will be shared with HT, LA and governors.</p> <p>Use INSET twilights to deliver training on Talk for Writing and The Write Stuff writing strategies which will be monitored through termly internal moderation and cluster moderation.</p> <p>Promote writing focus throughout school with the Writer of the Week, real writing opportunities, school and church magazine, newsletters, blogs etc.</p> <p>Feedback from teaching and learning audits / lesson observations of writing within KS2 by SLT and LA after support to embed independent learning.</p>		
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		comparison and the small number of schools involved it is difficult to draw secure conclusions from these impact estimates.			
<b>C. Improve basic mathematical skills and a love of mathematics across KS1 and KS2</b>	<p>Staff training on digital programmes: LBQ, Timestable Rockstars, as well as physical maths - Active Maths, Maths on the Move in order to develop more opportunities for deepening mathematical learning outside of the maths lesson.</p> <p>Develop the mastery approach to problem solving in KS1 through specialist support from local Maths Hub and outstanding practitioners on planning mathematics activities to engage all learners –focusing on practical, pictorial to abstract, reasoning and problem solving to meet ARE.</p>	<p>We want to invest some of the PP in focused training for all staff and introduce new, strategies based on the mastery approach for mathematics – starting in KS1.</p> <p><b>The Teacher Development Trust</b> review identifies quality CPD improves teacher quality and pupil attainment. In studies classes where the teachers had taken part in high-quality professional development were improving twice as fast as those in other classes. Even more startlingly, the 20% of pupils who were deemed the 'least able' made improvements four to six times as fast as their peers in other classes.</p> <p><b>Education Endowment Foundation: Mastery learning</b> Traditional teaching keeps time spent on a topic constant and allows pupils' 'mastery' of curriculum content to vary. Mastery learning keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent at these objectives. <b>How effective is it?</b> There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress.</p>	<p>LCC Maths Mastery Consultants will work 1:3 and lead quality CPD for KS1 teachers which will include developing planning, marking and preparing resources to support individualised maths in school.</p> <p>Half termly pupil progress meetings, book monitoring and termly moderation will identify the progress being made in each year group. Evidence will be shared with HT, LA and governors.</p> <p>Maths Lead and 1 x KS1 teacher to work with local maths hub on mastery within mixed age classes.</p> <p>Monitor the use of Timetables RockStars / Mathletics - online mathematics resources in school and at home to support homework and specific mental recall strategies.</p> <p>Feedback from teaching and learning audits / lesson observations of mathematics within KS2 by SLT and LA after support to embed independent learning.</p>	<p>Maths lead All teachers.</p>	<p>Nov 2018 Feb 2019 April 2019 June 2019</p>

<p><b>D.</b> Improve the spiritual and enrichment opportunities available for PP and PPG+ pupils within school to ensure they have the same equality of access to enhanced spiritual, academic, communication, musical, sporting, creative and STEM activities so they are free to flourish and live life in all its fullness.</p>	<p>Specialist peripatetic teaching and support from STEM, Music, Art and Physical /Sporting coaches. Access to Network and Cluster school LA sporting events. Participation in pupil voice activities with cluster schools including Pupil Parliament and worship groups.</p>	<p>PP pupils have access to enrichment activities linked to improvements in self-esteem, self confidence, social interaction, spiritual, 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>Education Endowment Foundation: The Arts Tool Kit – evidence shows</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 a positive link between music and spatial awareness. Wider benefits on attitudes to learning and well-being have also consistently been reported.</p> <p><b>Sports Participation</b> Sports participation interventions engage pupils in sports as a means to increasing educational engagement and attainment. This might be through organised after school activities or a programme organised by a local sporting club or association. Sometimes sporting activity is used as a means to encourage young people to engage in additional learning activities, such as football training at a local football club combined with study skills, ICT, literacy, or mathematics lessons/.</p> <p><b>How effective is it?</b> The overall impact of sports participation on academic achievement tends to be positive but low (about two additional months' progress).</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 2019 Then half termly or as and when events take place.</p>
<b>Total budgeted cost</b>					<b>£ 16,203</b>

<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 the quality and fluency of home reading resources for PPG+ pupils.	Invest in High interest / low ability home reading books to sit alongside daily guided reading sessions to develop a love of reading and reading fluency.	Following internal reading data and progress measures some of the students need targeted support to catch up.  Daily reading and small group reading, using high interest low ability readers to engage and develop self esteem and confidence when reading independently.	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.  Audit current home reading resources for high interest / low ability starting in KS1.	English Lead	Nov 2019 Jan 2020 March 2020 June 2020
B. Improve basic SPAG and grammar skills and across KS2 PPG Pupils.	Staff CPD using the Learning By Questions online learning tool.  Timetabled and focused intervention grammar sessions to focus on basic punctuation within sentences.	We want to provide CPD to ensure that all staff are able to tailour their teaching to meet the needs of individual children through effective questioning. The Sutton Trusts states that QFT is essential and crucial is progress is to be made to narrow the attainment gap between PP and non PP pupils. This includes specific writing training on Talk for writing, Write Stuff, Engaging boys and vulnerable learners.	Review progress at half termly pupil progress meetings with staff.  Feedback and evaluations from 1;1 and twilight training sessions.  Evidence in books.	English Lead Class teachers and support staff	Oct 2019 Mar 2020 June 2020

<p><b>C.</b> Improve basic mathematical skills and a love of mathematics across KS1 and KS2</p>	<p>Investment in online learning platforms eg. Matheletics / Timestable Rock Stars</p> <p>Whole school Mathematician of the week reward, whole school celebration of maths awards.</p> <p>Practical mathematic resources to ensure that pupils have access to engaging and relevant maths equipment.</p> <p>Maths on the Move Intervention - active maths programme.</p>	<p>Following internal maths data and progress measures some of the students need targeted support to catch up.</p> <p>Daily maths intervention, using high age appropriate and engaging maths resources to develop problems solving, reasoning, place value, counting and calculation skills as well as develop self esteem and confidence when apply maths independently.</p>	<p>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.</p> <p>Review progress at half termly pupil progress meetings with staff.</p> <p>Feedback and evaluations from 1;1 and twilight training sessions.</p> <p>Evidence in books.</p>	<p>Maths Lead Class teachers and support staff</p>	<p>Oct 2019 Mar 2020 June 2020</p>
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**Total budgeted cost**    **£12,203**

**iii. Other approaches**

<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>
<p><b>D.</b> Improve the spiritual and enrichment opportunities available for PP and PPG+ pupils within school to ensure they have the same equality of access to enhanced spiritual, academic, communication, musical, sporting, creative and STEM activities so they are free to flourish and live life in all its fullness</p>	<p>Continue to invest in online / electronic curriculum and online learning platforms.</p> <p>Develop SMSC and pupil voice opportunities to include Faith Group, Green Team, School Council, Pupil Parliament activities to develop Pupil Voice and know they are valued in school.</p> <p>Music tuition from LCC music specialists</p>	<p>We want cost effective resources which are easily accessible in school and at home which analyse individual performance and achievements.</p> <p>We want PP pupils to feel free to flourish and be part of the wider school community and access all aspects of learning and life which they might not have access to including church events, visits, worships, workshops, concerts and sporting events etc.</p>	<p>Ensure that pupils eligible for PPG are included in additional visits, clubs, activities and record impact through pupil voice questionnaires.</p> <p>Register logs taken to demonstrate participation.</p> <p>Each class to develop activities which are specifically aimed at spiritual and cultural enrichment as part of themed week or topics.</p>	<p>Head / Class teaches</p>	<p>Nov 2019 Jan 2020 March 2020 June 2020</p>

	Access to Physical development / sporting events				
	Entrance in to STEM competitions and workshops.				
<b>Total budgeted cost</b>					<b>£4000</b>

<b>6. Review of expenditure</b>					
<b>Previous Academic Year</b>			<b>2018-19</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 £16,203</b>	
<b>A.</b> Improve basic reading and comprehension skills in KS2	Staff training on developing a reading school ethos which encourages all children to read for pleasure.  Specialist support from Outstanding practitioners on planning quality Guided Reading lessons and planning	High: New reading resources meant that Intervention for PPG in EYFS has showed 9/11 (82%) PPG pupils achieved ARE in reading. Success criteria : partially met	Interventions were well times and pitched to support individual needs in reading and phonics. Progress was measured and monitored through half termly progress meetings. Individual development needs must also be taken into consideration due to the combined SEND of some PPG pupils as not all obtained ARE, but did make progress from their original starting points due to targeted and personalised learning strategies being used.	£1500 Library Loan service  Intervention support £5000	
<b>B.</b> Improve basic writing skills and writing stamina across KS2.	Staff training on developing sentence structure, grammar, spelling within the teaching phase and supporting independent and sustained writing.	Medium: In 2018 8 / 11 ( 73%) of PPG children reached ARE in writing . This is slightly lower than the reading target. This has not had the desire impact as some PPG children also have SEND which has impacted on the amount of progress made in order to narrow the gap between themselves and their peers. Interventions have taken place but not consistently across the school.	School is to review writing topics and reading in to writing phase so that is it more bespoke to the needs of PPG / SEND pupils. PIVATS assessment tool is to be used for all SEND/PPG to show small step progress. Interventions to continue next year with a specific focus on talk for writing principles and visual scaffolding supports as well as SPAG interventions.	Intervention support £5000	

<p>C. Improve basic mathematical skills and a love of mathematics across KS2.</p>	<p>Staff training on developing a mathematical friendly classroom and child friendly resources to support individualised mathematical learning both in school and at home.</p> <p>Specialist support from outstanding practitioners on planning mathematics activities to engage all learners –focusing on practical, pictorial to abstract, reasoning and problem solving to meet ARE.</p>	<p>Medium: In 2018 7/11 (73%) off PPG children reached ARE in maths. There has been a greater focus on maths in school and at home due to the introduction of mathletics and this has led to 3/ 11 of PPG/SEND pupils attaining ARE in maths also.</p>	<p>Further investment in Times Table RockStars to work alongside Mathletics to develop PPG confidence of using and applying timestables across school.</p> <p>Investment in Maths on the Move for PPG children to develop their enjoyment and confidence of basic maths using physical movement and activities.</p>	<p>Mathletics £800</p>
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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
<p>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, creative and STEM activities.</p>	<p>Investment in Mathletics, reading Eggs and Spelladrome electronic/online learning platforms. Music tuition from LCC music specialists and access to Physical development / sporting events</p>	<p>Medium-high: positive impact for students who took up a new instrument, activity or club. In 2018 4/11 children took up music lessons and 11/11 accessed enhanced after school provision. Samba ensemble music lessons have been provided all year and PPG pupils have built up their confidence to perform to parents and peers. There is a greater arrange of in after school provision including new clubs such as Edible Explorers, Robotics and Coding. The rewards schemes involved in these clubs built up the confidence for individual pupils as well as developed social communication skills for others Success criteria: met.</p>	<p>Next year we will try to widen the enhanced provision even more based on pupil voice feedback to including cookery, dance, singing, drama, gaming and alternative competitive sports.</p>	<p>£4000</p>

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)