

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



1. Summary information					
School	Mellor St Mary CE Primary School				
Academic Year	2018/19	Total PP budget	£16,203	Date of most recent PP Review	n/a
Total number of pupils	143	Number of pupils eligible for PP	7	Date for next internal review of this strategy	June 2019
		Number of pupils eligible for PP+	3		

2. Current attainment				
Performance Data End of KS2	Pupils <i>eligible</i> for PP (school)	Pupils <i>not</i> eligible for PP (school)	Pupils <i>eligible</i> for PP FSM6 (Lancs Average)	Pupils <i>not</i> eligible for PP FSM6 (Lancs Average)
% achieving expected level or above in reading, writing and maths	0% (2 / 21)	89% (17/19)	Based on 2017	Based on 2017
% making at least expected measure in reading	50% (2 / 21)	89% (17/19)	57.2%	75.8%
% making at least expected measure in writing	0% (2/ 21)	89% (17/19)	64.7%	81.8%
81.8% making at least expected measure in maths	0% (2 / 21)	89% (17/19)	61.7%	80.4%
% making at progress in reading	50% progress score (-4.3)		NA (-12.6-4.0) 0.31	School Non PPG - 0.2
% making at progress in writing	0% progress score (-9.8)		NA (-17.8-1.8) 0.24	School Non PPG - 0.1
% making at progress in maths	0% progress score (-7.3)		NA (-14.8-0.2) 0.31	School Non PPG 0.1

	Number of pupils eligible	Reading	Writing	Maths
Year 1	2	100%	50%	50%
Year 2	2	100%	50%	50%
Year 3	0	-	-	-
Year 4	2	50%	0%	0%
Year 5	3	66%	66%	66%
Year 6	1	0%	0%	0%

Attainment of PP at ARE throughout school	Start of Academic Year 2018-19	

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A.	Readiness to learn skills in Reading, are lower for pupils eligible for PP/PPG+ than for other pupils. This slows reading progress in subsequent years.
B.	Readiness to learn skills in Writing are lower for pupils eligible for PP/PPG+ than for other pupils. This slows writing progress in subsequent years.
C.	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 (issues which also require action outside school, such as low attendance rates)	
D.	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>

A.	Improve basic reading skills and develop a love of reading for all pupils eligible for PP/PPG+ in KS2	Pupils eligible for PP/PP+ make as much progress as 'other' pupils across Key Stage 2 in reading Measured using ongoing teacher assessment, termly and end of year group assessments systems based on ARE.
B.	Improve basic writing skills and develop a love of writing for all pupils eligible for PP/PPG+ in KS2	Pupils eligible for PP+ make as much progress as 'other' pupils across Key Stage 2 in writing. Measured in Y3, Y4, Y5 and Y6 teacher assessments and statutory assessments e.g. KS2 SATs.
C.	Improve basic mathematical skills and develop a love of mathematics for all pupils eligible for PP/PPG+ in KS2	Pupils eligible for PP+ make as much progress as 'other' pupils across Key Stage 2 in writing. Measured in Y3, Y4, Y5 and Y6 teacher assessments and statutory assessments e.g. KS2 SATs.
D.	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

Academic year **2018/19**

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

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 skills and reading comprehension skills across 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	We want to invest some of the PP in focused training for all staff and introduce new, quality resources which will help all pupils to develop their independent reading comprehension skills and develop a love of reading for life. <i>The Teacher Development Trust 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</i>	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 Deputy	Nov 2018 Feb 2019 April 2019 June 2019

	<p>planning for reading comprehension</p> <p>Investment in good quality resources to support and enhance independent reading both in school and at home</p>	<p><i>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.</i></p> <p>Education Endowment Foundation: Reading Comprehension Strategies – <i>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</i></p> <p>How effective is it? <i>On average, reading comprehension approaches deliver an additional six months' progress.</i></p> <p>EEF :Oral Language Skills <i>Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. Oral language approaches include: targeted reading aloud and book discussion with young children; explicitly extending pupils' spoken vocabulary; the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction.</i></p> <p>How effective is it? <i>On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. (+5month)</i></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. Improve basic writing skills and writing stamina across KS2.</p>	<p>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 in focused training for all staff and introduce new, strategies based on Talk for Writing and The Write Stuff, which will help all pupils to develop their independent writing skills and develop their stamina to write at length on a regular basis.</p> <p>The Teacher Development Trust <i>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</i></p>	<p>English Consultants will work 1:1 and lead quality CPD for teachers which will include developing planning, marking and preparing resources to support writing 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</p>	<p>Head and Deputy</p>	<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>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.</i></p> <p>Education Endowment Foundation: Talk for Writing</p> <p><i>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.</i></p> <p>How effective is it?</p> <p><i>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 comparison and the small number of schools involved it is difficult to draw secure conclusions from these impact estimates.</i></p>	<p>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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<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>We want to invest some of the PP in focused training for all staff and introduce new, strategies based on</p> <p>The Teacher Development Trust review identifies quality CPD improves teacher quality and pupil 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.</i></p> <p>Education Endowment Foundation: Metacognition and self regulated approaches <i>Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</i></p> <p>How effective is it? <i>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</i></p>	<p>Maths Consultants will work 1:1 and lead quality CPD for teachers which will include developing planning, marking and preparing resources to support individualised maths 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 shared with HT, LA and governors.</p> <p>Monitor the use of Mathletics - online mathematics resource 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>Head and Deputy</p>	<p>Nov 2018 Feb 2019 April 2019 June 2019</p>
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<p>D. 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>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>Sports Participation 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>How effective is it? 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 2018 Then half termly or as and when events take place.</p>
Total budgeted cost					£ 16,203

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 and comprehension skills in KS2	Invest in High interest / low ability library books and home readers alongside Cracking Comprehension for KS2 to support discrete grammar teaching and activities within 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 the reading and library resources for high interest / low ability.	English Lead KS2 teacher	Nov 2018 Jan 2019 March 2019 June 2019
B. Improve basic writing skills and writing stamina across KS2.	Staff CPD using the WRITE STUFF and LA English consultancy support to develop Quality First Teaching for all.	We want to provide extra writing based CPD to ensure that all children receive Quality first teaching in writing. 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 2018 Mar 2019 June 2019

<p>C. Improve basic mathematical skills and a love of mathematics across KS2.</p>	<p>Investment in online learning platforms eg. Mathletics, and practical mathematic resources to ensure that pupils have access to engaging and relevant maths equipment to support independent learning.</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 2018 Mar 2019 June 2019</p>
Total budgeted cost					£12,203
iii. Other approaches					
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?
<p>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, creative and STEM activities.</p>	<p>Continue to invest in online / electronic curriculum and online learning platforms.</p> <p>Music tuition from LCC music specialists</p> <p>Access to Physical development / sporting events</p> <p>Entrance in to STEM competitions and workshops.</p> <p>Participation in Pupil Parliament / Worship group activities to develop Pupil Voice and know they are valued in school.</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 be part of the wider school community and access all aspects of learning and life which they might not have access to including 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 2018 Jan 2019 March 2019 June 2019</p>

Total budgeted cost £4000

6. Review of expenditure

Previous Academic Year

2017-18

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 £10,400
Improve the outcomes for Pupil Premium Children in 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	Medium to High: New reading resources meant that Intervention for PPG in EYFS has showed some pupils were able to reach GLD for reading and phonics and numbers in mathematics. Success criteria : partially	Interventions were well times and pitched to support individual needs in reading, phonics. Maths and gross motor activities. Progress was measured and monitored through half termly progress meetings. Individual development needs must also be taken into consideration due to the young age of the pupils as not all made the same progress despite targeted and personalised learning strategies being used.	£852
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.	Low: This has not had the desire impact due timetable difficulties and a lack of quality resources. Interventions have taken place but they have not narrowed the gap in attainment as much as desired.	School is to invest in PIVATS assessment tool to show small step progress and current tracking system does not show this in the detail needed for SEND / PPG pupils. Interventions to continue next year with a specific timetable in place along with Specialist SEND teacher intervention time.	£3950
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 Mathletics, reading Eggs and Spelladrome electronic/online learning platforms. Music tuition from LCC music specialists and access to Physical development / sporting events	Medium-low: positive impact for students who took up an new instrument, however limited uptake and resilience to continue was poor. Greater involvement in after school provision including new clubs such as 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: partially met.	Next year we will try to widen the enhanced provision even more based on pupil voice feedback to including cookery, gaming and competitive sports.	£5598

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
D. Increased attendance rates	Headteacher employed to monitor pupils and follow up quickly on absences. First day response provision.	High : positive impact. The attendance of PPG children was inline or above that of non PPG children for the majority of the year. Therefore they did not have missed learning through unnecessary unauthorised/ authorised absences.	Continue to monitor attendance on a regular basis and use an early follow up approach to absences with parents.	£0 HT time

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