

Pupil premium strategy statement Micklem Primary School

1. Summary information					
School	Micklem Primary School				
Academic Year	2017 - 18	Total PP budget	£97680	Date of most recent PP Review	Jan 2018
Total number of pupils	184 (+15 N)	Number of pupils eligible for PP	74	Date for next internal review of this strategy	April 2018

2. Current attainment						
	<i>Pupils eligible for PP (your school)</i>			<i>Pupils not eligible for PP (national average)</i>		
% achieving in reading, writing and maths	6.7%			60% (2016)		
	School Pupil premium			School non pupil premium plus gap		
% making progress in reading	Y1	33		Y1	87	-54
	Y2	75		Y2	100	-25
	Y3	91		Y3	88	+3
	Y4	80		Y4	100	-20
	Y5	93		Y5	100	-7
	Y6 TA	87		Y6 TA	100	-13
	Y6 Test	-4.3		Y6 Test	-0.6	-3.7
	% making progress in writing	Y1	25		Y1	89
Y2		88		Y2	94	-6
Y3		55		Y3	56	-1
Y4		90		Y4	100	-10
Y5		86		Y5	100	-14
Y6 TA		87		Y6 TA	100	-13
Y6 Test		-2.2		Y6 Test	+3.9	-6.1

% making progress in maths	Y1	50	Y1	80	-30
	Y2	63	Y2	88	-25
	Y3	100	Y3	100	0
	Y4	70	Y4	100	-30
	Y5	93	Y5	100	-7
	Y6 TA	87	Y6 TA	100	-13
	Y6 Test	-3.8	Y6 Test	-2.9	-0.9

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

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

A.	Social and emotional needs particularly in EYFS and KS1
B.	Behaviour for learning

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

C.	Attendance
D.	Family vulnerabilities

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children identified and early intervention put in place to accelerate development of social and emotional skills and strategies.	Less incidents of disruptive behaviour.
B.	Continued use of growth mindset and learning powers supporting children's confidence in taking risks and understanding themselves as learners.	High Prior attaining children continue to make at least good progress. Children are able to demonstrate increased resilience. All children to be working at or above age related expectations or to show significant steps of progress
C.	Potential risk of poor attendance identified early and support/ actions put in place	Pupil premium attendance to be at least national expectations
D.	Continued work with external professionals to support families in the wider community and further engage families in their children's learning	All vulnerable families to be receiving additional support via internal or external professionals. Support to include support with reading, homework and in engaging with school

5. Planned expenditure					
Academic year	2017 – 2018				
The three headings below enable schools to demonstrate how they 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?
Good to outstanding teaching in all year groups	A: Use of performance management, external CPD focussing on areas of development. Focussed support from Deputy Head. Use of external support 'Improving progress in maths' project. <i>Increased involvement in external projects from December '17 – reading fluency project in Y6 and phonics project in Y1</i>	The school had a large change in staff 2016-17 and following monitoring and analysis of data as well as reflection on the previous PP strategy areas of development for staff members are clearer. <i>School has broadened its involvement in projects to further develop it's expertise and approach to reading and phonics. Analysis of EYFS data demonstrates PPG start with a large gap in early literacy skills despite making accelerated progress in prime areas/</i>	The Deputy Head continues to be non-classed based and has planned his time to deliver maximum impact on the quality of teaching. CPD has been organised internally and externally to address areas. Experienced core subject leaders are now in post with additional support from Herts for Learning. <i>Teaching and Learning Advisors are supporting with reading and phonics from Jan'18</i>	Deputy Head English SL Maths SL EYFS Lead	January 2018 <i>School's own tracking systems show around 75% of all PP are making good or better progress in Reading, writing and maths. Gaps are closing in all subjects however school is having a renewed focus on barriers to reading for PPG</i>

Good to outstanding teaching in all year groups	B: Dedicated Teaching Assistant in class all day. Use of 'lesson study' approach to continue to develop TA practice and impact	The school uses the advice from the Education Endowment Fund on maximising the impact of Teaching Assistants on learning. Lesson study has been effective in improving teacher's pedagogy and therefore using this approach with Teaching Assistants should be effective.	The school has prior experience of using lesson study so is able to reflect and adapt the approach. The SLT will lead and monitor this approach	SLT	January 2018 <i>Focus for TAs has been on external CPD in the autumn term. School has invested in additional hours to enable class-teaching teams to meet weekly.</i>
Total budgeted cost					£100,000
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?

Further embed systems of support for the emotional and social needs of PP children	Full time Learning Mentor providing support internally and also linking with external agencies to further develop wider family support. Continued membership of the Gade Schools Partnership to access the support available through this team.	School identified a significant increase in social and emotional issues during the previous year. This resulted in support from a range of external agencies. The Learning Mentor was also able to access additional training and receive support to enable her to carry out her role. The school also invested in training for all staff to enable a better understanding why children may exhibit social and emotional difficulties. It is anticipated that social and emotional needs will continue to be significant barriers to learning however the school has a better range of skills to address and support children with these needs.	The Learning Mentor has access to training and support both internally and externally. Internal tracking systems for impact will be in place and the Learning Mentor will meet with the HT and DHT weekly. The Chair of Governors ensures that best value is obtained by holding Gade School Partnership to account.	HT DHT	This is reviewed continuously <i>Following a review of barriers to learning in KS1, the school has made significant investment in a nurture provision to support SEMH needs of PPG children and as a whole class intervention for Y2.</i>
To improve the overall attendance of Pupil premium children	Weekly analysis of attendance with follow ups by the Learning Mentor offering support initially and then challenge. Implementation of reward system to motivate improved and full attendance	The Learning Mentor has time allocated each week to analyse attendance. Her role includes engaging and supporting families in order to improve attendance. Children respond well to rewards and incentives to improve attendance.	Time has been allocated to the Learning Mentor to fulfil this role. The Deputy Head leads the incentives and rewards. Attendance is highlighted in the weekly Celebration assembly attended by parents.	HT DHT	Half termly <i>Impact of work so far can be demonstrated</i>
Total budgeted cost					£15500
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?

Children to be confident, resilient learners	Use of growth mindset, learning without limits and the school's own Learning Powers.	The school is aware from the Education Endowment Fund toolkit that this is an effective method of improving progress. The school has, over the last three years taken a stepped approach to introducing and embedding this approach, including carrying out an action research project. Due to staff changes it is clear that the school must continue to train and develop staff in this approach	Expectations are made clear to all staff. Monitoring is undertaken. The ethos is shared on our website, in assemblies and to parents	HT	This is reviewed constantly <i>BMX growth mindset whole school assembly along with workshop for Y5/ Y6 children</i>
Progress in lessons and overtime is maximised through the use of effective feedback	Consistent application of the school's marking and feedback policy by all staff	The school is aware from the Education Endowment Fund toolkit that this is an effective method of improving progress.	Regular monitoring and continued professional development. The HT and DHT will ensure their own skills and knowledge are up to date through CPD	HT DHT	This is reviewed constantly <i>On going</i>
To build self-esteem, confidence and musical aptitude through long term music tuition	Music tuition on either Djembe, Clarinet, Brass or guitar for PP children with musical enthusiasm and/or aptitude	Arts participation has been identified by the EEF to have wider benefits on attitudes to learning and well-being. We believe that this then contributes to improved outcomes for children in terms of attendance and consequently learning.	Music tuition is monitored by both the HT and the music subject leader. Opportunities are given for practice and for performance. Music has a high profile presence in our school ethos.	HT Music leader	Termly analysis of attendance and progress.
Total budgeted cost					£9600

6. Review of expenditure				
Previous Academic Year		2016 – 2017		
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
Improve progress for pupils with high prior attainment	Focus in staff meetings External CPD Additional teaching support in Year 6	Mixed: Data shows that in both key stage 1 and key stage 2 all children with high prior attainment made good or very strong progress in all subjects overall (using the HfL tracking system). This includes children eligible for PP.	Our approach to focussing on children with high PA has been successful in the main. There is variation between subjects, year groups and individual children. Further work is needed on developing consistency.	£9290
Maintain consistency of high quality wave 1 teaching in light of staffing changes	Non-class based Deputy Head with a specific focus supporting staff new to teaching and to the school	Mixed: The Deputy Head successfully supported and mentored two NQTs through their first year of teaching. NQTs were supported in recognising barriers to learning in their classes, both of which have a high proportion of children eligible for PP. (65% Y5 and 52% Y6). NQT records demonstrate that the DH had high impact on the quality of teaching of both NQTs. Accelerated progress for all children this academic year in Y5 and Y6 (teacher assessment)	Progress in Y5 is minimum sufficient for both PP and non-PP children, however non-PP made on average more steps progress in RWM. Other factors over which we had no control also impacted on both classes. This was a high degree of mobility throughout the year, including new children joining us at various level of bilingualism. The Deputy Head will continue to be non-class based and internal tracking data will be used to ensure he is best placed to have maximum impact in his support for T&L	£14000
Good to outstanding teaching in all year groups	Dedicated Teaching Assistant in class all day.	Medium: Progress for all children in reading and maths has been at least good in Y3, 4, 5. Progress between the two groups in Y3 is similar. There is a gap in progress between the two groups in Y4 however this has diminished across the year and is smaller. In Y5, when the impact of inward mobility is removed (children joining at the beginning of the year) the difference between PP and non-PP is more diminished. In KS1 both children eligible for PP and non PP children made at least minimum sufficient progress however the SEMH needs of some PP has continued to be a barrier.	Monitoring demonstrates impact of TAs is good throughout the school. However in some classes the impact on the quality of learning is at times outstanding. The school will be using a 'lesson study' approach next year to further develop TA practice in the classroom	£81602

ii. Targeted support				
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
Manage the social, emotional and behaviour need within the school. Provide holistic support for children and their families	<p>Additional staff in classes with greatest need</p> <p>Permanent full time learning mentor employed by the school</p> <p>Membership of the Gade Schools Partnership</p> <p>Use of meditation</p>	<p>High: The school acknowledged that was a substantial change in the need of the school community, particularly in KS1. In order to minimise impact on all children (including PP eligible children) and to provide support to some children, additional staff were engaged to provide 1:1 support. The Learning mentor ran, with an additional member of staff, Nurture group. A personalised outdoor-based curriculum was delivered to one child in Yr2 during their first term. Out of the group of children requiring targeted interventions for SEM needs, 87% are children eligible for PP.</p> <p>Impact can be demonstrated through individual and group case studies.</p> <p>The school has also used the Families First approach (CAF) to support families at home.</p>	<p>Due to the rapidly changing context of the school (in terms of needs of the family). The school will be continuing with this approach. What the school will be doing, having reflected on it's response to this need, is developing a system which can track more measurably the impact on each child.</p> <p>The school will continue to develop it's expertise through staff training, sharing of experiences and through external support.</p>	£23000
iii. 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
All staff to be able to understand and respond effectively to social, emotional and behavioural needs	<p>External CPD for all on Attachment Theory</p> <p>Additional CPD on supporting emotional and behaviour</p>	<p>Staff acknowledge that improving their own understanding of why children behave in certain ways has helped the way in which they support individuals.</p> <p>All staff are now more skilled in working with some of the children with additional needs (and who are</p>	<p>It will be important to revisit this CPD, particularly as new staff join the school. The school now has a good foundation of expertise and will use this to respond more effectively to children, particularly younger children as they come in to the school.</p>	£2660

	needs for some	mainly PP). Some staff are now more well equipped skills wise to support some children. This has had an impact on all children, including PP		
To build self-esteem, confidence and musical aptitude through long term music tuition	Children eligible for PP demonstrating music ability and enthusiasm receive tuition on a range of instruments over time (djembe, clarinet, brass and guitar)	Evidence from pupil voice and other sources shows that impact can be demonstrated on attendance, progress for some, and self esteem.	This is a high value intervention and lessons learned from this academic year are to ensure that the children and parents also value this opportunity.	£8500

7. Additional detail

The context of the school changed suddenly at the beginning of the academic year with a marked increase in children displaying challenging social and emotional needs. The school responded effectively but has grown over this year in it's knowledge and experience of meeting this extreme needs. Mobility has been high in both Year 5 and Year 6 across the year which has also had an impact on the stability of the existing children as class dynamics rapidly alter.