

Pupil premium strategy statement

School overview

Metric	Data
School name	Micklem Primary School
Pupils in school	214
Proportion of disadvantaged pupils	Click or tap here to enter text.
Pupil premium allocation this academic year	£91080
Academic year or years covered by statement	2019 - 2020
Publish date	November 2019
Review date	September 2020
Statement authorised by	Liz Ormonde
Pupil premium lead	Liz Ormonde
Governor lead	Allison Brown

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-0.79
Writing	+2.52
Maths	+0.29

Disadvantaged attainment scores for last academic year

Measure	Score
Meeting expected standard at KS2 (RWM)	66.7%
Achieving high standard at KS2 (RWM)	0%
Meeting expected standard at KS2 reading	77.8%
Meeting high standard at KS2 reading	11.1%
Meeting expected standard at KS2 writing	88.9%
Meeting greater depth at KS2 writing	22.2%
Meeting expected standard at KS2 maths	77.8%
Meeting high standard at KS2 maths	11.1%
Meeting expected standard GPS	88.9%
Meeting high standard GPS	11.1%

Strategy aims for disadvantaged pupils	
Measure	Activity
Priority 1	Ensure sufficiently skilled staff are in place to deliver planned interventions
Priority 2	Sufficient resources available to support delivery of planned interventions including training
Barriers to learning these priorities address	Specific barriers to learning (SPLD) Gaps in basic skills (including phonics)
Projected spending	

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Demonstrate accelerated progress for pupils with low prior attainment	July 2020
Progress in Writing	Demonstrate accelerated progress for pupils with low prior attainment	July 2020
Progress in Mathematics	Demonstrate accelerated progress for pupils with low prior attainment	July 2020
Phonics	Achieve national standard in phonics screening check	July 2020
Other	Improve outcomes at GLD in reading and writing compared to 2019	July 2020

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Timetables for teaching assistants are focussed on providing support in order to address gaps in basic skills Complete re-organisation of the timetable to enable TAs to support the lowest 20% (The majority being PPG). Where possible these interventions are being ringfenced and support being maintained rather than TAs being pulled away for cover. The majority of interventions did not start till after half term and therefore SLT will not be reviewing impact until Feb half term.
Priority 2	Purchase of training for teaching assistants where appropriate (phonics). English lead and EYs lead did whole staff phonics training at the January INSET for all TAs.

	<p>All TAs attended HfL maths training for TAs (Jan '20)</p> <p>Three TAs will be attending HfL training phase 2-4 phonics (Feb '20)</p> <p>Purchase of additional laptops for use with Clicker and word Shark</p> <p>These will be built in to 20/21 budget once it can be demonstrated that existing laptops with clicker (currently 5) are being used to support. Agreed to purchase of word Shark</p> <p>Purchase of additional resources (numicon)</p> <p>Maths subject leader carried out an audit and addressed any gaps in resourcing.</p> <p>Additional action in place</p> <p>English Subject Lead (who has strong SPLD experience) is currently receiving additional time (0.1) for an SPLD focus, this includes staff training, assessment of individuals, developing of programmes as a response. Impact will be reviewed at Feb half term.</p>
Barriers to learning these priorities address	<p>Specific barriers to learning (SPLD)</p> <p>Gaps in basic skills (including phonics)</p>
Projected spending	£80,000

Wider strategies for current academic year

Measure	Activity
Priority 1	<p>Homework club for targeted pupils</p> <p>Approximately 75% of pupils attending are PPG – impact not yet identified</p> <p>Breakfast club for soft start to the day</p> <p>This has not had measurable impact on key families in terms of attendance and readiness for the school day</p>
Priority 2	<p>Learning mentor with focus on nurture and therapeutic support and who leads on improving attendance</p> <p>Difficult to demonstrate 'hard data' for but case studies would show impact over time. (previous Y6, links can be made to data)</p>
Barriers to learning these priorities address	Increased attendance and readiness to learn
Projected spending	<p>£1000 homework club</p> <p>£1900 breakfast club</p> <p>£12,000 learning mentor</p> <p>£3180 counselling</p>

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Teachers confident to differentiate effectively	Use of INSET days, support from Teaching and Learning Advisors for continued professional development
Targeted support	Support for TAs to deliver high quality interventions	Release time for English Leader to support assessment and train teaching assistants
Wider strategies	Building the support for school with the most challenged families	Learning mentor and pastoral support team

Review: last year's aims and outcomes

Aim	Outcome
Reduce gaps in learning	Outcomes at the end of KS2 were above national for disadvantaged pupils
Improve poor language and vocabulary skills identified on entry to Nursery and Reception	64% of disadvantaged pupils attained GLD in Communication, Language and listening (20% gap between non-disadvantaged)
Reduce social, emotional and behavioural barriers to learning	Reduced number of exclusions for individual pupils. Pastoral system in place – impact identified via case studies