

# Pupil premium strategy statement Micklem Primary School

1. Summary information					
<b>School</b>	Micklem Primary School				
<b>Academic Year</b>	2018 – 19	<b>Total PP budget</b>	£109408	<b>Date of most recent PP Review</b>	Jan 2018 (in house)
<b>Total number of pupils</b>	205 (incl 16 nursery)	<b>Number of pupils eligible for PP</b>	84	<b>Date for next internal review of this strategy</b>	Jan 2019

2. Current attainment					
	<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (national average)</i>		
<b>% achieving in reading, writing and maths</b>	85%		75%		
	School Pupil premium		School non pupil premium plus gap		
<b>*For year 6 non pp is national other and is provisional % making progress in reading</b>	Y6 Test	+1.61	Y6 Test	+6.55	-4.94
	Whole school	79%	Whole school	89%	-10
<b>% making progress in writing</b>	Y6 TA	+2.4	Y6 Test	+4.3	-1.9
	Whole school	73%	Whole school	83%	-10
<b>% making progress in maths</b>	Y6 Test	+1.25	Y6 Test	+3.36	-2.11
	Whole school	100%	Whole school	93%	+7

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Gaps in learning	
<b>B.</b>	Poor language and vocabulary skills identified on entry in to Nursery and Reception	
<b>C.</b>	Social, emotional and behavioural issues	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>C.</b>	Attendance	
<b>D.</b>	Family vulnerabilities	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Gaps in learning for individual PP pupils closed	Accelerated progress and higher levels of attainment for PPG
<b>B.</b>	Accelerated language development throughout EYFS and KS1.	Wellcomm screening used in EYFS to identify gaps and interventions planned accordingly. Increased average point score in CLL for all children. No identified gap between PP and other.
<b>C.</b>	Increased levels of self-regulation identified amongst children with SEMH vulnerabilities.	School tracking systems for improvements in SEMH demonstrate the impact of the school's work. Children identified with SEMH make accelerated progress
<b>D.</b>	Poor attendance is quickly identified. Reasons for poor attendance are established and a range of strategies implemented to overcome this rapidly.	Pupil premium attendance to be at least national expectations
<b>E.</b>	Wider support for vulnerable families is identified and families are supported to engage with external support in order to have an impact on progress and attainment.	Harder to reach families engage with external support and agencies therefore having a positive impact on learning within school.

5. Planned expenditure					
Academic year		2018 - 2019			
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?
Impact of assessment and feedback on rates of progress for pupil premium children to reduce gaps in learning	A: Additional non-class based pupil premium focussed teacher. The PP teacher will be based initially in Y6 and will focus on gaps. She will then move through the school according to need.	The school trialled a highly focussed approach of assess, identify, address with the previous Y6 cohort. This had a high level of impact on all children including the pupil premium group.	The PP teacher will work in collaboration with class teachers. Impact will be reviewed through monitoring (progress in books), data (termly) and quality of teaching (regular monitoring). The Senior Leadership Team will review impact regularly.	Senior Leadership Team	January 2019  £20653 <i>Use of provision tweaked in accordance with need – focus now on Y2 reading/ writing/ phonics and Y6 maths Also enabling Y6 teacher to focus on high attaining children to increase proportion at the higher level.</i>

Good to outstanding teaching in all year groups	A: Dedicated Teaching Assistant in class all day.	We use the best practice guidance from the Education Endowment Foundation with regard to support staff. Teaching Assistants in school are highly skilled (OFSTED 2018). This is a result of PP spending in previous years on training and releasing the DHT to support and guide. Each class has at least one Teaching Assistant. TAs have increasing skills in instant feedback and guidance. Additionally they will address gaps and difficulties through the use of 'spot' interventions on the same day. The impact of this will be on increasing progress for all levels of attainment	The Teaching Assistant team is managed by the Deputy Head, who is non-class based. This enables focussed CPD and performance management targets that are appropriate to this action. Monitoring includes the practice of TAs and tailored support can be given when appropriate	Senior Leadership Team	On-going TAs have accessed supporting with English training. 1 TA is completing ELKAN training; we have a dedicated SEN TA working with the spld base Spot interventions are being used effectively.
<b>Total budgeted cost</b>					<b>£102102</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>

<p>To rapidly diminish the 'word gap' in Early Years and Key stage 1</p>	<p>B:Teaching staff in KS1 and EYFS attended Talk for Writing CPD to be able to agree a joint approach towards developing language. Wellcomm screening is used in Early years to identify specific gaps in speech and language. Further CPD for all staff and a sharp focus on ensuring the quality of provision supports rich opportunities for language. Funding will also ensure that resourcing the environment is not a barrier</p>	<p>Communication and Language approaches from the EEF Early Years Toolkit has been the starting point for our initial work in this area. We introduced screening in the previous academic year to highlight what issues we had. Following the advice further we are developing a range of strategies to improve adult practice</p>	<p>The English subject leader along with the EYFS leader are monitoring the use and impact of all approaches</p>	<p>EYFS leader</p>	<p>Throughout the year with a review of progress in January 2019</p> <p>T4W - £1000</p> <p><i>Progress for PPG in Y2 is accelerating</i></p> <p><i>WELLCOM screening has taken place and interventions are beginning to happen – this is an area for further development</i></p>
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<p>To improve self-regulation skills of pupils with behavioural barriers to enable learning to take place</p>	<p>C: We have put in place a discrete pastoral team to work by on an intervention basis and on an emergency basis. The aim of this is to minimise the number of exclusions arising from challenging behaviour and to pre-empt potential issues. . As well as 'in-house' support we buy in counselling services, meditation and other specialist services</p>	<p><i>"A pupil cannot benefit from a lesson if they are not present in the classroom, engaged in the lesson, and behaving appropriately for learning."</i> (EEF) Work in this area is based on this premise and experience of working with a challenging cohort of children who in Year 3 2018/19</p>	<p>The Deputy Head is leading the pastoral team. He has established systems for identifying vulnerable children. He has established systems for measuring and tracking impact. He has line management and day-to-day responsibility for managing the pastoral team. The HT and Governing Body will monitor the impact of this targeted support</p>	<p>DHT</p>	<p>Half termly Nurture £6541 (x75%)=£4906 Learning Mentor £18224 (x75%)=£13668</p> <p><i>The priority list is regularly reviewed in light of rising issues</i></p>
<p>To improve the overall attendance of PPG to at least national and to at least match that of other pupils</p>	<p>D: The Learning Mentor has the responsibility of following up absence and seeking to engage families in the importance of attending school every day. This is done through rigorous follow up and with the leadership and guidance of the Deputy Head through his overview of the pastoral system in school</p>	<p>The impact of poor attendance on educational outcomes is research based</p>	<p>This is a key area of development for the school and is overseen by the SLT and the Governing Body. The SLT review weekly and the Governing Body review attendance figures regularly.</p>	<p>SLT/ FGB</p>	<p>On going</p> <p><i>Jan'19 impact on some individuals can be seen</i></p>
<p><b>Total budgeted cost</b></p>					<p><b>£ 19574</b></p>

<b>iv. Other approaches</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>
Providing wider family support is a key focus. This supports vulnerable families in times of crisis as well as developing trust with the school. Trusting the school enables us to provide or signpost to appropriate support.	We employ a Learning Mentor and part of her role is to engage on an informal basis with families. We also buy in to Family Support Services	The school's own evidence of impact over time demonstrates that knowing our families well facilitates appropriate support when needed. Case studies have shown the impact on the child in relation to attendance and social and emotional barriers to learning.	As above – this is lead specifically by the Deputy Head	DHT	January 2019  (cost included above)  Family support Worker £5113  <i>In place and effective where families engage – next steps to support further engagement of harder to reach families</i>
To build self-esteem, confidence and musical aptitude through long term music tuition	Music tuition on either 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.
<b>Total budgeted cost</b>					<b>£5113</b>

6. Review of expenditure				
Previous Academic Year		2017 – 2018		
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)	
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.	Good: Teaching has been identified as good in the school. Outcomes at the end of KS2 are strong and stronger for PP children than non PP children. The 'improving progress in maths project' helped identify issues around assessment and supported the school in being able to engage in tightly focussed tracking of our Y6 cohort. There is a positive gap between PPG and non PPG within school in terms of progress (+7%)	This approach will continue. We will be further developing our approach to maths and realise that focus CPD for our support staff should also be part of the development of our maths curriculum. Teaching is strong across the school and performance management will continue to be linked to personal next steps for teachers and teaching assistants	
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	Mixed: Impact has been seen in outcomes at the end of KS2 as detailed above. Impact throughout the school has not been as strong as anticipated. Often Teaching assistants have provided additional support to manage behaviour due to unmet needs of PPG children in particular.	This approach will continue. However due to the SEMH needs of children in both Y1, Y2 and Y3 the impact of some of our TAs has been to provide additional behaviour support to enable others to learn. Having reviewed this situation we have developed a nurture strategy to ensure TAs can carry out their core role.	

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	
<p>Further embed systems of support for the emotional and social needs of PP children</p> <p>To improve the overall attendance of Pupil premium children</p>	<p>Full time Learning Mentor providing support internally and also linking with external agencies to further develop wider family support.</p> <p>Continued membership of the Gade Schools Partnership to access the support available through this team.</p>	<p>Mixed impact due to the overwhelming level of need with which the school was faced this year. The School Family Support Worker had wider impact with several of our families in terms of supporting with wider issues. The impact in school cannot be verified through any hard evidence. The Learning Mentor had to focus a lot of her time on a small group of children for whom there had been multiple exclusions. Her impact reduced the number of exclusions to zero however there was little impact on academic attainment.</p>	<p>We have learnt that we need to adapt our strategy to pre-empt 'nurture' need at an earlier stage. Consequently we have reviewed our budget and staffing and we have increased our nurture team to enable us to do this.</p>	
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	
<p>Children to be confident, resilient learners</p>	<p>Use of growth mindset, learning without limits and the school's own Learning Powers.</p>	<p>This has an impact on all children. Children are able to articulate what makes them a good learner.</p>	<p>It is important to ensure that this approach is consistent through re-visiting and using it as part of staff induction. The school has buildt key elements of this approach into it's SMSC provision.</p>	
<p>Progress in lessons</p>	<p>Consistent</p>	<p>Where this is used consistently it is</p>	<p>This has not been used consistently at all times and</p>	

and overtime is maximised through the use of effective feedback	application of the school's marking and feedback policy by all staff	highly effective.	monitoring and expectation needs to be more rigorous overtime. This has been addressed by improving the schools monitoring systems.
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**7. Additional detail**