

Pupil Premium Strategy statement

1. Summary information					
Academic year	2016/17	Total PP budget	£42,820	Date of most recent PP review	2015-16
Total number of pupils	260	Number of pupils eligible for PP	41 (15%)	Date for next internal review of this strategy	Summer 2 '17

2. Current/ historical attainment – This is Year 2 only as no national data for Year 4. These figures are for 2016 and based on <u>4</u> pupils)			
	Percentage of pupils eligible for PP who were secure at Millfields	Pupils eligible for PP nationally	Pupils <u>not</u> eligible for PP nationally
% Reading	75%	78%	78%
% Writing	50%	70%	70%
% Maths	75%	77%	77%

3. Barriers to future attainment (for all pupils eligible for PP)	
In school barriers	
A	Social emotional development, low level of basic skills (improving rapidly)
B	Delayed development in core subjects due to social/ emotional barriers
External barriers	
C	Attachment for one LAC/ FSM pupil.
D	Attendance for one Ever 6 pupil

4. Outcomes		
Desired outcomes and how they will be measured	Success criteria	
A	Improved social emotional development	Pupils with improved learning behaviours as a result of improved emotional development.
B	Expected or better than expected progress across core subjects	100% of pupils make expected or better than expected progress. (4 out of 4)
C	Successful in school/ external attachments	Pupils with improved learning behaviours as a result of secure attachments.
D	Improved attendance rate for one pupil	Pupil no longer classed as PA (persistent absentee) with attendance at 95+%.

5. Planned expenditure – 2016/17					
Quality of teaching for all					
Desired outcome	Actions	Evidence/ rationale for action	Implementation	Staff lead	Review date/s
A Improved social and emotional development	School ethos/ vision School behaviour policy PSHE curriculum teaching Collective worship Learning partner work	Evidence from National Association for PSHE teaching Shirley Clarke- 2009 use of talk partners to improve attainment (Hexthorpe Primary)	Daily as evidenced through SLT monitoring	Headteacher Deputy Headteacher	Half termly
B Expected or better than expected progress across core subjects	Target teaching (additional teacher) Pupil progress meetings Consistency of quality first teaching Staff CPD – Ts and TAs Monitoring by SLT Network work cross school	Teacher Development Trust – impact of CPD evidence DfE National strategies and AfA School to school support – NCTL Feb 2015	See programme for staff training/ pupil progress meetings/ BCM networking	Headteacher Deputy Headteacher	Half termly
C Successful in school/external attachments	School ethos/ vision School behaviour policy PSHE curriculum teaching Collective worship Learning partner work	Evidence from National Association for PSHE teaching Shirley Clarke- 2009 use of talk partners to improve attainment (Hexthorpe Primary)	Daily as evidenced through SLT monitoring	Headteacher Deputy Headteacher	Half termly
Targeted support					
Desired outcome	Actions	Evidence/ rationale for action	Implementation	Staff lead	Review date/s
A Improved social and emotional development	Relationship based play Key workers to support individual needs Lunch club and Fun club + SENCo lunch club	Relationship based play 1 to 1 –	Intervention planned for individual pupils (see intervention). Lunch club and Fun club TAs and Ts timetabled to deliver relationship based play following training from ISL (now Virtual School). Lunch club daily and Fun club weekly	Deputy Headteacher and TAs delivering sessions	Every ten sessions and interventions adapted accordingly
C Successful in school/external attachments	Relationship based play Key workers to support individual needs	Relationship based play 1 to 1 –	Intervention planned for individual pupil (see intervention). TAs and Ts timetabled to deliver relationship based play following training from ISL (now Virtual School). Lunch club daily and Fun club weekly	Deputy Headteacher and TAs delivering sessions	Every ten sessions and interventions adapted accordingly
Other approaches					
Desired outcome	Actions	Evidence/ rationale for action	Implementation	Staff lead	Review date/s
D Improved attendance rate for 5 pupils	Regular monitoring First day calling Regular input from school to family Role provided for pupil to ensure early arrival in school	NFER research on impact of attendance Without higher attendance, the attainment gap is likely to widen	Attendance monitored weekly Role monitored and adapted as needed	Deputy Headteacher Admin officer	Weekly and adapted
TOTAL BUDGETED COST for targeted support					£ £42,820

6. Review of expenditure – previous academic year 2015-2016 actual £49,075.49

Quality of teaching for all (as a result of additional adults)				
Desired outcome	Actions	Estimated impact	Lessons learned	Cost
Close the gap between 5 Year 3 chd and national expectation	-reading support: 1 to 1 Reading and Precision teaching -writing: grammar focus work Pre-teaching	Success criteria met- high impact.	Continue with quality first teaching and current interventions. Language intervention became a significant barrier and consider this prior to other intervention.	£18,900 £2,520
Close the gap between 5 Year 2 pupils and national expectation	-reading support: 1 to 1 Reading and precision teaching	Success criteria met- high impact.	See above.	As part of above
Raise attainment in reading for Year 2 children	-reading support: 1 to 1 Reading and precision teaching	Success criteria met – high impact.	Current intervention success warrants further similar action.	See above
Improved social and emotional development for 5 children	-key worker support -relationship based play. Lunch club and Fun club	Success criteria met – high impact.	Continue and add in further sessions to support more targeted areas for development.	£6,480 £1,620
Targeted support				
Desired outcome	Actions	Estimated impact	Lessons learned	Cost
Improved social and emotional development for 4 children	-key worker support -relationship based play Lunch club and Fun club	Success criteria met – high impact.	Continue and add in further sessions to support more targeted areas for development.	£3,240 £1,512
Achieve national expectation for 5 Year 2 pupils	-reading and writing support as above -pre teaching in maths	Success criteria partly met- medium impact.	Maths – language remains a considerable barrier and pre teaching would require further work on vocabulary.	As part of above
Raise attainment in writing through development of grammar for 5 Year 3 children	-writing: grammar focus work through S&L team	Success criteria partly met – medium impact.	Further S&L work required in order to develop basic language barriers.	See above
Other approaches				
Desired outcome	Actions	Estimated impact	Lessons learned	Cost
Improved social and emotional behaviours to enable children to be able to access the curriculum at the correct level	Continued professional development for SENCo, Teachers and TA's including training for supporting behavioural issues (PBT) Precision teaching training Educational Psychologist – CPD for staff, workshops for parents, in school observations and support for SENCo	Success criteria met – high impact.	Identified need for children to have access to targeted, quality social an emotional support by trained professional. Set up SENCo lunch club.	£2,500 £4,320 £1,750
Inclusion of all PP children to have full access to all aspects of school life.	Support the funding of educational and residential visits, uniform, Fun Club iPads and curriculum resources.	Success criteria met – high impact.	These high levels of support impact greatly on the learning behaviours, attitudes and outcomes for these children	£1,754 £2,200
Raising Aspiration and levels of engagement in reading	Literacy Trust subscription and staff training Book Bench Literacy and Art project Bromsgrove Library visits Purchase of quality texts Visit by a group of children to interview Helen Hyde Head of Personnel John Lewis Group	Success criteria met – high impact.	Ensure planned projects develop the impact for a broader group of children.	£1,200 £1,100