

Pupil premium strategy statement

School overview

Metric	Data
School name	Milecastle Primary School
Pupils in school	197
Proportion of disadvantaged pupils	21.32%
Pupil premium allocation this academic year	£59,360
Academic year or years covered by statement	2018/19
Publish date	November 2019
Review date	February 2020
Statement authorised by	Suzanne Richardson
Pupil premium lead	Suzanne Richardson
Governor lead	Bob Morgan

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-1.4
Writing	-1.1
Maths	0.1

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	66.7%
Achieving high standard at KS2	0%
Measure	Activity
Priority 1	Use of targeted small group intervention for the teaching of phonics and reading throughout EYFS and KS1 and in Year 3. Ensuring staff have all of the relevant training to deliver these interventions effectively.
Priority 2	Work with the maths hub and the Teacher Research Group and purchase resources and any necessary text books to support the introduction of the Teaching for Mastery approach across all year groups.
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions.

Projected spending	£50, 000
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Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 reading (0)	September 21
Progress in Writing	Achieve national average progress scores in KS2 writing (0)	September 21
Progress in Mathematics	Achieve national average progress scores in KS2 maths (0)	September 21
Phonics	Achieve national average expected standard in PSC.	September 21
Other	To continue to improve the attendance of the disadvantaged pupils and remain below the LA average (5.0%)	September 21

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	Purchase further phonic reading resources for use in EYFS and KS1 which support the phonic teaching and teaching of reading.
Priority 2	Establish targeted small group intervention or 1:1 for maths across all year groups for disadvantaged pupils falling behind age related expectations, including the purchase of appropriate resources.
Barriers to learning these priorities address	This approach helps to provide additional teaching for repeated learning for those children who need this reinforcement of learning or to prevent them from falling behind using an evidence based approach to whole class teaching interventions. It also encourages wider reading and provides catch-up in maths, particularly in an area of weakness.
Projected spending	£50,000

Wider strategies for current academic year

Measure	Activity
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Priority 1	To support the emotional well-being of our most disadvantaged children through the Curious Beasts Project.
Priority 2	To provide wider curriculum experiences for our disadvantaged children.
Barriers to learning these priorities address	Mental health and emotional wellbeing of pupils can affect their ability to learn effectively. Lack of rich and cultural experience has a negative impact on pupils and their wider understanding as well as their vocabulary acquisition.
Projected spending	£10,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff development and participation in the research group.	Additional cover provided to release staff to attend research group and to prepare subsequent staff meetings.
Targeted support	Ensuring enough time for teacher or support staff to support small groups.	Clear but flexible timetabling of support staff to enable interventions.
Wider strategies	Engaging the families facing most challenges.	Working closely with the LA and FWO at Walbottle Campus (Previous FWO at Milecastle) on outreach work. HT and SBM time allocated to ensure effective monitoring and follow up work is completed.

Review: last year's aims and outcomes

Aim	Outcome
Maintain high standards of attainment throughout school in reading, writing and maths.	<p>Reading 94.7%</p> <p>Writing 78.9%</p> <p>Maths 89.5%</p> <p>Disadvantaged data shows no significant gaps in attainment or progress.</p> <p>PP 100% GLD 2019 compared to All 76.67%.</p> <p>PP 77.8% phonic screening test compared to all 76.7%.</p> <p>PP 83% reading at KS2 83% writing and 83% maths. All 100% reading 77%</p>

	writing 92% maths. (based around a cohort of 6 children)
Improved progress for high attaining pupils in maths and writing.	Reading 15.8% Writing 10.5% Maths 15.8%
Targeted intervention for identified children throughout school	Improved reading scores on Salford reading test for all pupils following work in Nessy and Project X:Code intervention.
Increased attendance rates	96.4% overall attendance continuing the downward absence trend and 95.3% for PP children – a further decrease from 94.8% and 93.9% the previous 2 years). Parenting Contracts offered and supported by FWO. Fines made for holidays taken during term time or warning letters for first offence. Traffic light sent out each term.
Ensure the emotional well-being of all children	Everyday Magic pilot project in school with all children participating. Everyday Magic award added to celebration assembly. Increase number of 'acts of kindness' evident across school (see tracker sheet). Nurture space created in school. Educational psychologist working with targeted children. CYPS referrals made. Pastoral time provided to DHT and SLT for providing support to pupils.
Ensure equality of opportunity for children with PP entitlement.	Participation in all school trips, including the residential in Year 5. Attendance of PP children at after school clubs.