



Pupil Premium Strategy Statement September 2018


1. Summary information					
School	Milecastle Primary School				
Academic Year	17-18	Total PP budget	£64 360	Date of most recent PP Review	Sept 2018
Total number of pupils	191	Number of pupils eligible for PP	43	Date for next PP Strategy Review	July 2018

2. A) Current attainment KS2 RESULTS 2018		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected Standard in reading, writing and maths	6/7 86%	64%
% achieving expected standard in reading	6/7 86%	75%
% achieving expected standard in writing	7/7 100%	78%
% achieving expected standard in maths	7/7 100%	76%
% achieving expected standard in GPS	7/7 100%	78%
2. B) Current attainment KS1 RESULTS 2018		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected Standard in reading, writing and maths	6/6 100%	64%
% achieving expected standard in reading	6/6 100%	76%

% achieving expected standard in writing	6/6 100%	68%
% achieving expected standard in maths	6/6 100%	75%
2. C) Current attainment End of Reception 2018		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving Good Level of Development	0/3 0%	69%
% achieving expected standard in reading	0/3 0%	77%
% achieving expected standard in writing	0/3 0%	73%
% achieving expected standard in maths	2/3 67%	75%
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	23% of current PP pupils have additional needs.	
B.	Some concerns over the impact of challenging behaviours and the impact on learning and progress.	
C.	26% of current Year 6 are pupil premium, in addition to 26% SEN. This, alongside the emotinal well-being and mental health of a number of pupils in this class is concerning.	
External barriers		
D.	Inconsistent parental support/engagement with learning including the development of basic skills and access to enrichment activities which support a broad and balanced learning experience. Note that lack of support may impact on learning in school.	
E.	Attendance rates for pupils eligible for PP are 95% (below the school target of 97%). This reduces their school hours and can limit their ability to make rapid progress in order to achieve their academic targets.	

4. Outcomes		Success criteria
A.	Children will have clear targets, targeted intervention programmes and differentiated in class support to meet their learning needs. Children may also have targeted intervention support which is delivered 1:1 or within small groups beyond the classroom.	Attainment and progress of children entitled to PP will be in line with non PP children.
B C	Children will have clear targets, targeted intervention programmes and differentiated in class support to meet their learning needs. Children will have access to all enrichment activities both within and beyond the school day and will be supported and engaged in the learning process.	Children will be able to participate in all enrichment activities.
C.	Improved and more consistent attendance rates for pupils eligible for PP. Lowering of rates for persistent absence of individuals or family groups.	Overall PP attendance improves in line with other pupils.
D.	Parental support/engagement will be targeted through family learning activities, inviting parents in for a 'book look' and meetings for parents for Reception and Year 1 linked to basic skills.	Parents will engage in their child's learning and support them through reading at home and homework.
E.	Increased attendance rates for pupils eligible for PP.	Overall attendance among pupil eligible for PP improves.

5. Planned expenditure					
Academic Year		2018-9 £49 140 estimated			
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					
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?

<p>Maintain high standards of attainment throughout school in reading, writing and maths.</p> <p>Improved progress for high attaining pupils in maths and writing.</p>	<p>Staff training, use of SLEs. Use of INSET days for whole staff training. Whole school staff training e.g. Talk for Writing, Maths Mastery Hub. Use of assessment system to track progress. Revised planning in literacy after training. Continue to expand resources. Embed 'Take One Book' and add to range of books studied. Continue dedicated story time each day. Weekly small group sessions for pupils with experienced teacher within usual lesson. Update library provision and promote reading for pleasure.</p>	<p>Evidence supporting whole school training in order to ensure consistency of approach across school.</p> <p>Analysis of evidence from children's end of year performance throughout school - number reaching age related expectations, evidence from internal and external monitoring.</p> <p>Evidence from impact of schemes used in previous years.</p> <p>Evidence of success from previous year.</p> <p>Increased exposure to good quality texts and promoting the reading for pleasure agenda.</p>	<p>Monitoring of planning, lesson observations, work scrutinies and pupil progress reviews.</p> <p>Pupil Voice feedback.</p> <p>Governor feedback as part of their School Improvement Plan monitoring.</p>	<p>Lit and maths co-ords.</p> <p>SLT</p>	<p>Termly (Nov, Mar, July) 2018/19</p> 
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Targeted intervention packages.	Whole school out of school reading challenges - target PP children. Build on previous experience.	Good level of engagement previously. Confidence in the results of previous use.	Pupil progress reviews, attainment and progress of children.	Lit co-ord SENCo Mgt team	autumn 2018, summer 2019 November 2018 March 2019 and July 2019
Total budgeted cost					£10 000
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?
Identified children throughout school taking part in targeted support programme.	Maintain small class sizes at the upper end of the school and allocate additional in class support in classes of younger children.	Evidence from support allocated previous year and analysis of impact.	Regular assessments. Lesson observations, professional discussions with class teachers, pupil progress reviews. Annotated planning.	SLT, class teachers	At each termly pupil progress meeting

Increased attendance rates	Part time Family Welfare Support officer employed to monitor pupils and follow up quickly on absences. First day response provision.	Ensure that children are in school and have access to all teaching and learning opportunities.	Thorough briefing of support worker about existing absence issues. Daily first response. Weekly attendance monitoring and reward system. Engagement and contact with parents, including parenting contracts offered where appropriate.	HT Admin Staff, FWSO	Weekly 2018-9
Total budgeted cost					£23 000
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?

<p>Ensure the emotional well-being of all children</p>	<p>Children have appropriate and timely support.</p>	<p>Evidence suggests that behaviour interventions can produce improvements in academic performance along with a decrease in behaviour concerns.</p>	<p>The emotional well-being of targeted children will be markedly improved as children will be able to focus on academic issues with reduced focus on behavioural barriers.</p>	<p>HT, DHT FWSO</p>	<p>Termly</p>
	<p>Introduction of 'Every Day is Magic' - emotional well-being and resilience project.</p>	<p>Emotional well-being and resilience is something that has been identified within school as an area to further develop due to the increasing number of children who need additional support in this area.</p>	<p>Staff training. Impact survey will show marked difference in how children felt about themselves. Increase in 'Every Day Magic' within the school and its community.</p>	<p>HT/PSHE Lead</p>	<p>Spring and Summer Term.</p>
	<p>Continuation project for EDM.</p>	<p>We want the project to be sustainable and to develop it across the year and subsequent years.</p>	<p>Staff training. Curriculum review. Staff feedback. Values in action.</p>	<p>HT/PSHE Lead</p>	<p>Spring term and ongoing.</p>

Ensure equality of opportunity for children with PP entitlement.	Individual pupils/families targeted in order that children access extra-curricular activities, residentials, breakfast club, family support and small group booster lessons.	Previous data shows us that children who have accessed a range of educational opportunities within and beyond the school day achieve more highly. There are also often wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers.	More children entitled to pupil premium will access the services/opportunities available to them.	SLT/class teachers, support staff, FWSO	termly
Total budgeted cost from allocation					£49 140

6. Review of expenditure				
Previous Academic Year		TOTAL ALLOCATION =£ 64 360		
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

Additional support Y5	Employment of 0.8 teacher	3/5 PP children attained the expected standard in reading, writing and maths. All 4/5 children attained the expected standard in maths. 1/5 in reading and writing moved onto WTS Year 5 from WTS year 3 and from WTS Year 4 in maths to expected at Y5. All children made at least expected progress.	The support worked extremely well and had a significant impact on behaviour for learning. It also lessened any disruption for the rest of the class. This approach will not continue as they move into year 6 due to smaller class size. Though targeted intervention will continue through a teacher-led approach.	£27 876
Additional support Y6	Employment of 0.6 SA		This will no longer continue despite its success due to class sizes.	£11 658

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

<p>Minimising the impact of challenging behaviour so that children could learn.</p>	<p>Continued support within Y2 from support staff and additional 0.6 teacher delivering intervention strategies.</p> <p>Use of behaviour consultant for 1:1 support sessions.</p> <p>Use of an additional support assistant in Reception to deliver individualised learning and interventions.</p>	<p>Children made outstanding progress in their learning. This includes 100% pass rate for retests in Y2 phonics screener 2018 result. All PP children achieved the expected standard in reading, writing and maths.</p>	<p>Yes - Very effective use of teacher led intervention.</p>	<p>£5812</p> <p>£1 000</p> <p>£17 414</p>
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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)	Cost
<p>To ensure children have access to enrichment activities.</p>	<p>Subsidising residential and day visits.</p>	<p>All children benefited from enrichment activities which included payment for coaches which reduced the cost of the residentials for all children and dayvists/workshops.</p>	<p>Yes - ensures children have access to experiences which engage and enrich their learning.</p>	<p>£1500</p>