

Pupil premium strategy statement 2020 - 2021

1. Summary information					
School	Middleton Primary School				
Academic Year	2020/21	Total PP budget	£236,280	Date of most recent PP Review	Sept. 20
Total number of pupils	400	Number of pupils eligible for PP	183	Date for next internal review of this strategy	

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Any data available is from the end of the academic year 2018-2019 (unless otherwise stated) as the last published data available, due to COVID.

Results for Disadvantaged Pupils	2019 results			Like for Like Data 2019 National			National OTHER data 2019		
	EXP+	GD	Progress	EXP+	GD	Progress	EXP+	GD	Progress
% achieving R, W, M end of KS2	44%	0%	N/A	51%	5%	N/A	71%	13%	N/A
% reading achievement end of KS2	59%	16%	-1.37	62%	17%	-0.66	78%	31%	0.30
% writing achievement end of KS2	69%	3%	-0.73	68%	11%	-0.54	83%	24%	0.25
% maths achievement end of KS2	66%	13%	-1.21	67%	16%	-0.77	84%	32%	0.35
% achieving R, W, M end of KS1	64%	9%	-				N/A	N/A	N/A
% reading standard in KS1	67%	19%	-				78%	28%	N/A
% writing standard in KS1	67%	4%	-				73%	17%	N/A
% maths standard in KS1	79%	14%	-				79%	24%	N/A
% KS1 phonics	92%	-	-				N/A	N/A	N/A

% Y1 phonics	64%	-	-				84%	N/A	N/A
% EYFS GLD (R, W, M combined)	77%	-	-					N/A	N/A

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	Under developed language skills impede disadvantaged children's access to the curriculum and independent learning strategies. As a result, highly structured and targeted teaching strategies are required. Communication and language difficulties are identified in home language and English.
B.	Attainment and progress data for disadvantaged pupils is an uneven picture across the school. Disadvantaged pupils make good progress across KS1, but the gap between disadvantaged and non widens once again through KS2.
C.	Some PP pupils have less varied vocabulary and life experience than their peers This can inhibit their engagement, confidence and access to the curriculum; especially reading activities requiring inference <i>and</i> reasoning about real life problems in maths.
D.	Some PP pupils are hindered in making progress by their SEND needs.
E.	Not enough PP pupils convert to greater depth, including the most able PP.

External barriers (*issues which also require action outside school, such as low attendance rates*)

F.	Attendance rates for pupils eligible for PP are below the target for all children (96%), this reduction in school hour's impacts on their learning. PP pupil's attendance is 95%.
G.	There was a high % of welfare cases for pupils who were eligible for PP in 2019/20. 56% of the welfare cases involve PP children.
H.	Limited access to wider enrichment activities.
I.	Limited to access to IT at home. Particularly relevant during possible bubble closures/access to remote learning, during COVID pandemic.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Teachers frequently use Talking Partners and train pupils to use this method effectively. Regular activities are built into planning across the year, for pupils to learn the skills of articulation questioning, inference and reasoning across the whole curriculum. Success for All program, which is an all-day program in EYFS, focuses on vocabulary and developing speaking and listening skills. EYFS held 'School Readiness' sessions for the pupils entering EYFS. Each child was given a resource bag, including books, pens, play-dough etc.	PP pupils enjoy their reading; confidence and progress improve. PP pupils noticeably make skilful, articulate contribution in class discussion: PP children are noticeably more confident to offer their ideas, suggestions and speculate about work. PP pupils do better with test questions that involve these skills. The gap between PP reading and national NONPP continues to narrow.
B.	PP pupils entering KS2 are frequently, carefully tracked and monitored against national NONPP from their key stage starting points in R, W and M by class teachers. Every class teacher contributes to, the setting of target goals for the key stage journey, especially for those of strong ability making more than.	Those pupils who are eligible for PP close the gap on national NONPP, including those that are of high ability. More conversions between ability groupings happen. More conversion to greater depth occurs.

	Specific tracking happens, and sessions are planned for those pupils that are borderline for conversion. Specific sessions are also planned for high attaining pupils.	
C.	Some PP pupils are accessed to a wider experience base of everyday activities (pre-enrichment activities) that support the topic/area being studied, also real-life problem solving - shopping, negotiating, games playing etc. – and visits such as libraries or local points of interest.	Work in books and discussions within class activities, shows the use of rich, exciting vocabulary; the effects of enrichment is evident.
D.	SEND leads, PP co-ordinators and teachers work cooperatively in an increasingly effective way. Each class that contains a list of essential skills, plus smaller steps account for individual and varied needs (and link with SEND); which contain appropriate headings and monitoring opportunities.	Outcomes for PP pupils with SEND improve and any gaps between PP pupils identified as SEND and others narrow.
E.	No in school gap for pupils attaining GDS	% of DA pupils attaining GDS is close to National Other.
F.	Attendance rates get better for pupils eligible for PP, that are below target, including those that are persistent absentees – moving closer toward in line with the target of 96% attendance for all.	PP pupils, who have poor attendance, spend more time in school – as a result, there is an improvement in progress for those pupils.
G.	PP pupils and their families can access support that meets their needs, as quickly as possible, via a multiagency approach to housing/parenting/social care/hardship. Mechanisms for teacher involvement with welfare personnel and information are effective.	Welfare outcomes for pupils eligible for PP are quickly satisfied; helping to address, support and improve issues so that pupils are not inhibited in their learning and progress, whilst at school.
H.	Some PP pupils are accessed to a wider experience base of everyday activities (pre-enrichment activities) that support the topic/area being studied. Pre-COVID, PP children were funded to visit museums, residential adventure activities etc.	Pupil's life experiences are increased. This can challenge their current world view and their current reality. Visits inspire and open pupil's eyes to a world bigger than Bretton/Peterborough.
I.	PP pupils do not face an additional disadvantage regarding access to IT, to support their learning in the classroom. Catch-up programmes can be maximised and full advantage taken of IT opportunities. Teachers are Apple trained to enable optimum use of this resource.	PP children are able to access IT, alongside non-disadvantaged peers. PP pupils become confident and adept at using IT to benefit their learning and develop potential.

5. Planned expenditure					
Academic year	2020-21				
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?
A.	<p>Transition of skills into the classroom – developing information systems to ensure that anything done in an intervention group is utilised by the teacher in everyday teaching</p> <p>Developing skilful use of talking partners, especially supporting TAs staff</p> <p>Continue to embed the principles of SfA throughout the rest of the curriculum.</p> <p>‘School Readiness’ sessions for forthcoming intake. Parents are advised on how to develop speaking and listening skill. Each child receives books, pens, etc, to share with parents at home.</p>	<p>Oral language skills in EYFS are / tend to be lower for PP pupils than their peers. This slows reading progress in subsequent years.</p> <p>Interventions can often be something that happens separately to the normal curriculum and evidence is not always found where pupils transfer these skills into their work</p>	<p>Teachers take more responsibility, become better informed over the interventions that happen and their impact. Opportunities to use intervention work is planned into lessons.</p> <p>PP coordinator and SENCO, support teachers to adopt intervention practices in the classroom</p> <p>Fluid streaming and constant tracking of SFA groupings</p>	Teachers, PP co-ord, SENCO, leaders	Half termly
B	<p>Pre-COVID, the PP teacher would visit classes across KS 2 to monitor progress and attainment for identified pupils. This year, the PP lead is based in Yr 5, supported a targeted group of learners, with precision teaching.</p> <p>PP champion monitors the progress of PP children. Those identified as falling behind, will be discussed during PPMs and interventions/catch-up programmes identified.</p>	<p>Progress from KS1 is maintained and PP pupils continue to make expected levels of progress from their KS1 starting point.</p>	<p>Monitoring of books and test outcomes. Pupil voice to track pupil engagement.</p>	SFA lead	Half termly

C	SfA focuses upon securing the progress of MPA, to ensure a greater % of DA pupils attain GDS in reading. Increase in writing opportunities. Writing has a clear purpose, with identified stimuli	Some pupils, boys in particular, appear reluctant to write and are unable to transfer the skills learnt in SfA to other pieces of writing. This impacts upon the standards they reach by the end of KS1, GDS in particular.	SfA lead has developed a writing Action plan, which will be monitored half termly and through results of the SfA 8 weekly cycles PP lead will ensure that progress of DA pupils is monitored.	PP and SEND lead	Half termly
F.	Support workers are employed to monitor pupils and follow up quickly on absences. First day response provision.	Attendance rates for pupils eligible for PP are below the target for all children (96%). PP attendance was 95%. We can't improve attainment for children if they aren't attending school.	Regular briefings with support workers about existing absence issues. PP co-ordinator, support workers and leaders collaborate to ensure any processes work smoothly together.		
G.	Pupils' welfare is continuously monitored and the pupil welfare team meet regularly every half term to monitor the welfare of individuals and plan for further actions required. The families are supported in school, through Early Help Assessments, access to parenting courses, NSCPP outreach programmes and additional external agencies.	There was a high % of welfare cases for pupils who were eligible for PP 68% of welfare cases are centred on PP children.		PP lead. LSL and MSL.	Half termly
H.	, also real-life problem solving - shopping, negotiating, games playing etc. – and visits such as libraries or local points of interest. These activities will also support a key area of development for DA pupils in the school – writing. Children will have increased opportunities to write about real events and experiences.	Some PP pupils have less varied vocabulary and life experience than their peers This can inhibit their engagement, confidence and access to the curriculum; especially reading activities requiring inference <i>and</i> reasoning about real life problems in maths.			

Total budgeted cost	Teaching support £63,292 Trips: £10,000 Enrichment: £2,400 SfA resources: £2,650 Acc. reader: £4,000 £11,000 TOTAL: £93,342
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ii. 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?
A & B & C	CODE groups are set up throughout the school (Y2 & 3) x4 afternoons a week, with groups of 4 PP teacher to support those targeted Developing skilful use of talk partners, especially supporting TAs staff with this	Oral language skills in EYFS are / tend to be lower for PP pupils than their peers. This slows reading progress in subsequent years. Language and Communication was an area in the 2018 EYFS outcomes that impacted upon the total number of pupils attaining a GLD overall.	There is a NEALE analysis at the beginning of every half term, which tracks pupil decoding rates (also observational assessment takes place of transition of skills to the classroom).	SFA lead	Half termly
E	PP pupils are accessed to a wider experience base of everyday activities, via planned pre-enrichment activities that support the topic/area being studied. They also take part in real-life problem solving - shopping, negotiating, games playing etc. – and	Some PP pupils have less varied vocabulary and life experience than their peers This can inhibit their engagement, confidence and access to the curriculum; especially reading activities requiring inference <i>and</i> reasoning about real life problems in	Work in books and discussions within class activities, show the use of rich, exciting vocabulary; the effects of enrichment is evident.		Half termly

Total budgeted cost	Total cost for TAs, welfare and attendance officer: : £8,143 £12,824 £4,317 £21,784 (2 days) £22,199 £38,345
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iii. 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?
F.	Pupils have access to a daily breakfast club, free of charge.	Pupils attend school without being hungry. Pupils are ready to learn after		MT	

	<p>Pupils have access to free fruit daily in KS2.</p> <p>Pupils have access to free milk.</p>	<p>accessing a club where they are fed and have a quiet and calm start to their day.</p> <p>Pupils have access to fruit and milk. This promotes a healthier lifestyle and provides children with a mid-morning snack.</p>			
G.	<p>Proposal, following PKAT agreement, to purchase iPads for PP children. These iPads would be for use in and outside of school, to close to gap in access to IT.</p>	<p>Evidence for recent lockdown evidenced that many PP children were not able to access a device at home. Or were sharing a phone with their siblings.</p>		AH	
Total budgeted cost					<p>Breakfast club staff and catering: £7,714</p> <p>Fruit: £5,453</p> <p>Milk: 3,771</p> <p>iPads £23,000</p>

6. Review of expenditure				
Previous Academic Year 2019 - 20				
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)	Cost
	<p>SfA groupings should support pupils and provide less need for intervention work with phonics. EYFS now use the SfA phonics too.</p> <p>Transition of skills into the classroom – developing information systems to ensure that anything done in an intervention group is utilised by the teacher in everyday teaching</p> <p>Developing skilful use of talking partners, especially supporting TAs staff</p>	<p>Success criteria met. KS1 results on a continual upward trend and close to national averages. Phonic check results: the PP who did not attain the expected standard, also had additional SEND needs.</p> <p>Success criteria met. Rigorous monitoring of the SfA lead shows that TAs are better supporting pupils through talking partners and use of sentence stems to develop vocabulary and speaking and listening skills. PP funded TA in EYFS is especially skilled at developing pupils language skills.</p>	<p>Continue Highly successful in raising standards. Will continue with this approach but this time with more focus upon developing writing skills. Also investigate whether SfA moves challenges enough pupils to attain GDS.</p> <p>Continue</p>	<p>£2650 (SfA resources)</p> <p>£4000 (Accelerated Reader)</p> <p>PP TAs £41655</p>
	<p>PP pupils are accessed to a wider experience base of everyday activities, via planned pre-enrichment activities that support the topic/area being studied</p>	<p>Success criteria met. All PP pupils participated in enrichment activities, ranging from residentials, visits to museums, farms, safari parks and local woods. All PP funded. Take up was 100% for these pupils.</p>	<p>Continue – COVID restrictions allowing.</p>	<p>£5,000 external visits</p> <p>£2190 theatre companies</p>

ii. 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
A B	<p>CODE groups are set up throughout the school (Y2 & 3) x4 afternoons a week, with groups of 4</p> <p>TA is employed to specifically hear readers in Y1 & 2 on Monday and Thursday afternoons.</p> <p>Developing skilful use of talk partners, especially supporting TAs staff with this</p>	<p>Success criteria met.</p> <p>KS1 2019 reading results: 73% met EXS.</p> <p>CODE results show that those pupils accessing CODE make accelerated progress in their reading age and begin to access their age appropriate SfA grouping. For individualised score, please refer to CODE tracking document.</p>	<p>Continue. Neale Analysis indicates highly effective with moderate cost.</p> <p>For more info. See CODE pupil results.</p> <p>One pupil removed from CODE due to poor engagement.</p>	£4,317
	<p>Y6 pupils are divided/streamed into x3 classes providing a greater adult to child ratio</p> <p>.</p>	<p>2018 results were well below national averages. Several factors contributed to this. Despite high PP support, PP boys, in particular did not meet the expected standard. Additional support was provided by the welfare and SEND team, but targets were not met.</p> <p>Previous results, particularly in 2017/18, were in line with national averages.</p>		<p>£23,830</p> <p>£23,830</p>
	<p>Third Space Learning 1:1 tuition, for maths.</p>	<p>19 pupils accessed Third Space Learning. Initially, the impact could be seen, in terms of pupil confidence and engagement. However, as the weeks progressed, many pupils did not attend the sessions, in spite of regards and initiatives being offered. Interim results show that impact was minimal.</p>	<p>Not to continue next year.</p>	£7,000
iii. 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 approach)	Cost

	<p>Pupils' attendance is continuously monitored and the pupil welfare team meet regularly every half term to monitor the attendance and punctuality of individuals and plan for further actions required. The Pupil Premium coordinator works closely with families of children who persistently have below expected % of attendance to provide support.</p>	<p>Attendance for disadvantaged pupils increased by 0.12% to 94.56%. The school's attendance officer has been praised by the LA for her outstanding work in ensuring all is done to monitor and support those families whose attendance is below target.</p> <p>The welfare team closely track the welfare of disadvantaged pupils and fund targeted support through guidance for vulnerable families and children. Families are signposted to a range of agencies for support and currently support 21 families through Early Help, 5 CIN, 2 CP and 5 young careers. In 2018, 9 LAC, or former LAC, were supported by the team.</p>	<p>Continue.</p>	<p>£31,089 £34,615 Attendance incentive rewards: £700</p>
	<p>A range of enrichments are provided which match children's needs. Children have access to opportunities that they might not otherwise have accessed. Children are offered opportunities to excel beyond the curriculum. Pupils with limited experiences, poor self-esteem and attitude to learning receive enrichment opportunities that enhance their understanding of the world, feelings of well-being and result in a more positive attitude towards self, school and learning.</p>	<p>Disadvantaged pupils are invited to attend extra curricular clubs, free of charge. This includes dance, football, cricket, drama. Disadvantaged pupils also attend the school's Breakfast Club, free of charge, to ensure children are well nourished.</p>	<p>Continue.</p>	<p>Breakfast Club £11,600 Incs. £3,600 for milk subsidy.</p>

