

Pupil premium strategy statement 2019 - 2020

1. Summary information					
School	Middleton Primary School				
Academic Year	2019/20	Total PP budget	£220,440	Date of most recent PP Review	Sept. 19
Total number of pupils	407	Number of pupils eligible for PP	167	Date for next internal review of this strategy	

2.	3.
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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
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3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Oral language skills in EYFS are / tend to be lower for PP pupils than their peers. This slows reading progress in subsequent years.
B.	Current Year 1: 15% PP <ul style="list-style-type: none"> • Target to increase reading from 60% to 70% EXS+ • Target to increase writing from 40% to 60% EXS+
C.	Current Year 2: 40% PP 40% of PP are also SEND. For those without SEND, there is no in-school gap. <ul style="list-style-type: none"> • Reading: Increase from 48% to 61% • Writing: Increase from 39% to 54% • Combined: Increase from 39% to 52%
D.	Current Year 3: 45% PP There is no in-school gap for PP and non-PP. Maintain progress of MPA to HPA from EYFS to Yr 2.
E.	Current Year 4: 30% PP <ul style="list-style-type: none"> • Reading: Increase % at EXS+ from 65% to 67% • Writing: Increase % at EXS from 45% to 50%. • Combined: Increase combined from 39% to 52%
F.	Current Yr 5: 42% PP. High % of DA pupils are also SEND, 63%. Both vulnerabilities are a real barrier. For those who are PP but do not have SEND: <ul style="list-style-type: none"> • Reading: 8 of the 9 pupils are either EXS of GDS. The remaining pupil is targeted for EXS by the end of the year. • Writing: 7 of the 9 pupils are already EXS+. The remaining two pupils are targeted to reach EXS by the end of the year. Two pupils have moved from MPA in KS1 to GDS. • Maths: 100% of PP non SEND pupils are EXS+ (3 GDS).
G.	Current Y6: 42% PP progress, from the end of KS1 starting point, across KS2 is good in reading and maths, but too slow in writing. Target for writing to move from 24% (Yr 5 result), to 72%.
H.	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.
I.	Some PP pupils are hindered in making progress by their SEND needs.
J.	Not enough PP pupils convert to greater depth, including the most able PP.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
I.	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%.
J.	There was a high % of welfare cases for pupils who were eligible for PP in 2017/18. 58% of the welfare cases involve PP children.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Extra reading support is given to PP pupils - those making slower progress are listened to daily. Pupils work regularly in small groups with the teacher, on tasks that have been adapted to enhance their oral language and reading skills – including pre-teaching activities. Any interventions also support this and are noticeably utilised by teachers into every day lessons. 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.</p>	<p>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.</p>
B.	<p>Established, continued support is planned for, in SFA lessons and with smaller groupings for those PP children that did not attain GLD in writing in EYFS. Gap between DA and Non DA is closed, for those without additional needs.</p>	<p>DA pupils move to high Roots group/Wings SfA group by the end of Yr 1.. Pass Phonics check with maximum score</p>
C.	<p>No in school gap for pupils attaining EXS+ in reading and writing, for those without additional SEND needs.</p>	<p>% of DA pupils attaining GDS in R,W and M is close to National Other.</p>
D.	<p>No in school gap for pupils attaining GDS</p>	<p>% of DA pupils attaining GDS is close to National Other.</p>
E.	<p>SEND leads, PP co-ordinators and teachers work cooperatively in an increasingly effective way. Short term – Pro forma are developed for 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.</p>	<p>Pro forma are used effectively by all staff to build on pupil skills in a stepped but concentrated way, supporting them to access the curriculum for their year group. Outcomes for PP pupils with SEND improve and any gaps between PP pupils identified as SEND and others narrow. Teachers actively use the pro forma as evidence in pupil progress meetings for PP and SEND pupils.</p>
F.	<p>Those pupils with multiple vulnerabilities are well supported. Support from welfare, SEND and PP team ensure PP/SEND pupils access the curriculum.</p>	<p>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.</p>
G.	<p>Y6 PP pupils are supported to quickly catch up/accelerate their rate of progress including: being taught in much smaller groups for literacy and numeracy; a strong focus upon identifying and closing gaps in the basic knowledge and skills needed to access pupils to the Y6 curriculum; examination skills practice; extra support from leaders and SEND personnel.</p>	<p>The current Y6 PP pupils make speedy progress, to catch up and close the gap on National NONPP results in writing</p>
H.	<p>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.</p>	<p>Work in books and discussions within class activities, shows the use of rich, exciting vocabulary; the effects of enrichment is evident.</p>

I.	SEND leads, PP co-ordinators and teachers work cooperatively in an increasingly effective way. Short term – Pro forma are developed for 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.	Pro forma are used effectively by all staff to build on pupil skills in a stepped but concentrated way, supporting them to access the curriculum for their year group. Outcomes for PP pupils with SEND improve and any gaps between PP pupils identified as SEND and others narrow. Teachers actively use the pro forma as evidence in pupil progress meetings for PP and SEND pupils.
I	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. Specific tracking happens, and sessions are planned for those pupils that are borderline for conversion. Specific sessions are also planned for high attaining pupils, with an experienced teacher.	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.
J.	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.
K.	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.

5. Planned expenditure					
Academic year	2019-20				
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	SFA groupings should support pupils and provide less need for intervention. An increase of cross curricular writing opportunities in the afternoon.	Some PP pupils do not gain the writing standard in Y1.	More pupils attain EXS in writing by the end of Yr 1 and enter Yr 2 with the skills necessary. Fluid streaming and constant tracking of SFA groupings	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

D	PP teacher will support pupils to attain a GDS in maths by the end of KS1. Pupils have already been targeted to make accelerated progress and to move some Middle Prior Attainers to High.		Review of work in books and assessment shows that those pupils targeted for accelerated progress are on track to do so.	PP lead and MSL	Half termly
F.	Development of a PP and SEND proforma that supports the development of an agreed set of basic skills specific to each year group	Some PP pupils are hindered in making progress by their SEND needs .47% of PP children are currently on the SEND register.	Steps for learning are seen to be broken down by teachers into manageable and achievable units, in books and during lesson time. Teachers use the pro-forma as evidence to demonstrate improvement in outcomes in pupil progress meetings	PP coordinator	Half termly
G.	Yr 6 classes streamed, with the PP teacher supporting literacy and maths lessons. SEND teacher to provide another additional adult. Introduction of Gamification for this class, to increase engagement through rewards and competition.	Current Y6 PP progress, from the end of KS1 starting point, across KS2 has been too slow in writing. Those Middle Prior Attainers make rapid progress in Yr 6 and attain their predicted target, from their starting point. .	Monitoring of books and test outcomes. Pupil voice to track pupil engagement.	PP lead. LSL and MSL.	Half termly
H.	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. 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					TOTAL: £93,342

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	<p>CODE groups are set up throughout the school (Y2 & 3) x4 afternoons a week, with groups of 4</p> <p>PP teacher to support those targeted Developing skilful use of talk partners, especially supporting TAs staff with this</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>Language and Communication was an area in the 2018 EYFS outcomes that impacted upon the total number of pupils attaining a GLD overall.</p>	<p>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).</p>	SFA lead	Half termly
E	<p>Development and use of a PP and SEND proforma that supports the development of an agreed set of basic skills specific to each year group</p>	<p>Some PP children do not gain as much competence in basic numeracy and literacy skills by the end of KS1, in comparison to others, this slows progress across KS2.</p>	<p>Steps for learning are seen to be used by TAs during lesson time. TAs use the pro-forma as evidence to demonstrate improvement to teachers</p>	PP and SEND lead	Half termly

D	PP coordinator supports some PP pupils in frequent sessions across a week to make even smaller groupings in Y6 for those in need.	Current Y6 PP progress, from end of KS1 starting point, across KS2 has been too slow, particularly in writing for the current Yr 6 cohort.	Review of work in books and assessment shows that the current Y6 PP pupils are catching up and closing the gap on National NONPP Quality of responses gets better when answering questions PixL diagnoses and informs where gaps are and whether they have been filled.	PP coordinator	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
F	Development of a PP and SEND proforma that supports the development of an agreed set of basic skills specific to each year group	Some PP pupils are hindered in making progress by their SEND needs .47% of PP children are also on the SEND register.	Steps for learning are seen to be used by TAs during lesson time. TAs use the pro-forma as evidence to demonstrate improvement to teachers		Half termly
Total budgeted cost					Total cost for TAs: £47,068
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?

I.	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.	MT, CD and CP	Half termly
J.	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.	There was a high % of welfare cases for pupils who were eligible for PP 68% of welfare cases are centred on PP children.		MT, CD and CP	Half termly
K.	Pupils have access to a daily breakfast club, free of charge. Pupils have access to free fruit daily in KS2. Pupils have access to free milk.	Pupils attend school without being hungry. Pupils are ready to learn after accessing a club where they are fed and have a quiet and calm start to their day. Pupils have access to fruit and milk. This promotes a healthier lifestyle and provides children with a mid-morning snack.		PR	
Total budgeted cost					Total cost: £77,482

6. Review of expenditure				
Previous Academic Year 2018 - 19				
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.</p>	<p>£10,000 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 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>Development and use of a PP and SEND proforma that supports the development of an agreed set of basic skills specific to each year group</p>	<p>Not met. This will be carried over to next year's plan.</p>		
	<p>Y6 pupils are divided/streamed into x3 classes providing a greater adult to child ratio</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 201718, were in line with national averages.</p>		<p>£23,830</p> <p>£23.830</p>

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 0.4% to 94.94%. 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</p> <p>£34,615</p> <p>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>
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