

Pupil Premium 2018 –2019

1. Background:

The pupil premium is a government initiative which began in 2011 and which is designed to support children who are deemed to be from a disadvantaged background. Money is paid to the school which is then used to target resources in a way which benefits these children. Children who have been on Free School Meals (FSM) at any point over the last six years and any child who has been in care continuously for at least six months, are provided for through pupil premium.

In 2017-2018, the award is £1,320 for FSM pupils and £1900 for previously Looked After Children. The government has never dictated what the money should be spent on, but what is clear is that the money needs to be used to close the gap between the highest and lowest achieving pupils and that is for the school to decide the best way for this to happen.

One of our strategic intents states to:

“Remove any barriers to learning through appropriate support and guidance for all pupils and their families”

This document sets out our plans for how we have used and will use the Pupil Premium to overcome disadvantage and to ‘close the gap’.

If you have any questions or concerns about the Pupil Premium, please get in touch with us and we would be happy to listen to your views.

2.1 Pupil Premium Funding:

In the academic year 2018-19, Middleton Primary School received £230,413 in Pupil premium funding.

Details on how this is being allocated and its impact, can be found over the next few pages.

2.2 Closing the gap: a brief overview.

Middleton Primary School is larger than average urban primary school of approximately 400 pupils currently on role (May 2018). Details of the cohort in January 2018 are shown below.

Key Characteristics January 2018

	National (2017)	School	Comparison
Number on roll	279	399	Above average
% Free school meal eligibility	24%	42%	Well above average
% Pupils first language not/believed to be English	21%	43%	Well above average
% of Pupils with SEN Support	12.2%	33.8%	Well above average
Deprivation indicator	0.2	0.3	Well above average

There is no single intervention which provides a complete solution to closing the attainment gap, or supporting our disadvantaged children in the way that suits them best. We try to take a range of approaches when spending Pupil Premium money that offers a breadth of support to groups of pupils. Interventions used will be evidence based, using the research from the Education Endowment Foundation, using their toolkit. On page 3 there is a detailed breakdown of what the money is being spent on during 2018-19.

In addition to the Pupil Premium money, many of our school systems were already in place to support children from all backgrounds and all abilities. Our Pupil Progress meetings take place 3 times a year and are an opportunity to discuss all children in school in some depth, with regards to both their academic attainment and pastoral issues. Our rigorous assessment, monitoring and tracking systems allow us to identify any children or groups of children who are not making sufficient academic progress. The teaching strategies employed by staff in the school enable all children to make progress and provide for a wide range of needs.

Key Action	Objectives	Cost	Evaluation
Employment of Pupil Premium lead teacher. EEF: Small group tuition. Moderate impact, moderate cost, based on limited evidence. +4 months impact. The PP lead teacher is currently training in High Performance Learning, which is based on meta cognition learning. EEF: Meta cognition and self-regulation. High impact, very low cost, based on extensive research. +7 months impact.	There is no in school gap between the attainment of PP children compared to non-PP children. PP children perform as well as national other data. The lead teacher will provide targeted interventions and booster sessions for disadvantaged pupils. The lead teacher will implement strategies suggested by the PP Champion and act upon data and tracking information	£47,660	
Employment of Inclusion Leader.	Work with vulnerable families and parents of	£31,089	

<p>EEF: Parental engagement. Moderate impact for moderate cost, based on moderate evidence. +3 months impact.</p>	<p>PP children, focussing on attendance. To lead the HLTA in their welfare role. To provide data for welfare meetings.</p>		
<p>Employment of Welfare HLTA. EEF: Social and emotional learning. Moderate impact for moderate cost, based on extensive evidence. +4 months.</p>	<p>To mentor individual/groups of pupils. To provide advice and signposting for parental support and extended school activities. To support the SMT in the daily safeguarding routines and systems.</p>	£34,615	
<p>Employment of Pupil Premium teaching assistant. 23 hrs per week. EEF: Low impact, for high cost, based on limited evidence. +1 month.</p>	<p>Targeted to develop social skills, confidence and attitudes to learning of PP pupils and other groups of learners.</p>	£7,534	

Key Action	Objectives	Cost	Evaluation
<p>School visit funding. Residential shortfall. Transport for trips. EEF: Outdoor adventure learning. Moderate impact for moderate cost, based on moderate evidence. +4 months.</p>	<p>To subsidise the cost of trips for PP pupils, to enable their participation. To ensure access to wider experiences for PP families.</p>	£10,000	
<p>Employment of TA in Early Years, for Early Years intervention.</p>	<p>To close the school gap for disadvantaged pupils in early years.</p>	£12,824	

EEF: Moderate impact, for very low cost, based on extensive research. +5 months.			
Employment of reading intervention TA. EEF: High impact for very low cost, based on extensive evidence. +6 months impact.	To develop reading skills , particularly	£9,000	
‘Accelerated reader’ programme. EEF: High impact for very low cost, based on extensive evidence. +6 months impact	For PP children, who may have become disengaged readers. Ensure that these pupils make expected progress and attainment in their reading	£4,000	
Reading Intervention afters school – CODE. EEF: High impact for very low cost, based on extensive evidence. +6 months impact	This programme has proven to be most successful in improving reading outcomes. These sessions will be after school, in addition to the school day.	£2,805 S. Howard	
Reading Intervention PM Yr 2 school – CODE. EEF: High impact for very low cost, based on extensive evidence. +6 months impact	This programme has proven to be most successful in improving reading outcomes. Commencing November 2016	£4,317 Afternoons. 5 x per week.	
Appointment of NNEB for EYFS. Early Years intervention. EEF: Moderate impact, for very low cost, based	To raise the outcomes for PP children in EYFS. To develop social skills, communication skills and early literacy and	£21,297	

<p>on extensive research. +5 months.</p> <p>Additional full time TA employed in EYFS.</p> <p>Early Years intervention. EEF: Moderate impact, for very low cost, based on extensive research. +5 months.</p>	<p>numeracy skills. To close the gap in terms of outcomes for EYFS PP children.</p> <p>Additional staff employed to ensure 9 PP children 'catch up' before the end of the summer term 2017 and attain a GLD.</p> <p>To continue for remainder of financial year? Feb. budget print out – Toni C PP funded. Check with SEND.</p>	<p>£5,000</p>	
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Key Action	Objectives	Cost	Evaluation:
<p>Success for All Roots reading books, SfA prizes.</p> <p>EEF: Collaborative learning + 5 months.</p> <p>Collaborative learning is a key feature of SfA.</p>	<p>To close the gap in KS1 reading, for disadvantaged pupils.</p>	<p>£2,650</p>	
<p>Breakfast club</p>	<p>To ensure pupils have a nutritious breakfast for identified pupils. Offered free for PP children.</p>	<p>Food costs: £2,380 Staff costs: £5,357 Magazine subscriptions £2,000</p>	
<p>Purchase children's weekly newspaper.</p>	<p>To encourage the children to read non-fiction and to become knowledgeable about world-wide events. This follows a survey whereby the majority of pupils did not know the purpose of a newspaper or had ever read one.</p>	<p>Annual cost £1,000</p>	
<p>Employment of TA to develop phonic skills of Yr 1 pupils.</p> <p>EEF: Moderate impact for very low cost, based on very extensive research. + 4 months.</p>	<p>To ensure that Yr 1 PP children attain the expected level in the Phonic Screening check.</p>	<p>£500</p>	
<p>Milk subsidy</p>	<p>To offer milk to PP children, at no cost.</p>	<p>£3,600</p>	
<p>Arts performance: The Snow Queen. Science Dome.</p>	<p>To offer children an artistic performance.</p>	<p>£2,190.</p>	

EEF: Low cost, low impact. +2 months.	To provide hands on experiences.		
Purchase attendance incentives – badges, certificates, stickers, gift vouchers.	To ensure PP children meet their attendance target. To continue to outperform national data.	£700	
EYFS resources	Resources for NNEB PP children.	£1000	
Purchase school jumpers (maximum of 2 per year), for those parents who request assistance. EEF: Very low or no impact, for very low cost, based on limited evidence. 0 impact. This will cease 2019.	Ensure PP pupils have shared belonging within the school community.	£650	
Yr 6 Revision aids	Ensure disadvantaged pupils are supported with Eng. And maths curriculum during revision sessions.	£230	
Pupil Premium Champion.	To monitor impact of PP initiatives, to track progress of PP children and identify opportunities for enrichment.	£11,000	
FSM LA Admin. charge.	Admin. charge from LA.	£235	

Total Estimated expenditure: £223,896

Current underspend: £6,000. (June 2018).



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