

Primary Pupil Premium Strategy/Self-Evaluation

1. Summary information					
School	Millbridge				
Academic Year	19-20	Total PP budget	£154, 400	Date of most recent PP Review	02.04.19
Total number of pupils	308	Number of pupils eligible for PP	91	Date for next internal review of this strategy	01.03.20

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average available Dec19)</i>
% achieving expected standard or above in reading, writing & maths	24%	46% School / 69% LA
% making expected progress in reading (as measured in the school)	-2.4	-1.9 school / -0.5 LA
% making expected progress in writing (as measured in the school)	-1.1	0.6 school / -0.3 LA
% making expected progress in mathematics (as measured in the school)	-1.9	-0.7 school / 0.0 LA

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers	
A.	Poor resilience and fewer strategies for maintaining positive health and wellbeing
B.	Limited vocabulary and low levels of literacy including speaking, listening and oracy, which can impact on learning across the curriculum

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Additional barriers		
C.	Low attendance rates (6.85% absence/30% of PP children persistent absentees)	
D.	Low aspirations about what can be achieved and how to be successful, limited access to positive role models	
E.	Parental engagement with school and perceptions of education	
4. Intended outcomes		Success criteria
A.	Children will be proactive, organised and enthusiastic learners who are resilient to setbacks and take pride in their achievements They will develop confidence, resilience and knowledge so that they can keep themselves mentally healthy	Children are ready to learn in class without the need for intervention. Number of interventions to ensure children are ready to learn is reduced. Training in Attachment and Trauma has been delivered to staff The school, classrooms and outdoor area are set up to ensure children feel included and supported surveys show that children are happy coming to school
B.	Children have the language skills to access a broad rich curriculum. Developing clear opportunities for oracy across the school. A reading culture that ensures all pupils read regularly and develop 'a love of books.' Pupils read and are read to regularly and have access to high quality texts	Develop breadth (increase vocabulary) and depth (understand and use in context) Accelerated Reader tracking demonstrates that children are reading a wide range of engaging texts Children are able to talk confidently about the books they have read and their favourite authors.

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<p>C.</p>	<p>Absence figure to decrease</p> <p>% of PP persistent absentees to decrease</p> <p>% of persistent absentees to decrease</p>	<p>6.85% down to 5.7% or less (national average)</p> <p>30% down to 17% or less (national average)</p>
<p>D.</p>	<p>Reduction in the number of exclusions (<i>80% of fixed term exclusions were PP pupils – 17/21</i>)</p>	<p>A significant reduction in the number of exclusions in total. A reduction in the % of exclusions being PP pupils.</p>
<p>E.</p>	<p>Attainment figures to increase by ensuring classroom teaching is precise and of a high quality to meet the needs of disadvantaged pupils and responding rapidly with targeted teaching for pupils at risk of underachievement.</p>	<p>The gap to narrow between the achievement (RWM) of PP pupils and non-PP pupils using school based data (a difference less than 22%, which is the difference this year). The gap to narrow between the achievement of PP pupils and non PP pupils using national/LA data (a difference less than 45%, which is the LA difference this year) Progress figures in RWM to be broadly in line with non-PP (school based data) Progress figures in RWM to be broadly in-line with non-PP (national/LA data) All staff will receive appropriate CPD to facilitate development and high quality teaching. <input type="checkbox"/> Teachers will use accurate formative assessment to adapt teaching sequences (and plans) to pupil need. <input type="checkbox"/> Support staff will support learning effectively. <input type="checkbox"/> Additional intervention sessions will take place, based on gaps/need.</p>

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F.	Increased number of experiences to raise cultural capital	<p>To ensure children are exposed to the world beyond their classroom, PP pupils in each year group to have experienced:</p> <ul style="list-style-type: none"> • At least 2 curricular trips • At least 2 extra-curricular experiences • All opportunities mapped out across the new curriculum • At least 2 inspirational/aspirational visitors
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5. Review of expenditure				
Previous Academic Year		2018- 2019		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost

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<p>Improve attainment for reading levels for disadvantaged pupils through secure phonic knowledge and decoding skills. Increase in inference skills – use of specific interventions – Better reading, Reading plus, Lexia)</p>	<p>Disadvantaged pupils to be making at least expected progress</p>	<p>KS2 Reading: -2.4 progress for PP pupils (0.2 2018) 35% of PP pupils met the EXS (53% 2018) 0% of PP pupils met GDS (13% 2018)</p> <p>Ks1 Reading: 46% of PP pupils met the EXS (47% 2018) 0% met GDS (7% 2018)</p> <p>Phonics pass: 63% of PP pupils passed (67% 2018)</p>	<p>Lexia/Reading plus had little impact on pupil achievement.</p> <p>Stability in staffing is key A number of teachers were absent throughout the year. The employment of a part time teacher to stabilise the teaching and learning made sure that results were better than they could have been– moving forward into 19-20 we have teachers in all key stages who are permanent including the extra teacher secured in UKS2 so that classes are smaller and more focussed towards pupil needs – we aim to focus on staff well-being and retention.</p>	<p>41,021</p>
<p>Improve attainment for Maths for disadvantaged pupils through secure use and application of number to solve mathematical problems (AET model & specific interventions – firstclass@number etc)</p>	<p>Disadvantaged pupils to be making at least expected progress</p>	<p>KS2 Maths: -1.9 progress for PP pupils (-2.2 2018) 48% of PP pupils met EXS (33% 2018) 13% of PP pupils met GDS (7% 2018)</p> <p>KS1 Maths: 54% of PP pupils met the EXS (47% 2018) 0% of PP pupils met GDS (0% 2018)</p>	<p>First Class Number had very little impact AET is working well to raise expectations and in turn standards.</p> <p>Please see note above re. staffing/structure.</p>	<p>38,358</p>

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<p>Improve attainment to writing for disadvantaged pupils through secure use of writing as a means of communicating clearly and effectively – (T4W & specific interventions – large and fine motor, Penpals etc)</p>	<p>Disadvantaged pupils to be making at least expected progress</p>	<p>KS2 Writing: -1.1 progress for PP pupils (-3.1 2018) 48% of PP pupils met EXS (43% 2018) 4% of pupils met GDS (0% 2018)</p> <p>KS1 Writing: 15% of PP pupils met the EXS (20% 2018) 0% of EXS pupils met GDS (0% 2018)</p>	<p>Penpals handwriting scheme has helped to raise expectations in writing and removed some poor techniques that pupils had fallen into. Talk 4 Writing means that the teaching of writing is now much more focused.</p> <p>Please see note above re. staffing and structure.</p>	<p>13,508</p>
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ii. Targeted support

Action	Intended outcome	Estimated impact:	Lessons learned	Cost
<p>Improve behaviour for learning for disadvantaged pupils – SEMH interventions in class and outside, playtime & lunchtime support</p>	<p>Improved engagement and attainment</p>	<p>Behaviour has not improved for all pupils with PP. Consistent rules and sanctions meant that 80% of fixed term exclusions were for PP pupils and the single permanent exclusion was also a PP child. This is reducing as there has been a decrease in incidents evident over the Summer term, since procedures were reviewed and the behaviour policy updated. (282 incidents logged in Spring term, 200 in Summer)</p>	<p>Consistent systematic procedures need implementing across school and all staff need holding to account in terms of collective responsibility for upholding these.</p> <p>Clear structure support plans/ multi agency plans in place for pupils with complex needs</p> <p>CPOMs needs to be overhauled so that incidents can be analysed effectively.</p>	

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			There needs to be staff training on how to deal with/log/report incidents so that analysis figures are accurate.	
Improve attendance for learning for disadvantaged pupils – regular meetings/review with APSO, fines issued, contracts in place, home visits etc.	Continue reduction in persistent absentee rates for disadvantaged pupils	30% of the PP pupil group are persistent absentees. Absence for PP pupils is 7%, which is more than the national average for this group. 7 penalty notices issues in Aut, 2 in Spring and 2 in Summer – a steady decrease.	The APSO no longer works for Millbridge. We need to ensure that there is a member of staff who is trained to monitor, analyse and takes steps to deal with issues by working directly with families – appointment of an Inclusion lead by Jan 20.	36,655

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Improve SMSC/PDB&W opportunities and experiences for disadvantaged pupils	Targeted children attending and enjoying experiences and opportunities and showing increased confidence and self-esteem – pupil voice, questionnaires	Many curricular/extra-curricular/enrichment opportunities have been available for PP pupils.	There have been no systems and procedures in place to analyse the impact of these opportunities/experiences on SMSC development/academic achievement. This will come under the role of the Inclusion Lead as we move forward.	
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iii. Other approaches

Action	Intended outcome	Estimated impact:	Lessons learned	Cost
Provide resources and equipment for disadvantaged pupils	Increased self-confidence, self-esteem and increased sense of belonging	Resources have enables pupils to engage with their learning more effectively – those with no uniform/school shoes have been able to attend without negative effect on well being PE pumps/kits have allowed pupils to engage safely with PE lessons.		£1000

6. Planned expenditure Planned expenditure

Academic year	2019-2020	PP Budget:	154,400
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i. Quality of teaching for all

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Action	Intended outcome	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>Introduce Accelerated Reader (£3,500) and Star Reader (£2,019), as well as books/resources to make best use of these resources.</p>	<ul style="list-style-type: none"> • An increased positive attitude towards reading (Increasing word/book count in AR) • All pupils (including PP) to be reading books appropriate to individual reading levels (All classes using AR effectively) • Increased ZPD by the end of the year (assessed in Star Reader) • Reading progress for PP pupils to be broadly in-line with non PP pupils • Gap to narrow for phonics screening pass when comparing PP to non-PP pupils. • Gap to narrow when comparing attainment in reading (end of KS1 and 2) for PP pupils to non-PP pupils. • Reading/phonics data to be broadly in-line with national average for PP pupils. 	<p>KS2 Reading progress has declined when comparing 2018 to 2019 in KS2 and is significantly lower than non-PP pupils in the school and locally.</p> <p>There was also a decline in attainment figures for PP pupils from 2018 to 2019 for both EXS and GDS.</p> <p>In Ks1 attainment in reading for PP pupils has remained the same in 2018 and 2019 but the amount of PP children achieving EXS/GDS is over 25% lower when compared to non-PP pupils</p> <p>A large proportion of pupils are reluctant readers and book choices do not stretch and challenge.</p>	<p>Staff CPD Staff collaboration Moderation and pupil progress meetings Reading monitoring (triangulation model)</p>	<p>LMC with NW and SR</p>	<p>Termly – at data points Half-termly when reading is monitored.</p>

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<p>Introduce MC Grammar (£2,500) Sandwell test & phonics tracker (£250)</p>	<ul style="list-style-type: none"> • The gap between attainment in SPAG and writing is narrowed in KS2 • Writing progress for PP pupils to be broadly in-line with non PP pupils • Gap to narrow when comparing attainment in writing (end of KS1 and 2) for PP pupils to non-PP pupils. 	<p>Although progress in writing for PP pupils is on the incline, it needs to be closer to 0 There is an increase in attainment figures in writing for PP pupils when comparing data in 2018 to 2019, but there is still a huge difference between PP and non-PP pupils. In KS1 attainment for PP pupils decreased in 2019, compared to 2018 and still 0% of PP pupils achieve GDS in both key stages.</p>	<p>Staff CPD Whole school launch of the initiative. Staff collaboration Moderation and pupil progress meetings Writing monitoring (triangulation model)</p>	<p>LMC – with NW and SR</p>	<p>Termly – at data points Half-termly when writing is monitored.</p>
<p>Use a fourth teacher in Upper Key Stage 2 (£34,664)</p>	<p>Increased achievement at the end of KS2 (increase in progress and attainment from last year, narrowing gap when compared to non-PP pupils).</p>	<p>The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds: Smaller class sizes mean disadvantaged pupils can access more of teachers' time with tightly focused direct teaching of a wide range of subjects - ensuring pupils have the knowledge and cultural capital they need to succeed in life. Research has concluded that teachers' perception of</p>	<p>Appraisal cycle – Standards Tracker</p>	<p>LMC/KMc</p>	<p>Lesson observations, data points, appraisal reviews.</p>

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		stress is related to the number of pupils they teach. Smaller class sizes in Y5 & 6 therefore limit perceived stress and ensures our teachers are effective.			
Total budgeted cost					42,923
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Employ support from a behaviour specialist to support those PP pupils who have additional behavioural needs. (£6,500)	Progress evident in Boxall profiles Reduction in number of fixed-term exclusions (21 in 18-19) Reduced % of PP pupils excluded	A large proportion of behavioural incidents are logged against PP pupils. 67% of the pastoral caseload is made up of PP pupils	Liaison with behaviour professional (D. Maher)	LMC	End of SLA (1 term) Behaviour and safety meetings.
Learning mentors /ESW used to best support additional SEMH/behavioural needs of PP children (£46,510)	Reduction in the number of behavioural incidents recorded for PP pupils included on Pastoral caseload CPOMS used accurately and behaviour policy followed consistently by all staff (teachers and support)	80% of fixed term exclusions were PP pupils (17/21). Approx. 20% of PP pupils have been excluded.	Monitoring of the accurate use of CPOMS and the behaviour policy Behaviour target set as part of the appraisal cycle for relevant teachers and TAs.	LMC	Caseload review – half termly Weekly behaviour and safety meetings
Pastoral room reinvigorated to best suit its purpose (inclusion) (£200)			Focus on the number of incidents through caseload review/behaviour and safety meetings.	LMC – with LB/JW	Jan 19
Audit resources used to support				LMC – with LB/JW	Caseload review Nov 19

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behaviours/SEMH needs					
Appointment of an Inclusion lead (£37,000) Revise the attendance policy – consider how best to celebrate/reward good attendance.	Decrease in absence for PP pupils Reduction in % of PP pupils who are persistent absentees Increased parental engagement from PP pupil parents.	Absence for PP pupils (6.85%) down to 5.7% at most (national average) PP persistent absentees - 30% down to 17% at most (national average)	Close monitoring and analysis of attendance figures for the PP children. Working closely with the inclusion lead Monitoring action taken where there is PP absence	Inclusion lead/LMc	Weekly behaviour and safety meetings Fortnightly attendance review
Total budgeted cost					90,210
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Uniform/PE Kits and bags (£2,500)	PP pupils to be in a better frame of mind to attend school as they are dressed smartly and feel part of the team, improved sense of pride and ability to play a full part within the school and PE PP parents to feel supported (they have saved the cost of new uniform)	Children have little pride in the school and have low expectations of themselves when they are playing sports. A PE kit will instil a sense of pride and increase the number of children who want to take part. School uniform will ensure that pupils feel a part of the Millbridge community	Pupils voice Number of PP children who take part in representing the school in sports is increased	LMc/JW	Termly
Individual programmes (£2,087)	Those pupils on part-time timetable and at risk of	Use of small step behaviour plans that build on success	Reduction in the number of pupils on fixed term exclusions	LMc/JW/LB	Half termly review

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	permanent exclusion to be better able to cope with school.	and develop pupils behaviour for learning strategies			
Residential visits Projected Y6 & Y4 (£8,000) Enrichment (£3,000)	Targeted children attending and enjoying experiences and opportunities and showing increased knowledge, cultural capital, confidence and self-esteem	Pupils have the opportunity to access the wider curriculum and develop/ broaden their Cultural Capital.	All pupils should be able to access at least residential in Y6 & Y4, and one other Enrichment based activity	LMc/KMc	Half yearly
Breakfast club (£5,680)	Pupils have their basic needs met and are ready to learn	Pupils have an incentive to arrive at school early and be nourished.	Pupils will have eaten a healthy breakfast and lateness will be reduced. Register, late data reduced see attendance	KMc	Half termly checking
Total budgeted cost					21,267

7. Additional detail

Empty content area for additional detail.