



Mickleover Primary School Pupil Premium Strategy 2017-18

Mickleover Primary School - Pupil Premium Review 2016-17

Headteacher's name:	Lynne Gerver	Signature:	
PP Champion's name:			
Chair of Governors' name:	Julia Roberts Shelley Davidson (PP)	Signature:	
Reviewers' names:	Jane Green & Debbie Beeston	Signature:	
Date of pupil premium review:	10/7/17	Next review date: July 2018	

Pupil Premium Profile (2016-17)

Number of eligible pupils:	36 PP (406 total) 9%
Amount per pupil:	£1,320 for pupils in reception year to year 6 £1,900 for each pupil identified in the spring school census as having left local-authority care because of 1 of the following: adoption, special guardianship order, child arrangements order or a residence order
Total pupil premium budget:	£48,100

During the Pupil Premium review day, evidence from a number of sources was gathered & analysed

Discussions with: Headteacher and Assistant head - PP champion	Scrutiny of most recent (unvalidated) end of key stage data for: EYFS, phonics, KS1 & KS2	Scrutiny of PP Strategy for 16/17
Scrutiny of recent Inspection dashboard	Look at most recent Ofsted report	Look at school website
Discussion with Y4, 5 & Y6 PP pupils	Discussion with chair of gov's.	Discussion with EYFS lead
Discussion with English and Maths Lead		



Mickleover Primary School Pupil Premium Strategy 2017-18

In 2016-17 the school planned to use the PPG funding in the following ways' [see additional impact on pupil outcomes below]		
1:1 tuition in maths for PP pupils	Half termly writing conferences between class teacher & individual PP pupils	SEN support for PP pupils
<p>IMPACT - booster sessions - v successful in KS2 other than SEN pupils 1:1 TA or teacher (in assembly) after school small teacher intervention groups Not all got TAs maths in workforce - eg rolls Royce Standards at end of KS1 and 2 are detailed below</p>	<p>Impact - English lead feels this have been very successful in improving confidence levels in pupils, chd now applying their learning in 1:1 and small group sessions in their writing. English lead feels the profile of PP chd. has been raised across all year groups. Standards at end of KS1 and 2 writing are detailed below.</p>	<p>Impact - EYFS - SpCL support by TAs Of the 2 PP SEND children who were at MPS throughout KS2, they made at least expected progress from their starting points at the end of KS1 (2 additional SEND PP joined late in Y6 (Feb 17 and May 17))</p>
Literacy intervention for PP pupils - Y5 & 6 - reading and grammar	Contribution to inclusion manager's cost (nurture group)	Contribution towards after school clubs/ holiday clubs & music lessons
<p>Impact - small group and 1:1 interventions have been provided for all PP chd needing to make accelerated progress EYFS - specific language support for SpCL difficulties & small group interventions in phonics & maths -100% GLD & 1 pupil exceeding Standards at end of KS1 and KS2 are detailed below</p>	<p>Impact - behaviour - attachment - treat in autistic way - work stations/ visual timetables & work with teachers Y2 LAC pupil - ran out of class in sept & now achieved EXS, Nurture at lunch - keeps chd calm, social skills taught - 1-1:20 - preparation for learning meet n greet - 5 boys in morning - prepare for learning - 1 still struggles 50 % of time spent with parent - need as much support as chn - attend appts with Mums with mental health - EHAs</p>	<p>Impact - PP chd have received reduced access to a range of extra-curricular and curricular enrichment activities including trips, residential and musical tuition. Children speak very positively of their experiences.</p>
CPD for staff	LAC training for TA with responsibility for inclusion	Contribution to cost of inclusion TA to run breakfast club & support lunchtime nurture
<p>Impact - quality of teaching is at least good in all school years. All teachers have visited alternative provision for ½ day visit with a focus on EAL and PP provision.</p>	<p>Impact - TA more confident and confident in supporting LAC chd - Y2 LAC child achieved at least expected standard in all areas, with greater depth in reading</p>	<p>Impact - PP chd. who have accessed the nurture type support before school and at lunchtime are more settled and more ready to learn or return to learning.</p>
Workplace Visits		
<p>Impact - children have visited a range of places of work and learned about a number of careers which has helped them develop aspirations for their own futures</p>		



Mickleover Primary School Pupil Premium Strategy 2017-18

Impact of Spending on attainment - July 17 data Y6				
	<i>Attainment of Pupils eligible for PP (our school)</i>		<i>Pupils not eligible for PP (national average)</i>	
Number of Y6 PP pupils in 2016-17 cohort = 10/53 19%	2016	2017 (unvalidated)	2016	2017 (unvalidated)
% achieving EXPECTED in reading, writing and maths	29%	55%	60%	67%
% achieving EXPECTED in reading	29%	64%	72%	77%
% achieving EXPECTED in writing	29%	64%	79%	81%
% achieving EXPECTED in EGPS	43%	73%	78%	82%
% achieving EXPECTED in maths	57%	73%	76%	80%
% achieving AT GREATER DEPTH in reading, writing and maths	0%	9%	7%	11%
% achieving AT GREATER DEPTH in reading	14%	27%	23%	29%
% achieving AT GREATER DEPTH in writing	0%	18%	18%	21%
% achieving AT GREATER DEPTH in EGPS	0%	36%	27%	35%
% achieving AT GREATER DEPTH in maths	0%	45%	20%	27%
Progress score in reading	+ 0.8	Not available yet	0.33	Not available yet
Progress score in writing	- 7.1		0.12	
Progress score in maths	+ 0.6		0.24	
Attainment - July 2017 -Y2				
Number of Y2 PP pupils in 2015-16 cohort =4/59 7%	<i>Pupils eligible for PP (our school)</i>		<i>Pupils not eligible for PP (national average)</i>	
Number of Y2 PP pupils in 2016-17 cohort =5/60 8%	2016	2017	2016	2017
% achieving EXPECTED in reading	50%	100%	78%	79%
% achieving EXPECTED in writing	50%	100%	70%	72%
% achieving EXPECTED in maths	50%	100%	77%	78%



Mickleover Primary School Pupil Premium Strategy 2017-18

% achieving AT GREATER DEPTH in reading	0%	40%	27%	Not available	
% achieving AT GREATER DEPTH in writing	0%	20%	15%		
% achieving AT GREATER DEPTH in maths	0%	0%	20%		
Attainment - July 2016 -Phonics					
Y1 PP pupils in 2015-16 = 2/59 3% Y2 PP pupils in 2015/16 = 4/59 7%	<i>Pupils eligible for PP (our school)</i>		<i>Pupils not eligible for PP (national average)</i>		
Y1 PP pupils in 2016-17 = 5/60 8% Y2 PP pupils in 2016/17 = 4/59 7%	2016	2017	2016	2017	
% achieving EXPECTED in Y1 phonics	100%	83%	83%	82%	
% achieving EXPECTED in Y2 phonics (cumulative)	100%	100%	93%	Not available	
Attainment - July 2016 -EYFSP					
Number of FS2 PP pupils in 2015-16 cohort = 10/39 26%	<i>Pupils eligible for PP (our school)</i>		<i>Pupils not eligible for PP (national average)</i>		
Number of FS2 PP pupils in 2016-17 cohort = 3/59 5%	2016	2017	2016	2017	
% achieving EXPECTED GLD	40%	100%	72%	Not available	
% achieving EXPECTED in reading	60%	100%	80%		
% achieving EXPECTED in writing	60%	100%	75%		
% achieving EXPECTED in maths	40%	100%	80%		
Attendance for 2015-16 & 2016-17	15/16		16/17		
			15/16 All pupils nationally	16/17 All pupils nationally	
Absence % for PP pupils	4.4%		3.0%		
			3.9%	Not available	
Persistent absence % for PP pupils	13.3%		2%		
			8.8%		



Barriers Identified for Pupil Premium Children 2016/17 with Impact Details

Barrier identified	Desired outcome identified	Outcomes achieved – lessons learnt
Emotional issues for a proportion of pupils is having a detrimental effect on progress and that of their peers	PP pupils make progress at least in line with National Others Less incidents of poor behaviour	2 X LAC - 1 GDS in R & EXS W & M (Y2 results) - now in classroom & previously unable to cope Case study LAC Child new to school in Sept 16 – working below expected level & unable to access classroom environment. Lot of work done through breakfast & lunchtime clubs plus one to one individual work on coping strategies and acceptable behaviours for school. End of year, achieved expected in writing & maths and greater depth in reading.
PP pupil lower attainment & progress than Non PP peers nationally	PP pupils’ make accelerated progress to ensure they achieve at least 70% EXS in combined	*KS2 – significant improvements in PP pupils’ outcomes from 2016, 55% R, W, M combined. This is still, however, below national combined for all other pupils (67%) and will remain a focus for 17-18. 9% greater depth R, W, M combined is broadly in line with national at 11%. Maths at greater depth (46%) is significantly above national average for maths for all other pupils (27%). Progress for PP not currently available (Sept 17) *KS1 – significant improvements in PP pupils’ outcomes from 2016 –pupils achieving better than Non PP nationally (2017 data) in EXS & GDS with the exception of GDS maths. *Phonics – 20% drop on last year - only 5 pupils and 1 PP did not pass, Y2 PP 100% pass rate in Y1 2016 *EYFS – 100% in GLD – 3 PP pupils - above national for non PP pupils
Low ambition	Children talk about the future with enthusiasm and are motivated to achieve Children talk about their targets & the next steps they need to take	<ul style="list-style-type: none"> • Many opportunities to attend ‘World of Work venues Toyota - STEM type activities – GDS & PP pupils attended • Money week – careers & aspirations – money aware • coding club • Rolls Royce design challenge – school won this & apprentices visit school to see Y6 • People who help us – fire fighters • Raising standard of the expectation for PP chn • All pupils have high expectations of themselves and are ambitious for their futures



Mickleover Primary School Pupil Premium Strategy 2017-18

<p>Persistent absence</p>	<p>No of persistent absentees reduces Attendance reaches 97% for PP PA rate for PP chd. below national all.</p>	<p>*School data shows for 16/17 PP attendance is 97% (absence 3%, which is 0.9% below/better than national for 2015-16 – *PP Persistent absence for 16-17 not available currently</p>
<p>External pressures on parents - need for support & nurture</p>	<p>PP children make at least expected progress from their prior starting point</p>	<p>Pastoral staff provide support Inclusion manager attends appointments with parents to ensure they get appropriate and timely support from other agencies. Support given with parenting. Progress of Y6 pupil premium; FFT indicates progress of this group to be +2% above national at expected and +6% above national at a higher level. At Y2, all PP children achieved at least expected in end of year outcomes. All PP made at least expected progress from EYFS.</p>



Mickleover Primary School Pupil Premium Strategy 2017-18

Mickleover Primary School - Pupil Premium Action Plan 2017-18					
Barriers to future attainment at our school (for pupils eligible for PP, including high ability)					
Academic Year	2017-18	Total PP Budget	£35 640	Date of most recent PP review	July 17
Total No. of Pupils	420 (Sept 17)	No. of pupils eligible for PP	35	Date for next PP strategy review	July 18
A	A range of social and emotional issues including for parents which are having a detrimental effect on progress rates				
B	Pupils making slower rates of progress than Non Pupil Premium peers nationally (in partic maths & reading)				
C	Pupils have little ambition and aspirations for themselves				
D	Persistent absence				
Desired outcomes in relation to each barrier					
Desired outcome			Approach chosen to achieve and reason for selection		
A	All the children's and parents' social and emotional issues are known and understood. Support is in place from school and other agencies to help manage these and remove or eradicate impact on children's progress rates		Provision of an inclusion manager and inclusion TA to provide pastoral support – this approach chosen due to www. Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the funding-successfully . Education Endowment Trust Toolkit		
B	Pupils make accelerated progress which enables them to achieve at least as well as Non Pupil Premium peers nationally (in partic maths & read)		Provision of 1:1 and small group interventions – this approach chosen due to www. Gov.uk/publications/the-pupil-premium-how-schools- are-spending-the funding-successfully . Education Endowment Trust Toolkit		
C	Children talk about their future with enthusiasm and demonstrate aspirations for their own successes. Children talk about their targets & the next steps they need to take		Child take part in a range of initiatives, events and visits designed to inspire and motivate them to believe they can achieve whatever they choose – this approach chosen due to - www. Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the funding-successfully . Education Endowment Trust Toolkit		
D	Number of chd with attendance below 90% is significantly reduced and persistent absenteeism is well below national all pupils. Attendance reaches 97+% for PP		Attendance Management systems continue to be applied. Deployment of administrative and pastoral staff to support families to improve attendance and eradicate persistent absenteeism this approach chosen due to the-pupil-premium-how-schools-are-spending-the funding-successfully . Proven effective in 16/17		



Mickleover Primary School Pupil Premium Strategy 2017-18

Planned expenditure in 17/18 to address barriers -						
Barrier to remove	Desired outcome	Actions needed to achieve	Monitoring steps	Staff lead	Cost	Review date
A range of social and emotional issues including for parents which are having a detrimental effect on progress rates	All the children's and parents' social and emotional issues are known and understood. Support is in place from school and other agencies to help manage these and remove or eradicate impact on children's progress rates	Support from Inclusion Manager & TA for individual children and families Nurture type sessions before school and at lunch break to ensure PP chd who need support are ready to learn. Signposting to other services as appropriate Completion of EHPlan as required	Meeting with inclusion manager & TA and PP governor to discuss anonymized impact of support provided each term.	Inclusion manager	£22 840	July 18
Pupils making slower rates of progress than Non Pupil Premium peers nationally (in partic maths & read)	Pupils make accelerated progress which enables them to achieve at least as well as Non Pupil Premium peers nationally (in partic maths & read)	PP chd receive quality first teaching daily Interventions are provided to address any gaps in knowledge and deal with misconceptions Writing conferences	PP only booktrawls every term show accelerated progress made by pupils. Termly assessment outcomes show accelerated progress – shared with PP governor and FGB	HT / AHTs	£11 030	Termly
Pupils have low ambition and aspirations for themselves	Children talk about their future with enthusiasm and demonstrate aspirations for their own successes. Children talk about their targets & the next steps they need to take	Continuing provision of a range of initiatives, visits and visitors to raise children's awareness of a range of areas of possible employment and further training post 16. Interviews with chd by PP Champion and PP Governor to assess impact and talk to chd about targets and future aspirations and plans.	Governor monitoring of visits and events fed back to FGB termly Questionnaire to PP pupils to obtain impact on children	AHTs	£1 770	July 18



Mickleover Primary School Pupil Premium Strategy 2017-18

Persistent absence	Number of chd with attendance below 90% is significantly reduced and persistent absenteeism is well below national all pupils. Attendance reaches 97+% for PP	Headteacher and Attendance staff closely monitor and support all children at risk of falling below 90% attendance.	Attendance report to PP Governor every half term to ensure all PP chd remain above 90% Copies of letters to parents of any <90% chd to PP governor.	HT / Inclusion TA		Termly
--------------------	---	--	--	-------------------------	--	--------



FOR REVIEW 2018 - IMPACT ON BARRIERS of PPG SPENDING FOR 2017-18

Barrier identified	Desired outcome identified	Outcomes achieved - lessons learnt
A range of social and emotional issues including for parents which are having a detrimental effect on progress rates	All the children's and parents' social and emotional issues are known and understood. Support is in place from school and other agencies to help manage these and remove or eradicate impact on children's progress rates	
Pupils making slower rates of progress than Non Pupil Premium peers nationally in partic maths & read	Pupils make accelerated progress which enables them to achieve at least as well as Non Pupil Premium peers nationally in partic maths & read	
Pupils have little ambition and aspirations for themselves	Children talk about their future with enthusiasm and demonstrate aspirations for their own successes. Children talk about their targets & the next steps they need to take	
Persistent absence	Number of chd with attendance below 90% is significantly reduced and persistent absenteeism is well below national all pupils. Attendance reaches 97+% for PP	



Mickleover Primary School Pupil Premium Strategy 2017-18