



Mickleover Primary School Pupil Premium Strategy 2019-20

Mickleover Primary School - Pupil Premium Review 2018-19

Headteacher's name: PP Champion's name:	Lynne Gerver Anna Jones	Signature:	
Chair of Governors' name:	Julia Roberts Shelley Davidson (PP)	Signature:	
Reviewers' names:	Lynne Gerver and Anna Jones	Signature:	
Date of pupil premium review:	18/10/19	Next review date: Sept 20	

Pupil Premium Profile (2018-19)

Number of eligible pupils:	39 PP (419 total) 9%
Amount per pupil:	£1,320 for pupils in reception year to year 6 £2300 for each pupil identified in the spring <u>school census</u> 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:	£51 480



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Impact on attainment of PPG spending 2018-2019				
Impact of Spending on attainment - Y6				
Number of Y6 PP pupils in 2017-18 cohort = 6/61 10%	<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 2018-19 cohort = 8/59 14%	2018	2019 (unvalidated)	2018	2019 (unvalidated)
% achieving EXPECTED in reading, writing and maths	83%	100%	70%	65%
% achieving EXPECTED in reading	100%	100%	80%	76%
% achieving EXPECTED in writing	83%	100%	83%	81%
% achieving EXPECTED in EGPS	100%	100%	82%	81%
% achieving EXPECTED in maths	83%	100%	81%	82%
% achieving AT GREATER DEPTH in reading, writing and maths	0	0%	12%	11%
% achieving AT GREATER DEPTH in reading	33%	25%	33%	29%
% achieving AT GREATER DEPTH in writing	33%	12.5%	24%	22%
% achieving AT GREATER DEPTH in EGPS	33%	37.5%	39%	38%
% achieving AT GREATER DEPTH in maths	50%	25%	28%	29%
Progress score in reading	1.4	2.55	0.3	0.59
Progress score in writing	1.6	1.04	0.2	0.73
Progress score in maths	4.5	1.59	0.3	1.5
Attainment - Y2				
Number of Y2 PP pupils in 2017-18 cohort = 7/60 12%	<i>Pupils eligible for PP (our school)</i>		<i>Pupils not eligible for PP (national average)</i>	
Number of Y2 PP pupils in 2018-19 cohort = 4/61 7%	2018	2019	2018	2019
% achieving EXPECTED in reading	43%	100%	79%	Not available
% achieving EXPECTED in writing	57%	100%	74%	
% achieving EXPECTED in maths	57%	100%	80%	
% achieving AT GREATER DEPTH in reading	14%	25%	Not available	Not available



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% achieving AT GREATER DEPTH in writing	14%	50%		
% achieving AT GREATER DEPTH in maths	14%	50%		
Attainment - Phonics				
Y1 PP pupils in 2017-18 = 4/61 7% Y2 PP pupils in 2017/18 = 0	<i>Pupils eligible for PP (our school)</i>		<i>Pupils not eligible for PP (national average)</i>	
Y1 PP pupils in 2018-19 = 8/60 13% Y2 PP pupils in 2018/19 = 0	2018	2019	2018	2019
% achieving EXPECTED in Y1 phonics	100%	75%	Not available	Not available
% achieving EXPECTED in Y2 phonics (cumulative)	n/a	n/a		
Attainment - EYFSP				
Number of FS2 PP pupils in 2017-18 cohort = 6/60 10%	<i>Pupils eligible for PP (our school)</i>		<i>Pupils not eligible for PP (national average)</i>	
Number of FS2 PP pupils in 2018-19 cohort = 4/60 7%	2018	2019	2018	2019
% achieving EXPECTED GLD	67%	50%	74%	72%
% achieving EXPECTED in reading	67%	50%	Not available	Not available
% achieving EXPECTED in writing	67%	50%		
% achieving EXPECTED in maths	67%	50%		
Attendance for 2017-18 & 2018-19	17/18	18/19	17/18 All pupils nationally	18/19 All pupils nationally
Absence % for PP pupils	3.6%	3.9%	4.17%	3.86%
Persistent absence % for PP pupils	2% (1 pupil)	Not available	Not available	Not available



Barriers Identified for Pupil Premium Children 2018/19 with Impact Details

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	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; above local at expected in reading and maths (national not available)
Pupils making slower rates of progress than Non Pupil Premium peers nationally (in partic maths & reading)	Pupils make accelerated progress which enables them to achieve at least as well as Non Pupil Premium peers nationally (in partic maths & read)	Year 6 PP achieved better than non PP pupils nationally in all areas at exp (RWM). Year 2 PP achieved better than non PP pupils nationally in all areas at exp Phonics achieved 75%. EYFS below national (2 out of 4 achieved GLD).
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	<ul style="list-style-type: none"> • Many opportunities to attend 'World of Work venues Toyota - STEM type activities – GDS & PP pupils attended • Theme week 2019 – careers in the arts – money aware – see newsletter/ report to parents on website. • Rolls Royce design challenge – school took part & 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
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	96.4% with only one pupil described as persistently absent.



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Mickleover Primary School - Pupil Premium Action Plan 2019-20					
Barriers to future attainment at our school (for pupils eligible for PP, including high ability)					
Academic Year	2019-20	Total PP Budget	£56 760	Date of most recent PP review	Oct 19
Total No. of Pupils	419 (Sept 19)	No. of pupils eligible for PP	Currently 43	Date for next PP strategy review	Sept 20
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				
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
B	Pupils make accelerated progress which enables them to achieve at least as well as Non Pupil Premium peers nationally (reading, writing and maths combined)
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
D	Maintain low numbers of pupils with persistent attendance below 90% and ensure persistent absenteeism is well below national for all pupils. Attendance reaches 97+% for PP
	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
	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
	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
	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 18/19

Planned expenditure in 19/20 to address barriers -						
Barrier to remove	Desired outcome	Actions needed to achieve	Monitoring steps	Staff lead	Cost	Review date



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<p>A range of social and emotional issues including for parents which are having a detrimental effect on progress rates</p>	<p>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</p>	<p>Support from Inclusion Manager & Mentor 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 EHC Plan as required</p>	<p>Meeting with inclusion manager & TA and PP governor to discuss anonymized impact of support provided each term.</p>	<p>Inclusion manager TA supporting LAC Inclusion Mentor</p>	<p>£22 840 £2 340 £5 500</p>	<p>July 20</p>
<p>Pupils making slower rates of progress than Non Pupil Premium peers nationally (reading, writing, maths combined)</p>	<p>Pupils make accelerated progress which enables them to achieve at least as well as Non Pupil Premium peers nationally (reading, writing, maths combined)</p>	<p>PP chd receive quality first teaching daily Interventions are provided to address any gaps in knowledge and deal with misconceptions Writing conferences Pupil Progress meetings Support in class Invest in new texts for home readers to increase engagement in reading Literacy lead to be work on parental engagement to support reading at home and build up positive adult role models in reading, particularly to address PP boys' attainment</p>	<p>PP only book-trawls every term show accelerated progress made by pupils. Termly assessment outcomes show accelerated progress – shared with PP governor and FGB Termly SIP review</p>	<p>HT / AHTs Literacy coordinator</p>	<p>£8 000</p>	
<p>Pupils have low ambition and aspirations for themselves</p>	<p>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</p>	<p>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.</p>	<p>Governor monitoring of visits and events fed back to FGB termly Questionnaire to PP pupils to obtain impact on children</p>	<p>AHTs</p>	<p>£1 770 £4 600</p>	



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		Opportunities to attend clubs, learn a musical instrument, attend residential week				
Persistent absence	Maintain low numbers of pupils with persistent attendance below 90% and ensure persistent absenteeism is well below national for 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 Office administrator	£1 000	