

Pupil premium strategy statement – Millbrook Primary School 2017/8

1. Summary information					
School	Millbrook Primary School				
Academic Year	2017/18	Total PP budget	196,301	Date of most recent PP Review	n/a
Total number of pupils	335	Number of pupils eligible for PP	142	Date for next internal review of this strategy	Termly

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average) 2016</i>
% achieving in reading, writing and maths	40%	60%
% achieving in reading	40%	71%
% achieving in writing	76%	79%
% achieving in EGPS grammar, punctuation, spelling)	60%	78%
% achieving in maths	60%	75%

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.	Under developed oral language skills leading to use of a restricted vocabulary. This is a school wide issue.
B.	Low levels of reading stamina, low interest in reading amongst older pupils.
C.	Multiple barriers; Disadvantage / SEND / EAL / Emotional issues
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Poor levels of attendance and punctuality. High persistence absence for disadvantaged pupils
E.	Low levels of aspiration
F.	Parental engagement in supporting learning and improving children's welfare and well-being
G.	Low levels of resilience

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Good progress for disadvantaged pupils	<ul style="list-style-type: none"> Disadvantaged pupils' progress will match that of other children in reading, writing and maths.

B.	To diminish the difference in attainment between their performance and that of 'other' pupils in school and nationally.	<ul style="list-style-type: none"> Improvement in % of disadvantaged pupils achieving ARE in reading Difference between performance of disadvantaged pupils in school and 'other' pupils nationally diminishes
C.	Improved attendance and punctuality for disadvantaged pupils	<ul style="list-style-type: none"> Overall attendance will be 96% and the difference between disadvantaged pupils and others will be diminished
D.	Improve mechanisms to support and improve the emotional health and well-being of disadvantaged pupils.	<ul style="list-style-type: none"> There will be a focused approach to supporting emotional health and well-being Focus pupils will have improved attendance, happier experience in school and demonstrate faster progress Focus children will demonstrate greater resilience and self-regulation
E.	Improve levels of parental engagement and confidence in supporting their children's learning.	<ul style="list-style-type: none"> Focus families will feel more confident to engage with school. Parents will implement a range of strategies to support their children Focus children will demonstrate greater attendance and faster rates of progress

5. Planned expenditure					
Academic year		2017/18			
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?
Good progress for disadvantaged pupils	Release Deputy Head Teacher from classroom responsibilities to act as strategic lead and champion for disadvantaged pupils	<ul style="list-style-type: none"> Strong leadership from a proven outstanding teacher and leader in order to support and challenge teachers to provide appropriate provision for disadvantaged pupils. DHT has evidenced this skill as team leader for KS1 	<ul style="list-style-type: none"> Training for teachers in appropriate provision for disadvantaged pupils Training for support staff Focus on outcomes for disadvantaged pupils in observations and book looks Direction of support from other sources to disadvantaged pupils as required Half termly pupil progress meetings focusing on disadvantaged pupils 	KP	Half termly in conjunction with attainment and progress data.
To improve performance of disadvantaged pupils	Reciprocal reading activities	On average, reading comprehension approaches improve learning by an additional five months' progress over the	<ul style="list-style-type: none"> Ambitious targets which are formulated with pupils and families. 	KP MD ML	

<p>in reading; to improve their reading stamina and ensure that their curriculum is tailored to their needs. To diminish the difference between their performance and that of 'other' pupils in school and nationally.</p> <p>£2,000 additional training £5,000 release time for monitoring £5,000 for Pop-Up reading programme</p> <p>£2000 for additional quality texts for school</p>	<p>Reading action plan detailing key reading focus for Y5/6</p> <p>Reading buddy activities – Older children with younger children</p> <p>Review and overhaul of reading offer for Y5/6</p> <p>Increased curriculum time for focus reading and greater opportunities for reading across the curriculum</p>	<p>course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress</p> <p>Successful reading comprehension approaches carefully select activities for pupils according to their reading capabilities, and ensure that texts provide an effective, but not overwhelming, challenge.</p> <p>Many of the approaches can be usefully combined with phonics, collaborative and peer-learning techniques. The use of techniques such as graphic organisers and drawing pupils' attention to text structures are likely to be particularly useful when reading expository or information texts.</p>	<ul style="list-style-type: none"> • Focused CPD for teaching and support staff. • Regular monitoring of pupil progress through observation, pupil voice, data and book analysis. 		
<p>To improve performance of disadvantaged pupils in reading, writing and maths (combined), diminishing the difference between their performance and that of other pupils in school and nationally.</p> <p>£20,000 – intervention TAs and SENCO Y5/6 Focus groups</p>	<p>Tracking pupil progress</p> <p>Identified rapid interventions (immediately following lessons)</p> <p>Feedback</p> <p>Meta-cognition and self-regulation</p> <p>Pupil progress meetings</p>	<p>Feedback studies tend to show very high effects on learning. In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', also tend to have a positive impact.</p> <p>Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</p>	<p>Teaching approaches which encourage learners to plan, monitor and evaluate their learning have very high potential, but require careful implementation.</p> <p>Have you taught pupils explicit strategies on how to plan, monitor and evaluate specific aspects of their learning? Have you given them opportunities to use them with support and then independently?</p> <p>Teaching how to plan: Have you asked pupils to identify the different ways that they could plan (general strategies) and then how best to approach a particular task (specific technique)?</p> <p>Teaching how to monitor: Have you asked pupils to consider where the task might go wrong? Have you asked the pupils to identify the key steps for keeping the task on track?</p> <p>Teaching how to evaluate: Have you</p>		

			asked pupils to consider how they would improve their approach to the task if they completed it again?		
Total budgeted cost					£84,000
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?
<p>Improve attendance rates and reduce persistent absence amongst disadvantaged pupils.</p> <p>£20,000 for admin and attendance officer £5,000 EWO support £4,000 training and support £3,000 rewards and pupil incentives</p>	<p>School attendance officer working with support of SLT to support families to improve attendance</p> <p>Expertise provided by EWO and from training</p> <p>Action plan devised</p>	<p>School attendance officer is also a learning mentor who knows the school community well</p> <p>Training and support to provide fresh ideas to boost attendance</p>	<p>Target overseen by SLT and named governor (Max Jones).</p>	<p>GC ML</p>	<p>End of each term</p>
<p>Develop and refine mechanisms to support and improve the emotional health and well-being of disadvantaged pupils.</p> <p>£15,000 1x health and well-being lead £10,000 ELSA including training (Emotional Literacy Support Assistant) £2,000 additional staff training (contribution)</p>	<p>Named member of staff identified as emotional health and well-being lead. Ongoing training every half term</p> <p>School to buy into LA 'Future in Mind' project</p> <p>Training for all staff to recognise signs of emotional distress</p> <p>Mentoring and support opportunities for pupils and families</p>	<p>Emotional health and well-being issues present a significant barrier to learning for some pupils. Significant cuts to local authority universal services makes it harder to access support for pupils and families. The school requires trained staff to help pupils break down these barriers and to support families to make a positive contribution to their children's education.</p>	<p>Weekly meetings led by DHT will discuss emerging welfare concerns and ensure that appropriate intervention is implemented.</p>	<p>KP</p>	
<p>Improve levels of parental engagement and confidence in supporting their children's learning.</p>	<p>Coffee mornings to improve level of engagement</p> <p>Workshops and bespoke</p>	<p>Evidence cited by the EEF demonstrates that raising levels of parental engagement is challenging. It can have a positive impact if accompanied by strategies to improve parents own skills, such as improving levels</p>	<p>Involvement is often easier to achieve with parents of very young children.</p> <p>What approaches will you take to support parents in working with their</p>	<p>KP JE RH</p>	<p>End of each term</p>

<p>£25,000 for 2x learning mentor (contribution) £1500 training</p>	<p>parent consultation sessions for targeted pupils</p> <p>Learning mentors to engage hard to reach parents – co-ordinated through pupil progress meetings and regular pastoral meetings</p>	<p>of literacy.</p> <p>Evidence shows that the earlier parents can be involved the longer lasting the impact.</p>	<p>children?</p> <p>Have you provided a flexible approach to allow parental involvement to fit around their schedule?</p> <p>Parents of older children may appreciate short sessions at flexible times to involve them.</p> <p>How will you make your school welcoming for parents whose own experience of school may not have been positive?</p> <p>Have you provided some simple, practical ways that parents can support their children in ways that do not require a high level of ability (e.g. by ensuring that students have an environment where they can work at home)</p>		
Total budgeted cost					£99,000
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?
<p>Diminish differences between attainment for disadvantaged and other pupils in school – focus on Y5-6</p> <p>£6,000</p>	<p>1:1tuition Breakfast club provision and early morning tutoring</p>	<p>Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.</p> <p>Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but slightly lower impact compared to one to one tuition</p>	<p>Monitored by HT and DHT</p>	<p>ML KP MD AP</p>	<p>Termly review with named governor</p> <p>And at pupil progress meetings</p>

Disadvantaged pupils to have equal access to visits and experiences provided in school £7,000	To subsidise cost of visits and visitors to school for disadvantaged pupils	Equal access and opportunities for all pupils	Termly reports from school business manager	ML KP Governors	Termly review with named governor
Total budgeted cost					£13,000

6. Review of expenditure (To be completed at the end of the year)				
Previous Academic Year				
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
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
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