

# Pupil premium strategy statement and review – Millbrook Primary School 2016/17

1. Summary information					
School	Millbrook Primary School				
Academic Year	2016/17	Total PP budget	174,440	Date of most recent PP Review	n/a
Total number of pupils	325	Number of pupils eligible for PP	132	Date for next internal review of this strategy	April 2016

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	24%	60%
% achieving in reading	29%	71%
% achieving in writing	57%	79%
% achieving in EGPS grammar, punctuation, spelling)	71%	78%
% achieving in maths	76%	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Weak oral language skills leading to use of a restricted vocabulary. This is a school wide issue.
<b>B.</b>	Low levels of reading stamina, low interest in reading amongst older pupils.
<b>C.</b>	Multiple barriers; Disadvantage / SEND / EAL / Emotional issues
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Poor levels of attendance and punctuality (nursery and school). High persistence absence for disadvantaged pupils
<b>E.</b>	Low levels of aspiration
<b>F.</b>	Parental engagement in supporting learning and improving children's welfare and well-being

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To improve children's oral language skills and develop their knowledge, understanding and use of a more sophisticated vocabulary.	<ul style="list-style-type: none"> <li>Observations will demonstrate children improving spoken language skills.</li> <li>Children will use a wider range of vocabulary in everyday talk and writing</li> </ul>

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

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2016/17</b>			
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.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>Improve oral language and vocabulary skills of all children</b>  <b>£1000 initial training</b> <b>£500 EYFS training</b> <b>£180 I Can resources</b> <b>£5,000 additional staff and release time for lead teachers</b>	<b>Oral language interventions.</b>  <b>NWEMA Word Aware training.</b>  <b>Training for EYFS staff in matching oral language activities to current stage of development.</b>  <b>Additional staff for YR and KS1</b>	Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.	How can you help pupils to make their learning explicit through verbal expression?  How will you match the oral language activities to learners' current stage of development so that it extends their learning and connects with the curriculum?  What training will the adults involved have to ensure they model and	<b>RH KP</b>	<b>February 2017</b> <b>April 2017</b> <b>July 2017</b>

			develop pupil's oral language skill		
<p><b>To improve performance of disadvantaged pupils 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.</b></p> <p><b>£2,000 additional training</b>  <b>£5,000 release time for monitoring</b>  <b>£5,000 for Pop-Up reading programme and additional quality texts for school</b>  <b>£1,000 for additional reading technology</b></p>	<p><b>Reciprocal reading activities</b></p> <p><b>Reading action plan detailing key reading focus for Y5/6</b></p> <p><b>Reading buddy activities – Older children with younger children</b></p> <p><b>Reading mentors for all Y5/6 pupils</b></p> <p><b>Review and overhaul of reading offer for Y5/6</b></p> <p><b>Increased curriculum time for focus reading and greater opportunities for reading across the curriculum</b></p>	<p>On average, reading comprehension approaches improve learning by an additional five months' progress over the 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>	<p>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Are you confident that the problem(s) a pupil is facing in making expected progress is in decoding the words, understanding the structure of the language used or understanding particular vocabulary, which may be subject specific?</p> <p>How can you focus learners' attention on developing comprehension strategies which they can apply more widely?</p> <p>A wide range of strategies and approaches can be successful, but these need to be taught explicitly and consistently. How are you going to identify the strategies that will meet the needs of your pupils and how will these be reinforced?</p> <p>A key issue for teachers is identifying the level of difficulty for comprehension activities that is required to extend pupils' reading capabilities. How will you ensure the texts used provide an effective challenge?</p>	<b>KP AP MD ML</b>	
<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><b>£30,000 – intervention TAs</b></p>	<p><b>Tracking pupil progress</b></p> <p><b>Identified rapid interventions (immediately following lessons)</b></p> <p><b>Feedback</b></p> <p><b>Meta-cognition and self-regulation</b></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</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</p>		

<p><b>£1400 – site licence</b> <b>Clicker 7</b></p>	<p><b>Pupil progress meetings</b></p>	<p>strategies can be particularly effective for low achieving and older pupils.</p>	<p>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 asked pupils to consider how they would improve their approach to the task if they completed it again?</p>		
<b>Total budgeted cost</b>					£51,080
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Improve attendance rates and reduce persistent absence amongst disadvantaged pupils. <b>£20,000 for admin and attendance officer</b> <b>£5,000 EWO support</b> <b>£4,000 training and support</b> <b>£3,860 rewards and pupil incentives</b></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>January 2017 April 2017 July 2017</p>
<p>Improve mechanisms to support and improve the emotional health and well-being of disadvantaged pupils.</p>	<p>Named member of staff identified as emotional health and well-being lead</p> <p>School to buy into LA 'Future in Mind' project</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</p>	<p>Weekly meetings led by DHT will discuss emerging welfare concerns and ensure that appropriate intervention is implemented.</p>	<p>KP</p>	

<p><b>£15,000</b>1x health and well-being lead  <b>£2,000 training in Thera-Play</b>  <b>£2,000 additional staff training (contribution)</b></p>	<p>Training for all staff to recognise signs of emotional distress</p> <p>Mentoring and support opportunities for pupils and families</p>	<p>break down these barriers and to support families to make a positive contribution to their children's education.</p>			
<p>Improve levels of parental engagement and confidence in supporting their children's learning.</p> <p><b>£30,000 for 2x learning mentor (contribution)</b>  <b>£1500 training</b></p>	<p>Coffee mornings to improve level of engagement</p> <p>Workshops and bespoke parent consultation sessions for targeted pupils</p> <p>Learning mentors to engage hard to reach parents – co-ordinated through pupil progress meetings and weekly pastoral meetings</p> <p>Family learning sessions to help non-English speaking parents learn the language</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 of literacy.</p> <p>Evidence shows that the earlier parents can be involved the longer lasting the impact.</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 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>	<p><b>KP JE RH</b></p>	<p>January 2017  April 2017  July 2017</p>
<b>Total budgeted cost</b>					<p>£83,360</p>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Monitor and evaluate provision. Coach staff on improving outcomes and champion cause of disadvantaged pupils <b>£20,000 for 3 days per week release for DHT (contribution)</b>	Release DHT from classroom duties	DHT will be the school's champion for disadvantaged pupils. Release from the classroom for this time will enable her to monitor provision, advise staff on appropriate strategies and coach key staff involved in the pupil premium strategy.	Weekly meetings – HT and DHT Twice termly governors' monitoring group	KP ML	January 2017 April 2017 July 2017
Diminish differences between attainment for disadvantaged and other pupils in school – focus on Y5-6 <b>£10,000</b>	1:1 tuition Breakfast club provision and early morning tutoring	Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. 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	Monitored by HT and DHT	ML KP MD AP	January 2017 April 2017 July 2017  And at pupil progress meetings
Disadvantaged pupils to have equal access to visits and experiences provided in school <b>£10,000</b>	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	January 2017 April 2017 July 2017
<b>Total budgeted cost</b>					£40,000

6. Review of expenditure			
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)
<p>Improve oral language and vocabulary skills of all children</p> <p>£1000 initial training £500 EYFS training £180 I Can resources £5,000 additional staff and release time for lead teachers</p>	<p>Oral language interventions.</p> <p>NWEMA Word Aware training.</p> <p>Training for EYFS staff in matching oral language activities to current stage of development.</p> <p>Additional staff for YR and KS1</p>	<ul style="list-style-type: none"> <li>Oral language skills of younger children have improved, with children demonstrating confidence in their ability to communicate orally.</li> <li>Observations show impact of training for staff with more extended language interventions in evidence.</li> <li>EYFS data showed improvement for FSM children in reading, writing and maths</li> <li>Combined reading, writing and maths scores for KS1 disadvantaged pupils was similar to other pupils</li> <li>In KS2, combined reading, writing and maths scores improved by 16%, reducing the gap between school disadvantaged pupils and other pupils nationally from 36% to 21% This is still a work in progress however!</li> </ul>	<ul style="list-style-type: none"> <li>Enhancing oral language skills is fundamental to children being successful learners. This approach will be continued and developed.</li> <li>Improvements in phonic screening check outcomes for disadvantaged pupils will be targeted next year.</li> </ul>
<p>To improve performance of disadvantaged pupils 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 and additional quality texts for school £1,000 for additional reading technology</p>	<p>Reciprocal reading activities</p> <p>Reading action plan detailing key reading focus for Y5/6</p> <p>Reading buddy activities – Older children with younger children</p> <p>Reading mentors for all Y5/6 pupils</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>	<ul style="list-style-type: none"> <li>Scaled scores in reading, maths and grammar were in line with other pupils in the school in 2017, although remaining below national figures.</li> <li>The in school gap between disadvantaged pupils and others narrowed from 29% to 16%. The percentage of pupils attaining the standard improved from 29% to 40%.</li> <li>Children confirmed that they enjoyed the 'Pop up' reading festival which brought a range of authors into school. This had positive benefits for all pupils.</li> <li>Reading mentoring had a positive impact for pupils, noticeably higher attaining pupils. The percentage of pupils achieving a higher standard in reading improved from 6% to 14%.</li> </ul>	<ul style="list-style-type: none"> <li>This is a work in progress. There were some early signs of good impact but more time is needed to really embed some of the strategies into everyday practice.</li> <li>Some of the systems, such as the mentoring, were complicated to implement. We learned that we need to streamline</li> </ul>

<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><b>£30,000 – intervention TAs</b> <b>£1400 – site licence</b> <b>Clicker 7</b></p>	<p><b>Tracking pupil progress</b></p> <p><b>Identified rapid interventions (immediately following lessons)</b></p> <p><b>Feedback</b></p> <p><b>Meta-cognition and self-regulation</b></p> <p><b>Pupil progress meetings</b></p>	<ul style="list-style-type: none"> <li>The performance of this group did improve in 2017, but levels of attainment still remain below national levels.</li> <li>Clicker 7 is helping a number of vulnerable pupils develop their writing skills.</li> </ul>	<ul style="list-style-type: none"> <li>Steps in the right direction have been made, however we have learned that focused in class teaching is better than intervention!</li> <li>Support disadvantaged and other vulnerable groups in Year 6 next year will be from existing school staff who know the children well. Most of the support will be tailored to build on the main teaching points in class.</li> </ul>
<b>ii. Targeted support</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
<p>Improve attendance rates and reduce persistent absence amongst disadvantaged pupils.</p> <p><b>£20,000 for admin and attendance officer</b> <b>£5,000 EWO support</b> <b>£4,000 training and support</b> <b>£3,860 rewards and pupil incentives</b></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>Improve mechanisms to support and improve the emotional health and well-being of disadvantaged pupils.</p> <p><b>£15,0001x health and well-being lead</b> <b>£2,000 training in Thera-Play</b> <b>£2,000 additional staff training (contribution)</b></p>	<p>Named member of staff identified as emotional health and well-being lead</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</p>	<ul style="list-style-type: none"> <li>There have been positive impacts identified. Staff have greater awareness of the impact of mental health issues on pupil well-being.</li> <li>Pupils enjoyed and responded well to the introduction of Magic Mondays. Activities carried out first thing on a Monday designed to enhance esteem and well-being.</li> <li>Learning mentors have received training in bereavement, loss and grief. This has enabled them to support some extremely vulnerable families and pupils as a result.</li> </ul>	<ul style="list-style-type: none"> <li>We have learned that it is a more efficient use of resources for specialist staff to support other staff to support children in this area!</li> <li>Specialist provision is then available for the most vulnerable cases and expertise is being developed in all staff.</li> <li>This approach will be enhanced and developed next year.</li> </ul>

<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 parent consultation sessions for targeted pupils</p> <p>Learning mentors to engage hard to reach parents – co-ordinated through pupil progress meetings and weekly pastoral meetings</p> <p>Family learning sessions to help non-English speaking parents learn the language</p>	<ul style="list-style-type: none"> <li>This strategy will be carried over to next year.</li> </ul>	
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**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
<p>Monitor and evaluate provision. Coach staff on improving outcomes and champion cause of disadvantaged pupils <b>£20,000 for 3 days per week release for DHT (contribution)</b></p>	<p>Release DHT from classroom duties</p>	<ul style="list-style-type: none"> <li>Good impact was seen here.</li> <li>Outcomes for disadvantaged pupils have improved but still need to improve further.</li> </ul>	<ul style="list-style-type: none"> <li>This will be developed next year as the DHT will be released from classroom responsibility full time.</li> <li>Specific pupil progress meetings will be held focusing on disadvantaged pupils.</li> </ul>
<p>Diminish differences between attainment for disadvantaged and other pupils in school – focus on Y5-6 <b>£10,000</b></p>	<p>1:1 tuition Breakfast club provision and early morning tutoring</p>	<ul style="list-style-type: none"> <li>This continues to help targeted pupils make good progress.</li> <li>Two individuals who received 1:1 tuition in maths achieved positive progress scores.</li> </ul>	<ul style="list-style-type: none"> <li>Approach will continue next year.</li> </ul>
<p>Disadvantaged pupils to have equal access to visits and experiences provided in school <b>£10,000</b></p>	<p>To subsidise cost of visits and visitors to school for disadvantaged pupils</p>	<ul style="list-style-type: none"> <li>No pupil missed out on a visit or an educational activity because of financial reasons. This also benefited many non-pupil premium children whose family incomes were marginally above threshold for PP eligibility</li> </ul>	<ul style="list-style-type: none"> <li>Approach will continue next year.</li> </ul>