

Pupil premium strategy statement (primary)

1. Summary information					
School	Middleham Primary School				
Academic Year	2018/19	Total PP budget	7920	Date of most recent PP Review	Dec 17
Total number of pupils	s2	Number of pupils eligible for PP	6	Date for next internal review of this strategy	Sep 19

2. Current attainment (Y6)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing & maths (or equivalent)	0%	75%
% making expected progress in reading (or equivalent)	50%	75%
% making expected progress in writing (or equivalent)	50%	75%
% making expected progress in maths (or equivalent)	100%	75%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	PP children lack resilience when attempting new and more demanding concepts
B.	PP children often lack the opportunity to be immersed in higher level language within class groupings
C.	PP children in Yr 3 (4) are not making progress in line with their end of keeping up with age related expectations and are falling behind their peers in core subjects within a mixed age class
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	For some, limited engagement/ interaction in school and school life due to housing isolation
E.	Lack of parental engagement in supporting school work at home

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success
A.	Children are more resilient in their learning and can cope with both success and failure	By 2019, through effective use of support, differentiated work, children are working with greater independence and are able to cope with failure as well as success <i>MEASURE – end of year interviews, impact of mental health training, HRBQ responses, nurture group??</i>
B.	PP children are using more higher level language and vocabulary in both their writing and speech and have access to this within class through effective grouping <i>MEASURE – GPS test/ Target tracker</i>	By 2019, all children in receipt of PP are making good progress from their starting points linked to use of vocabulary, grammar etc. in their written work and speech <i>MEASURE – GPS test/ Target tracker</i>
C.	A successful transition for our Y2 to Y3 pupils so that they continue to make good progress as they move into KS2	As they move into KS2, there is no dip in performance for our Y3 pupils and progress is maintained in line with end of KS1 results and SS <i>MEASURE – PIRA/PUMA/GPS test scores shows no dip in progress, use of TA to ease transition</i>
D.	Parents of those children isolated by housing situation engage more with the school and events	100% attendance at parents evening and other school based events – How can we encourage attendance ? Creche, film night, child care funded from KIDS day nursery <i>MEASURE – better home school links – parent questionnaire</i>
E.	Parental engagement to support learning	All PP parents are supporting children's learning at home through evidence in books, engagement at school activities <i>MEASURE – PIRA/PUMA/GPS test scores, questionnaire, attendance at open sessions including library time</i>

5. Planned expenditure					
Academic year		2018/19			
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

To increase TA hours and training to impact on pupil outcomes by offering high quality intervention and in class support	Whole school training from NYCC to offer bespoke training To improve writing in KS2 as well as reading through additional intervention training and access to higher level language Using TA to open the library for school community sessions	KS1 to KS2 progress is slow and PP children are not making expected progress PP children are not closing the gap on their peers. Greater opportunities for parents to engage in children's learning and access vocabulary	Termly monitoring by Literacy Co-ordinator/ EHT	LE/RB	Termly
To upskill teaching assistants to have a greater impact on pupil outcomes	Whole school TA training from NYCC	KS1 to KS2 progress is slow and PP children are not making expected progress PP children are not closing the gap on their peers.	Termly monitoring by EHT	EHT	Termly
To offer a personalized curriculum to address areas of weakness	Additional TA hours to cover intervention which they have been trained for	Big gaps in PP children's understanding – (through PP meetings) PP children are not closing the gap on their peers as quickly as we would have hoped	Termly monitoring by EHT and lit/num co-ordinator and improved tracking and intervention	EHT/RB/SB	Termly
To offer mental health training for staff which in turn will offer support for children with a key focus on resilience	Whole school training 18/19 – project on 'Healthy mind, healthy body, healthy world'	Resilience to setbacks is something which children struggle with and	Pupil conferencing – LE Pupil questionnaire – Spring 19	EHT	Termly

Total budgeted cost £ 9000

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
------------------------	---------------------------------	--	--	-------------------	-----------------------------

To ensure Year 6 pupils are able to achieved expected level at KS2	Teacher to work in small groups with Yr 6 pupils	PP children are not achieving expected standard	Termly monitoring by EHT and lit/num co-ordinator and improved tracking and intervention	EHT/RB/SB	Termly
PP children to reach ARE in reading and writing	Individual children receive intervention	New intervention used by school staff should impact on progress. Staff are highly trained and results are closing the gap.	SENCO monitors all interventions termly and measures impact lined to PIRA ad TT	LE	Termly
Targeted support for LKS2 pupils to ensure they are making good progress and achieving ARE	Teacher to work with Yr 3/4 pupils whilst TA supports remainder of class	Yr 3 pupil progress has dipped from KS1 – need to work towards supporting these pupils	Termly monitoring by EHT and lit/num co-ordinator and improved tracking and intervention	EHT/RB/SB	Half termly
Total budgeted cost				£3600	

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?
Parents are better skilled to support/parent children at home	Parents information evenings	Lack of engagement at home from parents	Reading record checks Engagement with school	RB	Termly
PP children have opportunity to take part in wider activities	School pays for residential trips and others	These children would otherwise miss out. These activities build resilience.	Resource sub- committee of GB	LS/EHT	Annually
Total budgeted cost					£800

6. Review of expenditure

Previous Academic Year 17 18

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
Children are more resilient in their learning and can cope with both success and failure	<ul style="list-style-type: none"> • Mental health training for all staff • Mental health support for children on hand • Positive support for all children 	<ul style="list-style-type: none"> • Successful preparation for children moving onto secondary education (2 PP) • 	<ul style="list-style-type: none"> • Continue onto 18/19 	£1200
PP children are using more higher level language and vocabulary in both their writing and speech and have access to this within class through effective grouping	<ul style="list-style-type: none"> • Reading workshop • SPAG focus • Push on reading • Development of library for all children to access higher level language 	<ul style="list-style-type: none"> • 100% of PP achieving required standard • ACTUAL - only 50% of PP children met expected standard. 	Introduce word of the week (golden threads of language) Bigger push on high expectations and non negotiables Development of library to also impact	1500

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

Additional support for pupils linked to need and pupil progress meeting	<ul style="list-style-type: none"> Staff on reading intervention Additional TA hours to support PP children (especially Y3 pupils) 	<ul style="list-style-type: none"> PP children are closing the gap and making good progress ACTUAL – Good progress seen with most PP children 	Ensure focus on PP children during pupil progress meetings	£3000
A successful transition for our Y2 to Y3 pupils so that they continue to make good progress as they move into KS2	<ul style="list-style-type: none"> Increased transition activities during the summer term in preparation for the move 	<ul style="list-style-type: none"> Successful transition with no drop in standards ACTUAL 	<ul style="list-style-type: none"> Repeat activities from previous year (6 sessions over the summer 2 term 	£800
iii. Individual pupils are able to access learning				
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
Parents of those children isolated by housing situation engage more with the school and events	<p>100% attendance at parents evening and other school based events – How can we encourage attendance ? Creche, film night??</p> <p><i>MEASURE – better home school links – parent questionnaire</i></p>	<ul style="list-style-type: none"> 100% of parents attendance at parents evenings and other events ACTUAL -100% at parents evening and improved communication via facebook school page 	<ul style="list-style-type: none"> Engage in more child friendly activities (crèche, film night etc) Post newsletters on FB page? 	£200
Parents being creative about how PP funding can impact on their child	<ul style="list-style-type: none"> Letter out to all PP children to ask about how they would like funding 	<ul style="list-style-type: none"> 100% response from parents ACTUAL =- 3 responses from 8 asking for support with residential trips 	<ul style="list-style-type: none"> Repeat activity Open library after school and encourage 	£0

