

Pupil premium strategystatement (primary)

1. Summary information					
School	Middleham Primary School				
Academic Year	2017/18	Total PP budget	15028	Date of most recent PP Review	
Total number of pupils	31(33)	Number of pupils eligible for PP	8	Date for next internal review of this strategy	Sep 18

2. Current attainment		
	<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%	63%
% making expected progress in reading (or equivalent)	50%	75%
% making expected progress in writing (or equivalent)	0%	75%
% making expected progress in maths (or equivalent)	50%	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 are not achieving ARE/ expected progress in Maths
B.	PP children are not achieving ARE/ expected progress in English (especially GPS)
C.	PP children are not 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.	Farming families – rural isolation
E.	Limited engagement/ Interaction in school and school life

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success
A.	Children have improved confidence in maths especially number , operations and arithmetic and are able to work at age related expectation alongside their peers by the end of key phases	By 2019, all children in receipt of PP are on track to achieve ARE at KS1 and 2 and SS are above 100 and/or maintained/increased from KS1 At least 80% of children from KS1 make expected progress
B.	Vulnerable children identified through careful tracking and support given to ensure they are able to work alongside their peers in English with specific focus in reading and GPS	By 2019, all children in receipt of PP are on track to achieve ARE at KS1 and 2 and SS are above 100 and/or maintained/increased from KS1 At least 80% of children from KS1 make expected progress Support from home and/or independence in learning
C.	TA support hours to deliver small group focused support and interventions (which EEF toolkit says has an impact of +5 months) linked to careful pupil progress and tracking	Pupils are closing the gap against their peers
D.	Attendance of all PP children to be above 96% (not including holidays) – we can not support the children if they are not in school	Attendance 96% or above

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

To increase TA hours and training to impact on pupil outcomes by offering high quality intervention and in class support	Whole school training from Literacy team at North Yorkshire To improve writing in KS2 as well as reading through additional intervention training	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 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 – PP children are not closing the gap on their peers.	Termly monitoring by EHT and lit/num co-ordinator and improved tracing and intervention	EHT/RB/SB	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 at of 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 tracing 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
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		16 17		
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
Some of the Pupil Premium Children did not achieve Age related expectations in Maths	<ul style="list-style-type: none"> Staff attend maths training "Success@arithmetic" Staff attend maths training "First class @ number" Increased TA hours to enable additional maths interventions to be put in place (Targeted additional adult support in every classroom) 	Limited- only 50% of PP children met expected standard Trained staff more effective	Importance of assessment at start and end to show measureable impact	£8991
Some of the Pupil Premium Children did not achieve Age related expectations in GPS	<ul style="list-style-type: none"> Specialist teacher employed to support GPS with a focus on Year 6 and Year 2 	Limited- only 50% of PP children met expected standard Limited although disruption in teaching	We have now purchased more effective tests which means we can analyse PP data and support where gaps in knowledge exists	1500
Attitude to reading was not positive – Home School reading not consistent	<ul style="list-style-type: none"> To raise the profile of Reading at home through a weekly Reading Challenge 	More children are reading at home on a regular basis and highlighting those who are not	Need to reinvigorate challenge and hold a parents info evening on paired reading Training for staff on BRSP	£0
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

PP children to reach ARE in reading and writing	Individual children receive read, write inc intervention	Proven intervention used by school for many years. Staff are highly trained and results are impressive.	PP children are closing the gap – individual intervention needs to continue	36000
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
Some children are lacking confidence and would benefit from confidence building and to build upon team work skills.	<ul style="list-style-type: none"> To organise a sports coach to provide sessions focussed on cooperative work and team building To provide residential visits and trips ensuring that finance is not a barrier 	All children able to access activities and experiences to develop emotional literacy with funding not a barrier	Offer help and support earlier to PP children	
Providing regular and accurate assessment and tracking of attainment and progress	<ul style="list-style-type: none"> Purchase of target tracker 	Assessment is accurate and impacts on planning and progress of children	Roll our training to TAs and upskill teachers	£792
PP children have opportunity to take part in wider activities	School paid for residential trips	Children participated in these activities and gained in confidence and resilience..	Finance committee of GB	6000

