

Moulton Primary School
Pupil Premium Strategy Statement 2017 -18

1. Summary information					
Academic Year	2017 - 18	Total PP budget	£69,280	Number of children PP and SEN	8
Total number of pupils	454	Number of pupils eligible for PP - 51	11%	Number of children PP and EAL	0

2. 2017 KS2 Attainment	School (6 children) - Pupils eligible for PP	National (Other) - Pupils not eligible for PP
% meeting expected or above standard in reading, writing and maths	83%	61%
Overall progress in reading	+1.74	+0.33
Overall progress in writing	-0.05	+0.17
Overall progress in maths	+0.62	+0.28

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
a.	Some lower and middle attaining PP children make slower progress in KS2 in reading, writing and maths
b.	Current Y6 has a high proportion of pupil premium pupils (17 pupils) requiring a specific and targeted teaching and learning strategy
c.	A number of PP pupils have personal, social and emotional barriers to learning affecting their overall progress and well-being
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
d.	Lower attendance averages for pupil premium pupils compared to non-PP pupils Parents of some PP children are not supporting learning at home or as engaged in pupils' school life as other pupils

4. Desired outcomes and how they will be measured		Success criteria
a.	PP pupils in Years 3, 4 and 5 make accelerated the progress in reading, writing and maths through closing the gap strategies and enhanced well-being provision	Pupil premium pupils will make progress in key stage 2 in line with other pupils nationally.
b.	PP pupils in Year 6 make accelerated the progress in reading, writing and maths through closing the gap strategies and enhanced well-being provision	14 Pupil premium pupils without, additional SEN needs, achieve expected attainment and progress
c.	Social and emotional barriers for Pupil Premium pupils are rapidly identified and additional provision put in place leading to improved well-being/mental health and achievement outcomes.	Pupil premium pupils with social and emotional difficulties will be more confident, have positive attitudes to school and learning and achieve well.
d.	Attendance of PP children improves and is in-line with non-PP children	Increase attendance rate of all pupil premium pupils to at least 96%, in line with other pupils.

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.					
1. Quality of teaching for all					
Desired outcome	Chosen action/approach	Evidence to support action	How will you ensure it will be implemented well?	Cost	Staff lead/ Review
a. & b. Improved assessment to identify gaps in pupils' learning and strategies to accelerate progress for all pupils	CPD to develop pre and post assessment skill/processes to identify gaps in pupils' learning and implement closing the gap strategies	Gaps in prior learning limit age related achievement	Staff training sessions with monitoring activities planned to evaluate impact and identify next actions	£2000	JW English and Maths Leads <i>Summer 18 PPMs - termly</i>
c. Pupils with PSE barriers have positive attitude to school and learning	Increase staff awareness and confidence with supporting PSE/well-being issues (teachers & TAs) through focussed CPD	Personal, social and emotional issues are barriers to successful learning and achievement	Staff training sessions with monitoring activities planned to evaluate impact and identify next actions	£2000	JW, LW, DS Inclusion Team <i>Summer 18/PPMS Mid-year appraisal review meetings</i>
Total budgeted cost					£4000
i. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Staff Lead/Review
a. PP children in KS2 to show accelerated progress and meet age related expectations	Analysis of needs through diagnostics/assessment – leading to closing the gap plans. <ul style="list-style-type: none"> • Specific and targeted 1 -1 and small group support. • Pre and post teaching intervention. • Additional HLTA resource to facilitate interventions including, teacher led. 	Early and additional support targeted at learning gaps will ensure pupils achieve	CPD and coaching plan to show focus on developing assessment systems – SIP priority. Monitoring by coordinator, head teacher and governors. Outcomes from assessment points show impact.	£9, 310	JW English and Maths Leads <i>Termly PPMs and Summer 18 review</i>
For targeted pupil premium children to improve confidence and enjoyment of reading	3 x Beanstalk Readers working with children in Year 4 throughout the year.	School tracking and monitoring shows positive impact from additional reading support (discussions, reading practice and vocabulary wk)	Beanstalk intervention is trained and evaluated independently. Children on this intervention have their reading progress tracked and evaluated.	£1,740	Inclusion Lead JW SLT <i>Termly PPMs and Summer 18 review</i>

b. 14 pupil premium children will be secure 'secondary ready' attainment expectations by the end of KS2 3 pupil premium children with SEN will have progressed well by the end of KS2.	Additional HLTA teaching resource in Year 6 allows for a greater focus on proven intervention and catch-up strategies for 17 PP children.	This additional resource allows for many of the effective evidence-based strategies to be implemented including: 1 to 1 feedback and pre and post teaching intervention	Regular monitoring and review of quality of provision and outcomes of children in Y6 using standardised assessments	£7, 200	Y6 Team JW Y6 HLTA <i>Termly PPMs and Summer 18 review</i>
c. Pupils with PSE barriers have positive attitude to school and learning and increased resilience	PP receive additional TA mentor time for learning and well-being provision, including: a. TA mentor time b. meet and greet/Learning mentor sessions c. lunchtime nurture club 'Owl Club	Resilience, self-confidence and independence enable pupils to accept challenge and to develop a positive, more confident outlook towards themselves and their work.	Developing well-being provision is a SIP priority. An action plan will ensure consistent and regular monitoring. Learning walks and pupil interviews will be carried out.	a. £9, 310 b. £6, 840 c. £3,648	JW, LW, DS Inclusion Team <i>Termly PPMs and Summer 18 review</i>
d. Attendance levels to increase across the school	Audit of attendance monitoring systems and targeted support and intervention programmes for children/parents	Link between poor attendance and low achievement	Attendance audit mapped out on School Improvement Plan Meetings with parents and pupils	£1000	Inclusion Lead Headteacher PP Lead <i>Termly Review</i>
Total budgeted cost					£39,048
ii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Staff Lead/Review
Pupil premium pupils will have equal access to extracurricular activities (a.) including residential trips (b) that will benefit their confidence and well-being.	Fund an extracurricular activity for all pupil premium pupils including residential trips	To provide opportunities to develop an interest that builds self-esteem and confidence.	All pupil premium pupils will have access to at least one extracurricular club.	a. £7, 853 b. £8,200	PP Lead Governors SLT <i>Review /evaluation July 18</i>
Disadvantaged pupils will not be adversely affected in school by financial difficulties experienced by parents and carers.	Additional financial support will be provided for pupil premium pupils as needed for equipment, school uniform and out of school care.		Monitoring through the year to make sure that children in need are identified; monitoring of pupil engagement in activities, well-being checks, discussions with parents and carers.	£1000	PP Lead Governors SLT <i>Review /evaluation July 18</i>
Total budgeted cost					£17, 053

Previous Academic Year: 2016-17

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>To narrow the gaps further for disadvantaged pupils and to continue to break down the barriers</p>	<p>Personal Learning Books introduced.</p> <p>DA pupil well-being survey and pupil profile questionnaire carried out</p> <p>Develop an enrichment program for targeted pupils</p>	<p>The DA pupil well-being survey identified the baseline and provided a basis for the 'Pupil profile' which was created for the DA children. Targets were identified and provision in place</p> <p>Non-PP disadvantaged children were also identified through pupil profile questionnaire leading to a raised awareness of DA and "barriers to learning" within the staff.</p> <p>The "Universal provision plans" meant that teachers/TAs were aware of targets and expected outcomes.</p> <p>Dec/March triangulation monitoring by SLT tracked progress data; maths and Learning books, DA folders/PLBs; talk to children, feedback from staff – leading to next step</p> <p>..</p>	<p>Personal Learning Books – continued in 2017-18, now for those DA/vulnerable children who need them rather than "all".</p> <p>DA pupil well-being survey and pupil profile questionnaire carried out – this is to be carried out each year.</p> <p>Enrichment provision plan for targeted children – more rigor around tracking which extension activities are accessed by DA/vulnerable children. This has led to us monitoring parent engagement and support in 2017 – 18.</p>
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>

