

## Pupil premium strategy / self-evaluation (primary, middle)

1. Summary information					
School	Middlestone Moor Primary School				
Academic Year	2018/19	Total PP budget	£94,20	Date of most recent PP Review	28.9.18
Total number of pupils		Number of pupils eligible for PP	82	Date for next internal review of this strategy	

1. Current attainment (Key Stage 1)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% making expected progress in reading (as measured in the school)	44%	79%
% making expected progress in writing (as measured in the school)	44%	72%
% making expected progress in mathematics (as measured in the school)	56%	78%
2. Current attainment (Key Stage 2)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	44%	67%
% making expected progress in reading (as measured in the school)	67%	77%
% making expected progress in writing (as measured in the school)	44%	81%
% making expected progress in mathematics (as measured in the school)	78%	80%
3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	High numbers of pupil premium also have SEN (30%)	
B.	Phonic development for disadvantaged pupils has been lower than national	
C.	Attainment in writing for disadvantaged pupils	

D.	Attainment of GLD for disadvantaged pupils has been below national	
<b>Additional barriers</b> (including issues which also require action outside school, such as low attendance rates)		
E.	Parental engagement for disadvantaged pupils is low for many.	
F.	Persistent absence	
<b>4. Intended outcomes</b> (specific outcomes and how they will be measured)		<b>Success criteria</b>
A.	Disadvantaged pupils in EYFS (nursery and reception) make better than expected progress in targeted areas.	<p>Increase in the % of children making better than expected areas in the targeted areas.</p> <p>Review</p> <p>There were cohort changes in disadvantaged pupils throughout the year. For the original cohort there was better than expected progress from starting points in targeted areas although writing will remain a focus for 2019-20 pupil premium strategy.</p>
B.	Increase phonics outcomes to 60% for disadvantaged pupils	<p>Increase in the % of disadvantaged children achieving the phonic screen.</p> <p>Review – 74% of Year 1 children achieved the required standard in the phonic screen</p>
C.	Increase progress in reading and maths for year 2 disadvantaged pupils.	<p>Progress across year 2 will be accelerated for disadvantaged children in reading and maths.</p> <p>Review</p> <p>Reading – 55.6% made good or better progress 22.2% made accelerated progress</p> <p>Maths - 77.8% made good or better progress 11.1% made accelerated progress</p>

D.	Increase attainment in writing for disadvantaged pupils from year 1-6	<p>Increase in attainment for targeted children across Year 1-6 in writing.</p> <p>Review</p> <p>Targeted disadvantaged children were tracked throughout the year and given a target of secure or exceeding. In writing 38% of the children targeted achieved that target. Evidence of writing has been collated for all of the disadvantaged children in writing.</p>
E.	Increase the % of disadvantaged pupils in reading in year 5	<p>Increase in attainment for targeted children in Year 5 in reading.</p> <p>Review</p> <p>There has been a 10% increase in Year 5 reading outcomes for disadvantaged pupils.</p>
F.	Ensure disadvantaged pupils have a higher attendance % than national disadvantaged pupils and that their persistent absence is lower.	<p>Increased attendance for disadvantaged children and a reduction in the % of persistent absence.</p> <p>Review</p> <p>National disadvantaged 94.5%</p> <p>Our disadvantaged % - 94.9%</p> <p>National persistent Absence – 15.7%</p> <p>Our Persistent absence pupil premium – 14.6%</p>

## 5. Planned expenditure

Academic year

2018-19

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>A. Daily sessions for reading, writing and maths with opportunities to apply learning throughout the environment.</b>	A. Disadvantaged pupils in EYFS (nursery and reception) make better than expected progress in targeted areas.	<a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a> In line with the research, early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families.	Regular review of individual targets through data collection and pupil progress meetings.	EYFS Leader/Deputy Head Teacher	Half- termly review of progress towards intended outcome.

<p>A. Introduction of Maths and Writing books at beginning of Reception for all children. Progress is easier to target with the introduction of books.</p>	<p>A. Disadvantaged pupils in EYFS (nursery and reception) make better that expected progress in targeted areas.</p>	<p>In the EEF Attainment Gap 2017 report, it states that professional support and training for early years workers is key. Areas with potential include communication and language approaches; self-regulation strategies; and parental involvement  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</a></p>	<p>Regular review of individual targets through data collection and pupil progress meetings.          Termly moderation with English and Maths leaders.</p>	<p>EYFS Leader/Deputy Head Teacher/ English co-ordinator/Maths co-ordinator.</p>	<p>Half-termly review of progress towards intended outcome.          Termly through moderation of Maths and English books.</p>
<p>A. All staff in EYFS are aware of children's individual targets and there is regular review takes place against the targets that have been set.</p>	<p>A. Disadvantaged pupils in EYFS (nursery and reception) make better that expected progress in targeted areas.</p>	<p>All staff are fully using the schools assessment system and are aware of the targets that the children have in Reading, Writing and Maths.</p>	<p>Data will be analysed by EYFS leader with EYFS staff and then shared with SLT</p>	<p>EYFS Leader          SLT</p>	<p>Termly input of data into assessment system.</p>
<p>A. Transition is well planned and pupils are prepared for the transition.           This is currently still being actioned and will be continued in 2019-20 strategy.</p>	<p>A. Disadvantaged pupils in EYFS (nursery and reception) make better that expected progress in targeted areas.</p>	<p>In the EEF Attainment Gap 2017 report, it states that the transition between phases of education – notably early years to primary, and primary to secondary – is a risk-point for vulnerable learners. Schools need to diagnose pupils' needs as soon as possible in order to put in place effective support to help those falling behind to catch up.  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</a></p>	<p>EYFS staff and Key Stage 1 staff.</p>	<p>EYFS Leader</p>	<p>Summer Term</p>
<p>B Daily systematic phonics sessions delivered by teacher and teaching assistants based on ongoing assessment.</p>	<p>B Increase phonics outcomes to 60% for disadvantaged pupils</p>	<p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a> Research shows that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</p>	<p>Half-termly phonic screening checks will be done. These scores will be analysed and children re- grouped accordingly</p>	<p>Year 1 Teachers          English Co-ordinator          Deputy Head teacher</p>	<p>Pupil progress meetings to discuss progress made each half term.</p>

<p><b>B Ensure consistency of phonic approach and that all staff are trained effectively to deliver phonic sessions which are well paced, where all pupils are expected to demonstrate key understanding.</b></p>	<p>B Increase phonics outcomes to 60% for disadvantaged pupils</p>	<p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a> Research shows that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</p>	<p>English leader to carry out observations of phonic sessions across EYFS and Key Stage 1.</p>	<p>English Leader</p>	<p>Observations carried out and feedback given to teachers, any follow up observations needed are carried out.</p>
<p><b>B Regularly check pupils phonological development through summative assessment so that any sound that individuals have not learnt can be targeted.</b></p>	<p>B Increase phonics outcomes to 60% for disadvantaged pupils</p>	<p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a> Research shows that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</p>	<p>Half-termly phonic screening checks will be done. These scores will be analysed and children re- grouped accordingly</p>	<p>Year 1 Teachers English Co-ordinator Deputy Head teacher</p>	<p>Pupil progress meetings to discuss progress made each half term.</p>
<p><b>C, D and E Ensuring staff accountability – staff clear of children's starting points and aware of targets set for pupils.</b></p>	<p>C Increase progress in reading and maths for Year 2. D Increase attainment in writing for disadvantaged pupils from year 1-6 E Increase the % of disadvantaged pupils in reading in year 5</p>	<p>All staff are fully using the schools assessment system and are aware of the targets that the children have in Reading, Writing and Maths.</p>	<p>Half-termly data input into assessment system. Data analysed half-termly. Pupil progress meetings to discuss attainment and progress. Termly Maths and English moderation by English and Maths Leaders and DHT</p>	<p>DHT and SLT English and Maths leaders</p>	<p>Half-termly following data input.</p>
<p><b>D Ensure a clear English structure that provides good examples of reading to good development of writing.</b></p>	<p>D Increase attainment in writing for disadvantaged pupils from year 1-6</p>	<p>For disadvantaged pupils with literacy difficulties, research shows that using the Pupil Premium funding to meet individual pupil needs in order to remove this barrier to learning is effective - <a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p>	<p>Monitoring of books by English leader and SLT, feedback provided to teachers and then books revisited to ensure that areas for development are being addressed.</p>	<p>English Leader and SLT</p>	<p>Continually throughout the year.</p>

<p>B, C, D, E Regular pupil progress meetings to take place to look at the attainment and progress of all disadvantaged pupils.</p>	<p>B Increase phonics outcomes to 60% for disadvantaged pupils. C Increase progress in reading and maths for Year 2. D Increase attainment in writing for disadvantaged pupils from year 1-6. E Increase the % of disadvantaged pupils in reading in year 5.</p>	<p>NFER research identified through the 7 building blocks to supporting the attainment of disadvantaged pupils highlights the need for "clear responsive leadership" where staff are held to account and strategies are identified to drive improved outcomes for pupils: <a href="https://www.nfer.ac.uk/publications/PUPP02/">https://www.nfer.ac.uk/publications/PUPP02/</a></p>	<p>Pupil progress meetings will be prepared for in advance with data to show children that are on track and children who are making rapid, good and slower progress. Strategies and agreed actions will be documented and monitored.</p>	<p>DHT</p>	<p>Termly through pupil progress meetings.</p>
<p>C, D High quality verbal feedback given to children by teachers and Teaching assistants in maths and writing.</p>	<p>C Increase progress in reading and maths for Year 2. D Increase attainment in writing for disadvantaged pupils from year 1-6.</p>	<p>Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. Feedback studies tend to show very high effects on learning - <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</a> +8 months</p>	<p>Monitoring of books by Maths / English leader and SLT, feedback provided to teachers and then books revisited to ensure that areas for development are being addressed.</p>	<p>English Leader Maths Leader SLT</p>	<p>Regularly throughout the year.</p>
<p>C, D Children to peer tutor one another linked to their achievements of their targets in Maths and Writing. <b>This is currently still being actioned and will be continued in 2019-20 strategy.</b></p>	<p>C Increase progress in reading and maths for Year 2. D Increase attainment in writing for disadvantaged pupils from year 1-6.</p>	<p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/peer-tutoring/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/peer-tutoring/</a> Research has shown that peer-tutoring approaches appear to have a positive impact on learning, with an average positive effect of approximately five additional months' progress.</p>	<p>Children trained in how to peer tutor and use the targets to focus the discussion. Teachers will monitor the effectiveness of this with the class.</p>	<p>Class Teachers</p>	<p>After each session when peer tutoring is used.</p>
<p>E Year 5 children to begin reading plus</p>	<p>E Increase the % of disadvantaged pupils in reading in year 5.</p>	<p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</a> Research shows that 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). 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>Dedicated time in the timetable for the children to access reading plus for 30 minutes 3 times per week. Analysis and progress data from reading plus used to monitor the progress that the children are making.</p>	<p>Year 5 Teachers English Leader</p>	<p>Half-termly when reading assessments are taken and throughout the programme.</p>

**Total budgeted cost** 2 TA, 1 App £63,000

**ii. Targeted support**

<b>Action</b>	<b>Intended outcome</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>A. Input in lessons for children who are at risk of falling behind.</p> <p><b>This is currently still being actioned and will be continued in 2019-20 strategy.</b></p>	<p>A. Disadvantaged pupils in EYFS (nursery and reception) make better than expected progress in targeted areas.</p>	<p><a href="https://www.gov.uk/government/publications/the-e-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-e-pupil-premium-how-schools-are-spending-the-funding-successfully</a> In line with the research, early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families.</p>	<p>Continual and thorough assessment on a daily basis to identify children who need input to ensure that they do not fall behind where they are expected to achieve.</p>	<p>EYFS Leader/EYFS Teaching Assistants/ Deputy Head Teacher/ English co-ordinator/Maths co-ordinator.</p>	<p>Regular review of individual targets through data collection and pupil progress meetings.</p>
<p><b>B Targeted phonic intervention sessions for children who require small group input.</b></p>	<p>B Increase phonics outcomes to 60% for disadvantaged pupils</p>	<p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a> Research shows that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</p>	<p>Half-termly phonic screening checks will be done. These scores will be analysed and children re- grouped accordingly.</p>	<p>Year 1 Teachers English Co-ordinator Deputy Head teacher</p>	<p>Pupil progress meetings to discuss progress made each half term.</p>

<p>C Additional teacher in Year 2 for 2 days per week.</p>	<p>C Increase progress in reading and maths for Year 2.</p>	<p>In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</a></p>	<p>Half Termly data analysis. Regular review of progress towards end of year targets.</p>	<p>SLT</p>	<p>Half Termly to ensure impact</p>
<p>C Increase the frequency of hearing disadvantaged pupils read particularly those who are not being heard read at home.</p>	<p>C Increase progress in reading and maths for Year 2.  E Increase the % of disadvantaged pupils in reading in year 5.</p>	<p>In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</a></p>	<p>English leader to oversee the reading 1:1 sessions</p>	<p>English Leader</p>	<p>Half-Termly data analysis. Review of provision to ensure impact.</p>
<p>C and E Reading interventions in small groups for targeted children.</p>	<p>C Increase progress in reading and maths for Year 2.  E Increase the % of disadvantaged pupils in reading in year 5.</p>	<p>In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</a>  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</a>  Research shows that 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). 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>Monitoring of provision and progress of the children accessing the intervention.</p>	<p>DHT</p>	<p>Termly</p>

<p>C and D Maths intervention in small groups for targeted children.</p>	<p>C Increase progress in reading and maths for Year 2.</p>	<p>In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</a>   <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</a>          Research shows that 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). 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>Monitoring of provision and progress of the children accessing the intervention.</p>	<p>DHT</p>	<p>Termly</p>
<p>Ensure that disadvantaged pupils receive regular extensive 1:1 feedback on their writing where adults review pieces of writing with pupils and support them to identify and correct errors and improve content.</p>	<p>D Increase attainment in writing for disadvantaged pupils from year 1-6.</p>	<p>In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</a></p>	<p>Writing samples collected termly to add to disadvantaged writing portfolios.           Half-Termly data analysis. Regular review of progress towards end of year targets.</p>	<p>English Leader</p>	<p>Half Termly</p>
<p>Pupil premium champion to work with staff to compile portfolio of writing evidence to show the progress of the disadvantaged children.</p>	<p>D Increase attainment in writing for disadvantaged pupils from year 1-6</p>	<p>NFER research identified through the 7 building blocks to supporting the attainment of disadvantaged pupils highlights the need for "clear responsive leadership" where staff are held to account and strategies are identified to drive improved outcomes for pupils:  <a href="https://www.nfer.ac.uk/publications/PUPP02/">https://www.nfer.ac.uk/publications/PUPP02/</a></p>	<p>Pupil Premium champion to look at samples of writing across all year groups to ensure that it demonstrates clear progress in writing across the year.</p>	<p>PP Champion</p>	<p>Half Termly</p>
<p><b>Total budgeted cost</b></p>					<p>Additional Teacher 2 days £11,324          TA x4 3 PM sessions per week £29,557</p>

iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
F Monitor attendance of disadvantaged children regularly.	F Ensure disadvantaged pupils have a higher attendance % than national disadvantaged pupils and that their persistent absence is lower.	Good attendance is also listed in the top 10 approaches for disadvantaged pupils in <a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a>	Head Teacher will regularly check attendance percentages of disadvantaged children.	HT	Regular review of the percentage increase of disadvantaged children.
F Hold meetings with parents where a child's attendance is low.	F Ensure disadvantaged pupils have a higher attendance % than national disadvantaged pupils and that their persistent absence is lower.	Good attendance is also listed in the top 10 approaches for disadvantaged pupils in <a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a>	Meetings held to agree targets to improve attendance. Following the meeting, attendance will continue to be monitored which will ensure that attendance is improved.	HT	Regular review of the percentage increase of disadvantaged children.
Complete pupil premium review tool.	The results of the review tool will highlight strengths and areas for development that which will be worked on alongside the pupil premium strategy.	NFER research identified through the 7 building blocks to supporting the attainment of disadvantaged pupils highlights the need for "clear responsive leadership" where staff are held to account and strategies are identified to drive improved outcomes for pupils: <a href="https://www.nfer.ac.uk/publications/PUPP02/">https://www.nfer.ac.uk/publications/PUPP02/</a>	Strengths and areas for development will have been highlighted in the review tool. The areas for development will become part of an action plan to run alongside the pupil premium strategy and monitored along with the plan by the pupil premium governor.	DHT pupil premium champion	Reviewed termly when review of the pupil premium strategy takes place.
<b>Total budgeted cost</b>					
<b>6. Additional detail</b>					

Within our groups of pupil premium, the number of pupil premium children differs greatly between year groups. Other factors may need considering when looking at the attainment and progress of these children, such as SEND needs.

Documents which may also be useful to read in conjunction with this strategy:

- Pupil Premium Review (28.9.18)
- School improvement plan 2018-19

Additional previously looked after funding will support the needs of these children and address any gaps in learning.