

Middlestown Primary Academy Pupil Premium Spend Strategy

2017/18 – Review

2018/19 – Planned expenditure

1. Summary Information					
School	Middlestown Primary Academy				
Academic Year	2017/18	Total PP Budget	£30,388	Date of most recent review	Oct '18
Total Number of pupils	Sept 2017 – 203	Number of pupils eligible	Sept 2017 – 15	Date for next review	March '19

2. Attainment 2017/18			
KS2	All Pupils – 25 (12% SEND)	Pupils eligible for PP - 8 (12.5% SEND)	2017 National
% achieving expected standard in RWM	80%		64%
% achieving expected standard in Reading	80%	75%	71%
% achieving expected standard in Writing	84%	75%	76%
% achieving expected standard in Maths	88%	88%	75%
KS1	All pupils – 29 (10% SEND)	Pupils eligible for PP – 1 (0% SEND)	National
% achieving expected standard in Reading	86%	100%	76%
% achieving expected standard in Writing	79%	100%	68%
% achieving expected standard in Maths	90%	100%	75%
Year 1 Phonics	All pupils - 27 (7% SEND)	Pupils eligible for PP - 1 (100% SEND)	National
% achieving expected standard in Phonics	85%	0%	81%
EYFS	All pupils – 19 (10% SEND)	Pupils eligible for PP- 0 (0% SEND)	National
% achieving GLD	79%	-	71%

3. Barriers to Learning (for pupils eligible for PP)	
1.	27% of PP pupils are identified with SEND
2.	Enter school with low starting points
3.	Attachment difficulties
4.	Lack of parental engagement with school
5.	Lack of support with learning at home i.e. home reading, spellings, homework...
6.	Difficult home/family circumstances

4. Impact of Pupil Premium Spending 2017/18 - £31,142 (Pupil Grant Received £29,583)			
Desired Outcome	Cost	Evidence of Impact	RAG
Effectively track PP pupils through the implementation of Otrack	£140	All staff trained and OTrack is now being effectively used across school. It allows SLT/SMT to pull out vulnerable groups and track their progress compared to the rest of school.	Green
Effectively monitor SEND and PP children through efficient safeguarding procedures by implementing Cpoms.	Cost covered by Trust in 17/18	Cpoms effectively used throughout school for all safeguarding reporting.	Green
Raise school attendance to 96%	£273	SAM award implemented and prizes for 100% attendance. Attendance figure for was 95.5%.	Yellow
Improve outcomes in KS1 and KS2 SATs for pupils with PP.	£1,790.74	50% of PP chn in KS1 achieved expectations in RW and Ms. KS2 – Reading – 63%, Writing – 75% and Maths – 88%	Yellow
Improve outcomes for more able children.	£7,848.95	Reuse of testbase, comprehension, reading journals, big maths, target boards, coin multiplication.	Green
Early intervention for in Early Years for speech and language difficulties.	£1,211.50	All children screened on Wellcomm upon entry and placed on the program where necessary.	Green
Improve outcomes using targeted interventions.	£16,254.82	Provision maps show range of interventions being used across school. New interventions purchased for targeted support.	Green
Enable all pupils to have enrichment opportunities – school trips, visits, etc.	£3,622.68	Kinetic theatre, Zulu nation, Pantomime, Robinwood, multi-cultural week, Young Voices,	Green

5. Planned expenditure - Forecasted Income – £26,700					
Academic year 18/19					
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					
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 implementation?
Increase progress and attainment of PP pupils who are also diagnosed as SEND.	- Training from the Educational Psychologist on attachment and Learning Support Services Advisory	SEND pupils in most cases, do not meet end of year expectations.	- Observations - Evidence in books - Progress in non academic areas of learning	C Ashcroft H young J Tomlinson	Termly

	Teacher on dyslexia to support SEND pupils. - Invest in targeted interventions to support learners.		-		
Accelerate the progress of spelling in school.	- Investment in a new scheme to teach spellings from Y2-6 – ‘No Nonsense Spelling’. - Promoted spelling in all Letters and Sounds lessons in EYFS and Y1.	Poor spelling by too many pupils is the difference between meeting and not meeting expectations across school.	- Training on new spelling materials. - Increase in the number of children receiving end of half term spelling certificates. - Increase in scores in spelling tests.	C Ashcroft H Young	Half Termly
Improve progress of mental arithmetic across school	-Target boards to support the learning of multiplication tables and number bonds. -Introduce multiplication grids to improve the speed and accuracy of calculation. -Big maths throughout school - Mathletics used to support the teaching of mental maths. -Encourage the children to access Education City and Purple Mash at home.	Mental maths skills are not embedded and therefore children are not able to recall skills such as multiplications quickly enough to support them with problem solving.	- Maths co-ordinator to train staff on target boards. - IT co-ordinator to train on IT programs - Monitor use of Purple Mash and Education City at home. - Improvements in weekly mental maths scores.	C Rooke S Stevens	Half Termly
Improve the tracking of vulnerable groups of children using OTrack	- Using vulnerable group trackers on OTrack. - Wakefield Progression Steps put onto OTrack	Break down vulnerable groups into boys/girls, SEN/Non SEN etc.	- Track the progress of vulnerable groups	J Tomlinson H Young C Ashcroft	Half Termly
Total Budgeted Cost					£6,300
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 implementation?
Improve emotional wealth and well being	- Friendship week – token awarded - Buddy Stop - Train staff on emotional and well	Growing number of children in school who have emotional and well being difficulties.	Improvement in the emotional well being of key pupils in school.	H Young C Ashcroft	Half Termly

	being issues (attachment, dyslexia) <ul style="list-style-type: none"> - Staff well being day – MAT INSET - Nurture group training. - Engage with Future in Mind to target identified children. 				
Improve Attendance	<ul style="list-style-type: none"> - School Attendance Matters (SAM) award each half term. - Fines issues - Persistent absentees are invited to meet with SLT. 	School attendance in 2017/18 was 95.5% - slightly below national average.	Improvement in attendance figures.	J Hirst	Half Termly
Improve academic outcomes	<ul style="list-style-type: none"> - Bespoke Teaching Skills - Small group work - Interventions 	Some children do not grasps all areas of teaching.	Monitor of interventions on provision maps.	C Ashcroft H Young	Half Termly
Total Budgeted Cost					£17,100
Other approaches; Enrichment					
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?
All pupils to wear the correct school uniform.	<ul style="list-style-type: none"> - Uniform policy adhered to. - School trips - After school clubs 	<ul style="list-style-type: none"> - Some children do not access extra curricular activities/trips etc because of financial costs to families 	<ul style="list-style-type: none"> - Use funding to support families where needed. 	J Hirst	Half Termly
All pupils to participate in out of school experiences.					
All pupils to access extra curriculum activities.					
Letter Box book Trust packages					
Total Budgeted Cost					£3,500