



## Middlestown Primary Academy Pupil Premium Spend Strategy 2020/21 – Planned expenditure

1. Summary Information					
School	Middlestown Primary Academy				
Academic Year	2020/21	Total PP Budget	£22250	Date of most recent review	Sept 2020
Total Number of pupils	195	Number of pupils eligible	28	Date for next review	Jan 2021

2. Attainment 2019/20			
<b>KS2</b>	<b>All pupils</b>	<b>Pupils eligible for PP</b>	<b>National</b>
% achieving expected standard in RWM	82%	0% (1)	
% achieving expected standard in Reading	88%	0% (1)	
% achieving expected standard in Writing	82%	0% (1)	
% achieving expected standard in Maths	88%	0% (1)	
<b>KS1</b>	<b>All pupils</b>	<b>Pupils eligible for PP</b>	<b>National</b>
% achieving expected standard in Reading	74%	50% (2)	
% achieving expected standard in Writing	63%	0% (2)	
% achieving expected standard in Maths	63%	50% (2)	
<b>Year 1 Phonics</b>	<b>All pupils</b>	<b>Pupils eligible for PP</b>	<b>National</b>
% achieving expected standard in Phonics	78%	66% (3)	
<b>EYFS</b>	<b>All pupils</b>	<b>Pupils eligible for PP</b>	<b>National</b>
% achieving GLD	75%	50% (4)	

<b>3. Barriers to Learning (for pupils eligible for PP)</b>		
<b>In school barriers</b>		
<b>A.</b>	Pupil Premium children gap likely to have increased due to school closures for COVID-19 and differences in access and support with home learning.	
<b>B.</b>	Pupil premium children are likely to have had less exposure to quality language and texts.	
<b>C.</b>	28% of pupils eligible for PP are SEND.	
<b>External barriers</b>		
<b>D.</b>	Lack of parental engagement and low expectations.	
<b>E.</b>	Increased social and emotional needs due to the impact of school closure for Covid-19  Covid-19 means an extensive period of time where the disadvantaged children and families have been in an environment where they feel they belong and are comfortable therefore movement back into school may be compromised.	
<b>F.</b>	Limited life experiences.	
<b>4. Outcomes</b>		
<b>Desired outcomes and how they will be measured</b>		<b>Success Criteria</b>
<b>A.</b>	The progress and attainment for PP children will have improved.	To improve upon current data analysis position for Disadvantaged children UF 17% GLD Y2 66% (3) RWM Y6 57% (7) RWM.
<b>B.</b>	Improve the quality of oral language used by children and this will impact positively in their written language.	Children will use rich and varied vocabulary during discussions which will be transferred to their written work.
<b>C.</b>	The progress and attainment for PP children with SEND will have improved.	School will be able to demonstrate progress for SEND children who are in receipt of PP.
<b>D.</b>	Increased engagement and support of parents which impacts positively on their child's progress and life within school.	Parents work with the school to improve outcomes. Parents are well informed of their child's progress through meetings with the class teacher. Homework and remote learning, where appropriate, are completed regularly.
<b>E.</b>	Children will have strategies to support them in managing and regulating their emotional needs.	Children will be provided with emotional support to access all lessons and fulfil their potential. Children develop a range of self-coping strategies to help them in every aspect of school life.
<b>F.</b>	Increased opportunities for Pupil Premium children to experience extra-curricular activities which enhance learning.	Children and families will be supported in order to ensure that they participate in school trips, attend extra-curricular clubs, play a musical instrument and complete the activities on the 100 life experiences list.

5. Planned expenditure - Budget Forecast – £22250					
Academic year 20/21					
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/ cost	When will you review implementation?
<p><b>A</b></p> <p>The progress and attainment for PP children will have improved through individual targeted interventions.</p>	<p>FFT data used in pupil progress meetings to set aspirational targets.</p> <p>PP children will be targeted for discussion in pupil progress meetings.</p> <p>SENDCo will support with recommendations for targeted interventions and the interventions will be tracked on Provision Maps.</p> <p>PPM meetings encourage increased expectations of all vulnerable groups, particularly PP children.</p> <p>Targeted interventions carried out regularly and impact measured.</p>	<p>Research suggests that high expectations means a limit is not put on potential progress and children are more likely to exceed expectations.</p> <p>Consistent use of strategies that have helped PP children achieve the high expectations in lessons have been proven to decrease the gap when compared to national percentages.</p> <p><b>Individualised programs (EEF + 3 months)</b></p>	<p>Impact of intervention measured and records kept through provision mapping.</p> <p>Pupil progress meetings to ensure correct intervention provided and adapted as needed.</p> <p>Book Scrutinies.</p> <p>Learning walks/Observations.</p> <p>Data Analysis.</p>	<p>SMT £4000</p> <p>£3865 (PPM)</p> <p>£358</p> <p>£200</p> <p>£900</p>	<p>Termly</p>

	High quality teaching continues with consistent use of personalised strategies for pupil premium children.				
<b>B</b> High quality texts will be used where appropriate to allow children to access a rich range of vocabulary.	<p>Staff to identify high quality texts to use for themes where a rich vocabulary is available.</p> <p>Vocabulary displayed for children to access when working independently.</p> <p>Staff to identify high quality vocabulary within lessons.</p> <p>Love for reading developed through the school through stimulating, relaxing and enjoyable reading areas in each classroom that promote relevant and up to date books that expose children to a rich range of vocabulary.</p> <p>Reading journals used to teach comprehension in KS2.</p> <p>100 square challenge introduced and running through the school.</p>	<p>Using high quality texts with a rich vocabulary helps the children see examples of what they can achieve.</p> <p>Updating the books available in the library and reading scheme help create a 'love for reading' promoting reading and therefore exposure to a rich range of vocabulary which they can include in their own writing.</p> <p>Reading areas developed to help create a stimulating, relaxing and enjoyable reading environment in each classroom promoting encouraging all to read and promote a love for reading. This again exposes children to a greater range of rich vocabulary which they can include in their writing.</p> <p>Oral language interventions consistently show positive impact on learning.</p> <p><b>Oral language interventions (EEF +5 months)</b></p>	<p>Book monitoring.</p> <p>Learning walks/Observations.</p> <p>Reading scheme and library kept up to date.</p> <p>Library environment to be developed – painting, displays, new book shelves, current books.</p> <p>Classes to use the school library.</p> <p>Reading area in the classroom.</p> <p>Pupil voice for reading.</p>	<p>SMT</p> <p>£800</p> <p>£200</p> <p>£400</p>	Termly
<b>C</b>	Training from the	SEND pupils in most cases, do not meet end of year expectations and in some cases are	Impact of intervention measured and records	SMT £360	Termly

<p>Increase progress and attainment of PP pupils who are also diagnosed as SEND.</p>	<p>EP, LSS, CIAT, SEMHs on issues which arise throughout the year and crop up at planning meetings and professional drop ins. Invest in targeted interventions to support learners.</p> <p>SENDCo will support with recommendations for targeted interventions and the interventions will be tracked on Provision Maps.</p> <p>Use of 100 life experiences list.</p>	<p>not able to access some lessons in their year groups.</p> <p><b>Individualised programs (EEF + 3 months)</b></p>	<p>kept through provision mapping.</p> <p>Lesson walks/Observations.</p> <p>Evidence in books.</p> <p>Progress in non-academic areas of learning.</p> <p>100 life experiences are regularly reviewed.</p>	<p>£900</p> <p>£200</p>	
<p><b>D</b> Increased engagement and support of parents which impacts positively on their child's progress and life within school.</p>	<p>Parents are regularly informed and invited to join events and celebrations.</p> <p>Parents attend school events such as parents' evenings, parent workshops and review meetings.</p> <ul style="list-style-type: none"> <li>• Weekly newsletters.</li> <li>• Termly curriculum Newsletters.</li> <li>• Termly parent partnerships</li> <li>• Parents consultations evenings</li> </ul>	<p>There is evidence that well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance.</p> <p><b>Good communications with school (EEF + 3 months)</b></p>	<p>Discussions with parents to ensure they feel supported and able to confidently communicate with the school.</p> <p>Discussions with teaching staff to ensure strong positive communication relationships have been developed.</p>	<p>Class teachers, PP Lead and EY lead</p>	<p>Termly</p>

<p>The school will seek to create opportunities to engage with hard to reach families as early as possible in their school journey.</p>	<p>Stay and Play sessions for LFS and UFS.</p> <p>Sending personal invitations/speaking directly to parents and look for ways to maintain parental engagement throughout the child's education.</p> <p>EYFS lead to lead FEET programme (Families Enjoying Education Together) with a view to establishing a pre-nursery FEET group.</p>				
<p><b>E</b> Children will have strategies to support them in managing and regulating their emotional needs.</p>	<p>Nurture work with Learning Mentor.</p> <p>Support for child from outside agencies.</p> <p>Family support from outside agencies for example FiM and CAMHS.</p> <p>Wednesday club with learning mentor.</p> <p>Appointment of a mental health first aider.</p>	<p>It is shown that providing emotional support and building self-esteem helps to form positive relationships with peers. This also supports learners' ability to learn within the classroom environment.</p> <p><b>Social and emotional learning (EEF + 4 months)</b></p>	<p>All staff have an awareness of and are mindful to identify children vulnerable to mental health issues.</p> <p>Vulnerable children are identified and interventions/support put in place. Documented in detail in SDP.</p> <p>CPOMS used to record incidents and interventions.</p>	<p>SEND Lead and SLT</p> <p>£4000</p> <p>£680</p>	<p>Termly</p>
<p>Total Budgeted Cost</p>					<p><b>£16,863</b></p>

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?
All staff will have high expectations of Pupil Premium children with regards to attainment which will result in accelerated progress.	<p>Targeted interventions that cover the gaps and delivered by TA's, HLTA's and qualified teacher.</p> <p>These strategies will be consistently embedded through the school while others trialled.</p> <p>Pre-teaching and the addressing of misconceptions with TA used where needed.</p> <p>Training for Teaching assistants.</p> <p>SENDCo will support with recommendations for targeted interventions.</p> <p>Interventions will be tracked on Provision Maps.</p> <p>Revisit Disadvantaged First at staff meetings led by AHT.</p> <p>Application of Disadvantaged First strategies.</p>	<p>The impact of TA's is proven to be greater when delivering research-based interventions rather than simply supporting the teacher in class.</p> <p>Consistent use of strategies that have helped Pupil Premium children achieve the high expectations in lessons have been proven to decrease the gap when compared to national percentages.</p> <p><b>Individualised programs (EEF + 3 months)</b></p>	Specific gaps will be identified through data analysis and discussion between class teacher and SMT.	CA £3328	Termly

<p><b>Metacognition</b> Children can work more independently in lessons.</p>	<p>DHT @ HPA to attend a Metacognition and Self-Regulated Learning and to disseminate to staff at MPA.</p> <p>Continue to implement CPD for all staff so that they can acquire the professional understanding and skills to develop their pupils' metacognitive knowledge and self-regulated learning.</p>	<p>Research shows that disadvantaged pupils on average are less likely to believe they can control events that affect them.</p> <p>The EEF identifies that metacognition and self-regulation approaches have consistently high levels of impact.</p> <p><b>Metacognition and Self-Regulation (EEF +8 months)</b></p>	<p>Monitor delivery phase 1 of metacognitive approaches (3 before me) through learning walks and lesson observations.</p> <p>Identify phase 2 of metacognition approaches and deliver further CPD.</p> <p>Disseminate appropriate training to TAS.</p> <p>PPM meetings discussions to ensure correct intervention provided and adapted as needed.</p> <p>Data Analysis.</p>	<p>SMT</p>	<p>Termly</p>
<p>Catch up</p>	<p>Small group interventions for children in Y2, Y4, Y5 and Y6 for literacy and maths.</p> <p>Small group interventions for UF in phonics and fine motor skills.</p> <p>Small group intervention in Y1 and Y2 for phonics Disadvantaged children without technology are identified and laptop loan put in place.</p>	<p>To close gaps in literacy, maths and phonics through developing interventions to proactively meet the needs of learners and allow pupils to make progress.</p> <p>All children have access to remote learning during partial or full closure.</p>	<p>Observations of interventions.</p> <p>Data analysis using RAP sheets.</p> <p>Book scrutiny.</p>	<p>SMT</p> <p>See catch up plan for budget</p>	<p>Termly</p>

Curriculum	SEND progression of learning grids to make curriculum accessible to all children.  The curriculum is bespoke to the locality and this engages the children in the learning.	A high percentage of PP children are also SEND.  SEND pupils in most cases, do not meet end of year expectations and in some cases are not able to access some lessons in their year groups.	Monitor through workbook scrutiny, lesson observations and learning walks.  Pupil questionnaires.	SMT  See above  £150	Termly
<b>Total Budgeted Cost</b>					<b>£3478</b>
<b>Other approaches</b>					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead/ <b>cost</b>	When will you review implementation?
<b>F</b> Increased opportunities for Pupil Premium children to experience extra-curricular activities which enhance learning	Life experiences list  Music lessons  PP Children are subsidised to allow participation on school trips  Children are offered a range of before and after school sports clubs  Y6 children offered residential places in multi-activity centre.	Research shows that children who play a musical instrument can do better in a range of subject at school. It develops creative thinking and motor skills. <b>Sports and arts participation (EEF + 2 months)</b>  Evidence shows that taking part in extra curriculum activities helps to support learning in class. <b>Educational trips (EEF + 3 months)</b>  <b>Outdoor Adventure learning (EEF + 4 months)</b> Evidence shows that children improve teamwork and their social interaction through sport. They will also develop healthy activity habits that encourage lifelong participation in physical activity. <b>Sports and arts participation (EEF + 2 months)</b>	Review up take of musical instrument lessons.  Monitoring of attendance at ASC by PE coordinator and motivators provided to encourage hard to reach pupils  Monitor attendance on trips and visits by PP children	CA LT £500    £500	Termly

<p><b>D</b> Increased engagement and support of parents which impacts positively on their child's progress and life within school.</p> <p><b>E</b> Children will have strategies to support them in managing and regulating their emotional needs.</p>	<p>Letterbox Trust.</p> <p>Purchase of uniform and equipment where necessary.</p> <p>Breakfast club.</p>	<p>Provide access for PP children to quality texts and language and vocabulary enrichment activities. Provide fun maths to support the understanding of basic maths concepts.</p> <p>To encourage parental involvement in their child's learning.</p> <p><b>Good communications with school (EEF + 3 months)</b></p> <p>Ensure that children feel a sense of belonging to school by ensuring they have the correct equipment and uniform.</p> <p>Ensure that the children begin the day having had breakfast and a drink. Ensure that they attend school</p> <p><b>Social and emotional learning (EEF + 4 months)</b></p>	<p>Identify individuals who would benefit from the resource.</p> <p>Purchase 6 monthly packages and deliver them personally to the children.</p> <p>Engage with and encourage feedback from the children involved.</p>	<p>£1015</p> <p>£100</p> <p>£100</p>	
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	Governor training.	Strong governance is critical to schools' successful use of the pupil premium funding to accelerate progress and narrow gaps in attainment.	<p>Train AEC to ensure they challenge leaders around the standards for pupil premium children.</p> <p>Ensure PP is a standing item at Governing Body meetings.</p> <p>Meet regularly with PP governor to discuss progress of children and objectives from action plan.</p>		
<b>Total Budgeted Cost</b>					<b>£2215</b>

Total £22,556