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**Pupil Premium Strategy 2018-9**

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| 1. **Summary information** | | | | | | | |
| **School** | Morice Town Primary Academy | | | | | | |
| **Academic Year** | 2018-19 | **Total PP budget** | £108,240 | | **Date of most recent PP Review** | | Sept 2018 |
| **Total number of pupils** | 190 | **Number of pupils eligible for PP** | 88 | | **Date for next internal review of this strategy** | | Feb 2019 |
| 1. **Achievement Profile 2018** | | | | | | | |
|  | | | | *Pupils eligible for PP (your school)* | | *Pupils not eligible for PP i.e. other pupils* | |
| Year 1 - Phonics Screening Check: | | | | *66%* | | 88% | |
| **Key Stage 1: Attainment** | | | |  | |  | |
| % achieving ‘expected+’ in reading | | | | *50%* | | 43% | |
| % achieving ‘expected+’ in writing | | | | *30%* | | 50% | |
| % achieving ‘expected+’ in maths | | | | *60%* | | 69% | |
| **Key Stage 2: Attainment** | | | |  | |  | |
| % achieving ‘expected+’ in reading | | | | 33% | | 42% | |
| % achieving ‘expected+’ in writing | | | | 42% | | 67% | |
| % achieving ‘expected+’ in maths | | | | 50% | | 25% | |
| % achieving in reading, writing and maths | | | | 25% | | 16% | |
| **Key Stage 2: Progress** | | | |  | |  | |
| progress in reading | | | | -3.7 | | -4.2 | |
| progress in writing | | | | -3.9 | | -4.4 | |
| progress in maths | | | | -4.3 | | -4.3 | |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | |
|  | | Poor language skills especially on entry in EY provision, these limit the pupils ability to communicate and understand spoken instructions. | | |
|  | | Many children lacking resilience and desire to succeed when challenged. | | |
| **C.** | | High number of children requiring emotional / welfare support necessitating a range of interventions in order to access the curriculum. | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **D.** | | Attendance of disadvantaged groups is below that of other children, especially persistent absenteeism. | | |
| **E.** | | Low parental engagement and ability to support children at home. | | |
| 1. **Desired outcomes** *( how they will be measured)* | | | | *Success criteria* |
|  | Progress of disadvantaged pupils is accelerated to reduce in school gaps in attainment. Reviewed during pupil progress meetings using in school assessment data. | | Attainment gap between disadv and non disadvantaged reduced. | |
|  | Use of learning dispositions to develop children’s positive behaviours towards challenge and learning. Measured through pupil conferencing and walk throughs | | Pupils can discuss and explain their learning dispositions and provide examples of where and when they have used them. | |
|  | Improved oral language skills for pupils, sp & l support blank level assessments. | | Pupils will be able to explain their learning. | |
|  | Improved attendance for all pupils. Weekly & monthly attendance data | | Attendance at or close to 97% | |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2018-19** | | | | |
| 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. | | | | | |
| 1. **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?** |
| Pupils give timely accurate feedback to support and promote their learning | Visible Learning (VL) approach  Teacher Conferencing.  Use of peer marking & review new feedback policy | VL evidence and Sutton Trust evidence highlights positive impact of feedback on pupils' progress.  Sutton Trust Evidence +8 months-feedback | VL key driver of SIP, staff inset & 2 non-pupil days planned in 2018-9  Staff appraisal linked to VL & Feedback.  Cross school initiative with all MAT schools. | SC/PD/JG | March 2019 following second NP day. |
| Develop pupils meta-cognitive skills to increase engagement in their learning | VL development of teacher clarity and learning dispositions | VL evidence and Sutton Trust evidence highlights positive impact of developing metacognitive skills has pupils' progress Sutton Trust +8 months for meta-cognitive approaches. | Impact coaches will support the development of this area, whole school approach and definition of clarity and enabling pupils to be assessment capable learners. | SC/PD/JG | March 2019 |
| Develop pupils reading comprehension skills | Introduction of ERIC- daily teaching of reading and follow up activities.  Provision of a librarian to run accelerated reading programme and become the reading champion. | Pupil data indicates that reading is an area for development, particularly the higher order reading skills.  Sutton Trust evidence +5 months progress for reading comprehension. | NP day in October 2018 introduction of ERIC  Literacy and ASL to support and monitor its development.  Staff opportunities to work alongside other colleagues. | DS/ BC (ASL) | Termly review meetings, use of pupils data. |
| **Budgets costs** | | | | | £20,000 |
| 1. **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?** |
| Increase the pupils’ phonic skills and knowledge, ensuring their application in reading and writing activities. | Phonic & literacy support Continued provision of RW inc and ensuring enough adults to support appropriate groupings. | Grouping of pupils provides targeted support phonics/ literacy activities at required level  Sutton Trust phonics +4 months. | Opportunities for DS to undertake observations of RW inc groups and sessions.  End of yr 1& 2 phonics screening test results. | DS | Termly, December, March & July |
| Focussed support for small groups of pupils, targeting pupils at risk of falling behind. | Small group support | Certain pupils will require additional support, re-teaching or revising work to consolidate their learning.  Sutton Trust evidence +4 months | Teacher and TAs to define pupils and objectives to be reviewed.  Walk throughs will gather evidence on quality of teaching and pupil progress meetings on impact of strategy. | JR/SC/PD |
| Improved oracy in EY / KS1 pupils | 1 day a week speech & language therapy from Dame Hannah’s. Additional provision of an additional Sp&L TA working across the school. | +5 months Sutton Trust Focus on early intervention for EY pupils and continuing in to yr 1 as required. | Termly meetings between sp/l therapist and SENCo | XB/ JS | June 2019 |
| Provide pupils with appropriate support to overcome/ minimise their barriers to learning. | Access to MAST services, part of subscription to Plymouth Excellence Cluster. | +4 months Sutton Trust  Prompt referral for specialist support as required to ensure timely interventions. | Termly planning meetings with schools named Ed Psychologist. | XB | Termly meetings and final review in June 2019 |
| Pupils with emotional/ welfare concerns will engage in their learning and make progress | Emotional and welfare support for pupils Provision of school counsellor and ELSAs. | + 4 months Sutton Trust |
| **Total budgeted cost** | | | | | £60,000 |
| 1. **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?** |
| Raise attainment through improved attendance. | EWO bought in services, attendance rewards for classes, prompt response to dropping attendance. | Good attendance is linked to high attainment, targeted on persistent absenteeism initially and sub 95% attendees.  Overall school target 97% | Admin staff closely monitor attendance of targeted pupils. Development of Attendance team. Prompt referral to HT and EWO as required.  6 weekly EWO visits. | KB & JR | Monthly EWO meetings |
| Pupils arrive at school ready to learn, continue to remain in 'education' during holiday periods. | Continue to subsidised attendance at Breakfast club, provision of holiday clubs | Number of pupils arriving at school hungry or waiting outside school from an early hour is reduced. Continuing to engage pupils in educational activities during holiday periods | SENCo to organise holiday activities through PEC. | JP, PD, XB & JR | Termly update |
| Increase parents’ involvement in school and increasing their engagement with pupils’ learning. | Parental support advisor to run parent skills workshop and provide an additional link tie the community. | Pupils whose parents are positive about school usually have higher progress rates.  Sutton Trust +3months parental engagement. | Termly meetings with PSA reviewing groups run and attendance. | JP/JR | Termly update. |
| **Total budgeted cost** | | | | | £28,000 |
| **Total cost of Pupil Premium Plan £108,000** | | | | | |

Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies.

Lessons learned may be about impact or implementation.

For approaches which did not meet their success criteria, it is important to assess whether you will continue allocating funding and if so, why.

This is a review of the previous year, so the outcomes and success criteria will be different to above.