

MILFORD PRIMARY SCHOOL PUPIL PREMIUM STRATEGY 2016 – 2017

Background

The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

Those eligible for the Pupil Premium include:

- Pupils in receipt of free school meals (FSM)
- Pupils with parents currently in the Armed Forces
- Pupil in care – looked after or adopted
- Pupils who have received free school meals at any point in the last 6 years

In the 2016 to 2017 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

£1,320 for pupils in reception year to year 6

And £1,900 for each pupil, identified in the spring school census, as having been in local authority care for 1 day or more or having left local-authority care because of 1 of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

Ofsted school inspections report on the attainment and progress of disadvantaged pupils who attract the Pupil Premium.

Our School

We currently have 95 children on roll 17 of whom attract the Pupil Premium funding. This equates to 18% of our school population which is below the national average.

Our allocated Pupil Premium grant for the financial year 2016 – 2017 is £24,920

This strategy sets out how Milford School plans to spend this grant, how it will be monitored and looks at the impact of the spending of last year's grant.

Progress towards outcomes set out in this strategy will be monitored half termly by Mrs Fox, the staff member responsible for Pupil Premium and termly by Mrs Baker, the governor with responsibility for Pupil Premium. Pupil Premium will be discussed at each full governing body meeting throughout the year.

The next internal review of this strategy will take place in April 2017.

The staff and governors at Milford School are committed to closing the gap in differences between those eligible for Pupil Premium and their peers, both within the school and nationally.

Current Attainment (based on KS2 SATs in May 2016)

	Pupils eligible for PP (Milford school)	All Pupils	
% achieving Level 4b or above in reading, writing and Maths or equivalent	100%	National	53.2%
progress score in reading	8	Derbyshire	-1.2
progress score in writing	10.4	Derbyshire	-0.6
progress score in maths	8.4	Derbyshire	-1

Barriers to Future Attainment for Pupils Eligible for PP

- A high percentage of children (53%) in receipt of PP have Special Educational Needs
- Lack of recognition of the value and importance of homework
- Social and emotional issues which impede children's learning
- Lack of aspirations and experiences

Planned Expenditure

TARGETED SUPPORT

Due to the small number of children in receipt of Pupil Premium it is not possible to identify specific trends with regards to weaknesses within their learning as a whole group or year group. Each child has a provision map where their specific individual needs are identified and interventions to meet these needs set out. .

We have identified that children need extra help for a variety of reasons which include: social, emotional and behavioural issues; general global delay; specific conditions such as dyslexia, ADHD, high functioning autistic spectrum disorder; lack of aspiration; lack of self-esteem. All these have an impact on their learning, progress and achievement and pupils are helped with all these issues in a variety of ways.

Where specific interventions are identified as the best way of helping a child either 1:1 or in small groups the staff member leading the session is chosen carefully matching their experience and/or skill set. Interventions can take the form of:

- general booster sessions in maths or English
- specific programmes of study e.g. BEAT which is designed to help children with dyslexia
- pastoral care where nurture sessions are undertaken to help with emotional, social and behavioural issues
- Y6 booster sessions to ensure pupils are both mentally and emotionally prepared for SATs

Desired outcome	Chosen action/approach	Evidence and rationale for this choice	How will you ensure it is implemented well	Staff lead	When will you review implementation?
<p>For all SEN children in receipt of PP to make equal to or more progress than their peers who are not in receipt of PP (based on internal tracking data for YR, Y1, Y3, Y4 and Y5 and SATs results for Y2 and Y6)</p> <p>For all non-SEN children in receipt of PP to make more progress than their peers who are not in receipt of PP (using the criteria listed above)</p>	<p>1:1 or small group interventions targeted specifically at the children's needs as identified on the individual provision maps and led by well qualified and well skilled staff members.*</p> <p>CPD for staff: TAs - Socially speaking, ECAT, Precision Teaching</p>	<p>Staff know the children well and are able to identify specific needs. The member of staff responsible for PP and the SENCO, should their input be required, are able to identify specific programmes/ interventions best suited to the pupils' needs. Teachers and teaching assistants are qualified and well trained and skilled to be able to deliver interventions. Evidence sources e.g. EEF toolkit has identified that targeted support can have a significant impact upon children's learning. Working with individual children or small groups enables staff to give targeted feedback further enhancing learning.</p>	<p>Children's progress is monitored ½ termly to ensure success of interventions.</p> <p>Observation of interventions to ensure they are well delivered by headteacher and SENCO.</p> <p>Staff meetings used to ensure training is cascaded to all staff.</p>	Headteacher	½ termly
<p>The number of incidents involving social and emotional difficulties are reduced enabling children to learn effectively</p>	<p>Pastoral care in the form of 1:1 or small group interventions to help with issues as they arise or as timetabled sessions to address recognised issues.</p> <p>CPD for staff: BC - 3 day accredited nurture course</p> <p>Peer tutoring</p>	<p>By helping children to resolve social and emotional issues and helping them to develop strategies for the future the impact of these issues on their learning will be reduced and their progress will be accelerated.</p> <p>Both tutor and tutee benefit from increased self-esteem and confidence. Children develop relationships with others, improve social skills and feel more accepted and valued.</p>	<p>Staff meetings used to ensure training is cascaded to all staff.</p> <p>Qualitative observations made on children receiving interventions and number of incidents monitored and reviewed half termly.</p>	Headteacher	½ termly
<p>Y6 pupils are well prepared mentally and emotionally for SATs</p>	<p>Y6 booster sessions</p>	<p>SATs are a stressful time for pupils and to achieve well it is essential they are well prepared both mentally and emotionally. Through booster sessions pupils will increase their self-esteem and confidence in tackling the assessments and will have the knowledge to perform and achieve well thus raising their confidence and aspirations for the future.</p>	<p>Well qualified staff will take the sessions and pupil's progress will be monitored twice per half term.</p> <p>Feedback from pupils will ratify the success of the sessions.</p>	Headteacher	Every 2-3 weeks up until SATs are completed
TOTAL BUDGETED COST				£	

*Some of the cost for 1:1 and group interventions will be funded from the SEN budget for those children with Special Educational Needs

QUALITY OF TEACHING FOR ALL

Desired outcome	Chosen action/approach	Evidence and rationale for this choice	How will you ensure it is implemented well	Staff lead	When will you review implementation?
Improved progress and attainment for all children in receipt of PP	CPD for staff: All staff - high quality feedback JD – questioning skills course	Different evidence sources e.g. EEF Toolkit suggest that high quality feedback is an effective way to improve attainment. This can be embedded across the whole school and is a way of ensuring long term change which will help all pupils, now and in the future.	Staff meetings will be used to share best practice within school and across schools and ensure training is cascaded to all staff. Work scrutinies and lesson observations will ensure high quality feedback is in place and ½ termly checks on pupil progress will indicate its effectiveness	Headteacher English and Maths subject leaders	½ termly Termly
TOTAL BUDGETED COST					

OTHER APPROACHES

Desired outcome	Chosen action/approach	Evidence and rationale for this choice	How will you ensure it is implemented well	Staff lead	When will you review implementation?
Pupils recognise the value and importance of homework and become motivated self-learners Parents recognise the value and importance of homework and have the knowledge and understanding to help their children	Homework club/sessions during the school day Staff to run workshops for parents at each Key Stage informing them of how maths, English and reading are taught and equipping them with the knowledge and understanding to enable them to help their children in the home environment.	Children recognise the value of completing homework to both consolidate their learning and challenge them further and feel confident in tackling this without support. By helping parents understand the value of homework and giving them the confidence to help with this the children will consolidate their learning and make better progress. Sources of evidence including the EFF Toolkit indicate that both homework and parental involvement in their child's education have a positive impact on progress and achievement.	Trained staff will run the sessions and ensure children build resilience and confidence to tackle tasks alone. Workshops will be held at times convenient for the majority of parents to attend.	Headteacher	½ termly
All children are ready to learn	Funding of attendance at breakfast club ensuring children have breakfast and arrive in good time for the school day ensuring they start the day ready to learn.	Experience has shown that children often miss breakfast and have a rushed start to the day, often resulting in unpunctuality and a lack of readiness to learn on the part of the child.	Parents are informed this option is available to them.	Headteacher	½ termly
To raise aspirations of all children To extend life experiences of all children	Funding of attendance at breakfast and after-school club to facilitate parents going to work and being a positive role model for their children. The funding/part funding of children to attend sports clubs, music lessons, craft clubs, residential and educational visits etc.	Research undertaken by the government evidences that children in receipt of Pupil Premium have lower aspirations than those not in receipt of the grant. By funding childcare at either end of the day the cost of this does not become a barrier to the parents working. To enable all children in the school to experience a wide range of activities outside of the curriculum to widen their life experiences and raise their aspirations.	Parents are aware this option is available to them Participation of PP in activities is monitored and children are encouraged to participate.	Headteacher	½ termly
TOTAL BUDGETED COST				£	

REVIEW OF EXPENDITURE AND IMPACT FOR THE ACADEMIC YEAR 2015 – 2016

SEE PUPIL PREMIUM SUMMER REPORT 2016