

# MILE CROSS PRIMARY SCHOOL

## Pupil Premium Strategy Statement Review 2017 – 2018

To close the disadvantaged gap by addressing inequalities and raising the attainment of those children from low-income families through Outstanding Learning and Teaching and support.

Summary information					
School	Mile Cross Primary School				
Teacher with overall responsibility	Mr Stuart Allen, Headteacher				
Supporting Lead	Mr Toby Whalen, Deputy Head				
Number of children	228 children out of 461	Budget 2017-18			£301,483
Attainment (KS2 Results 2017-18)					
	Pupils eligible for PP	National PP (2018)	Pupils not eligible for PP	Pupils not eligible for PP (National)	
% of children achieving expected standard in R, W and Maths (Combined)	62%	51%	72%	64%	
% of children achieving expected standard in Reading	65%	64%	75%	75%	
% of children achieving expected standard in Writing	68%	67%	77%	78%	
% of children achieving expected standard in Maths	76%	64%	82%	76%	
Progress measure for Reading	-0.2	-0.6	0.1	-	
Progress measure for Writing	-0.1	-0.4	0.3	-	
Progress measure for Maths	0.5	-0.6	1.3	-	

Review of Expenditure						
Previous Academic Year	2017-18					
Desired outcome	Key success criteria/measurable impact on pupils' achievement.		Impact			
Defining the task.	What had to be done	What did we measure?	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Resource implications	Cost
1a. To consistently maintain Good and Outstanding teaching	<p>Raise achievement and progress so that PP groups attain in line with peers</p> <p>OTI - Leadership &amp; OTI</p> <p>Attend Outstanding Inset</p> <p>All teaching to be at least Good with much Outstanding to maximise children's opportunities for achievement and progress-opportunities for self-reflection and share learning</p> <p>Success criteria in every lesson</p> <p>Marking following school's marking policy</p> <p>Children given time to respond</p> <p>Develop peer marking</p> <p>Data analysed and used effectively by all teachers to make evidence-based decisions</p> <p>AfL used to plan next steps</p>	<p>Individual achievement and progress using Arbor and Pupil Progress meetings at least termly</p> <p>EYFS results July 2017</p> <p>Phonic Screening Yr 1 and 2 July 2017</p> <p>KS1/KS2 SATs results 2017</p>	<p>Last year (2016-17) our children eligible for PP outperformed our non-PP children in the KS2 SATs. This year (2017-18) there has been a significant diminishing of this gap. Despite this the PP significantly outperformed the PP (National) in Reading &amp; Maths.</p> <p>There was an increase in the EYFS GLD from 63% (2017) to 68% (2018) and Yr1 Phonics continued to be broadly in line with national.</p> <p>The KS1 SATs saw the children that were eligible for PP outperforming those PP children nationally: Reading – 67% (National 63%), Writing – 60% (National 55%) and Maths 70% (National 63%).</p> <p>Ofsted inspection (Dec. 2017) graded the school 'Outstanding' in all areas noting: <i>'Teaching is outstanding because leaders invest heavily in training and supporting staff.'</i></p> <p><i>'The quality of teaching is consistently very strong across the school. Teachers have excellent subject knowledge and work with great enthusiasm and skill. They bring learning alive for pupils. Through probing questioning and activities designed to challenge them, teachers ensure that pupils think deeply.'</i> (Ofsted Dec. 2017)</p>	<p>The school will continue to use OTI and Mark Burns to ensure that the quality of teaching remains outstanding.</p> <p>In addition to this a systematic process of lesson observations, peer observations, book scrutiny and performance management mean that outstanding practice within the school is monitored and shared.</p>	OTI with Mark Burns	£26,000

<p>1b. To give sharp and robust individual feedback to allow PP children to know what they need to do to improve</p> <p>1c. To set challenging and aspirational targets for every PP child including the more able</p>		Children progress because they know by responding to marking what they have to do to improve	Targets in books Feedback in books	<p><i>'Pupils have benefited from stable and high-quality teaching, which has meant that they achieve well year after year, with no setbacks to put them at a disadvantage.'</i> (Ofsted Dec. 2017)</p> <p><i>'Books show that pupils make very strong progress over time. Their work is neatly presented and of high quality in all subjects.'</i> (Ofsted Dec. 2017)</p>	<p>Attendance to the annual Reading Conference is very effective at bringing new energy and ideas to the culture of the school and will be continued.</p> <p>The NPQSL and NPQML is being rolled out across the schools amongst middle leaders.</p> <p>Straight to Teaching has been very successful and we would utilise it again so as to develop a member of staff</p>		
		Raised aspirations/self-esteem and therefore attainment and progress – children motivated to become independent learners	Attitudes and progress	<p><i>'Excellent use of the pupil premium (2017) means that in most year groups, disadvantaged pupils perform as well as the others. In Year 6 last year, disadvantaged pupils did better than other pupils nationally in reading, writing and mathematics.'</i></p> <p><i>'Pupils are enthusiastic about learning and want to do their best.'</i> (Ofsted Dec. 2017)</p>		English Conference (5x staff)	£625
						NPQSL	£1200
		Staff are kept up to date with all relevant training and support				Straight to teaching	£416.67
						Subscription	£4000
						Partnership renewal	£3600

				<p>VNET 'Better to Best'</p> <p>Mathematics Mastery</p> <p>Mathletics, Reading Eggs &amp; Spelloidrome (software packages)</p> <p>Talk for Writing (Dean Thompson)</p>	<p>Subscription</p> <p>Two Days (Audit and Whole School training)</p>	<p>£4667</p> <p>£6520</p>
2. Establish new MIS System (Arbor) for tracking of all subjects and attendance.	An effective and robust tracking system that allows quality reports to be generated	Effective tracking of children's information and data that is used to inform governors, teachers and all staff	Installation. Movement/input of data. Training of all staff. A clear and precise tracking system.	This is being used effectively to internally track children's progress. It continues to support leadership and Governors through informative and easy to access reports.	Installation & training	£9000
3. Install a new kitchen/furniture into the Wrap Room	A more effective space for children to cook and prepare food.	Children showing independence in their food preparation/cooking.	Pricing of quotes. Installation of new kitchen/furniture that is the correct size for all ages of children at the school	We were unable to move forward on this project but it an area that we still aim to complete.	Pricing of quotes and sourcing of ovens/furniture that is the correct size for children to use	£35 000
4. Update 2 x minibuses	The continued ability to take a whole year group out on trips/visits at a drastically reduced cost (not coaches).	The number of trips/visits that enhance the curriculum	Trading in of older two minibuses and new artwork	It was decided that the two older buses could still adequately function for at least another year.	Pricing/quotes	£60 000
5. Additional provision of Higher-Level Teaching Assistant/Teaching Assistant support.	Raised self-confidence and increased participation for targeted pupils leading to raised attainment and progress	<p>Individual achievement and progress using Pupil Asset termly</p> <p>EYFS results July 2016</p> <p>Phonic Screening Yr 1 and 2 July 2016</p> <p>KS1/KS2 SAT's results 2016 – gap to narrow particularly in Reading and Maths</p>	<p>High quality support in class for all year groups from HLTA's and TA's</p> <p>Intervention groups/booster groups as required for targeted children</p> <p>'Challenge the Gap' group Yr 2</p>		<p>HLTA Qualification</p> <p>Level 3 TA qualification</p> <p>L4 send course (1:1 specific TA)</p> <p>Gateway level 4 course</p> <p>NC level 1C</p> <p>Staffing and resources</p> <p>Challenge the Gap</p>	<p>£250</p> <p>£345</p> <p>£1,125</p> <p>£1,350</p> <p>£1,800</p> <p>£500</p>
6.To further develop the role of the Dyslexia Manager	Pupils who take part in Nessie can expect to improve their phonic/reading skills so that they achieve at expected levels by the end of 2016	<p>Individual achievement and progress using Pupil Asset termly</p> <p>Nessie data</p>	<p>Early identification and screening of children.</p> <p>Children access Nessie 2 x weekly</p> <p>Advice and support to staff and children</p>	This continues to be a whole school focus and we plan to achieve the Dyslexia Friendly Quality Mark 2018-19.	<p>Dyslexia teacher</p> <p>Dyslexia courses for TA support</p>	<p>£47,389</p> <p>£385</p> <p>£800</p>

		Phonic Screening Yr 1 and 2 July 2016  KS1/KS2 SAT's results 2017 - gap to narrow particularly in Reading and Maths	See KS2 data at top of document			
7.To develop the role of the Speech and Language Therapist (with Communication Champions) and TA's to support	The gap narrowed between PP and non-PP children (Personal, Social and Emotional development/ Communication and Language	Ongoing assessment on Pupil Asset  EYFS GLD July 2017	Early identification and screening of children.  Children access Speech and Language support for individual programs Re-assessment for impact  Advice and support for staff and children		Speech and Language assistant  Elklan course for 2 staff	£14,640  £110
8. To provide an enriched curriculum- to instil enthusiasm for learning	PP children experiencing visits and visitors to enhance English -Writing in particular	English books Individual achievement and progress using Arbor. Data scrutinised at Pupil Progress meetings	Opportunities for children to access trips and visits across the school Visitors/workshops in school Forest School Enrichment opportunities and active cross curricular learning		Trip subsidies Visitors/workshops – CLJ – see CLJ plans  Forest school staffing and resources  Food Discovery Project (The Country Trust)– Years 3,4 and 5.	£16 376  £27 229  £8,649
9.To further develop and improve Primary Curriculum resources	Remaining gaps closed between PP and non-PP groups; raised achievement and progress so that PP groups attain in line with peers. Increased confidence to resolve conflicts so that learning is not disrupted and pupils develop resilience when challenged	Individual achievement and progress using data from Pupil Progress meetings termly. Data at end of July 2017	Additional iPads bought for curricular use across the school with charging/storage fitted in each classroom  New interactive whiteboards (x17) installed in every classroom (with training) to replace outdated and failing Promethean boards and  Computing Suite to be completed  Improved Wifi coverage across the school  Installation of increased Broadband speed		iPads and storage cabinets bought and fitted.  Prowise interactive whiteboards bought  Further investment in Computing suite  Updated Wifi spots across the school (x20) to ensure full coverage and speeds  Installation of increased Broadband speed	£48, 154  £65,109  £15,000 (£50,00 2014- 2015)  £4765 £8,000 pa (3 years)  £1500

