

Pupil Premium Strategy Statement – Mundford C of E Primary Academy

1. Summary information					
School	Mundford C of E Primary Academy				
Academic Year	2016-17	Total PP budget	£32620	Date of most recent PP Review	Nov 16
Total number of pupils	174	Number of pupils eligible for PP	28	Date for next internal review of this strategy	Sept 2017

2. Previous attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving age related expectations in reading, writing & maths	50%	tbc
% making expected progress in reading	67%	92%
% making expected progress in writing	67%	95%
% making expected progress in maths	83%	91%

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Behaviour: 11% of PP low level disruption compared with 1% whole school; Average behaviour score 1.05 PP, compared with 1.42 for non-PP.
B.	Phonics skills in Y1, making simple inferences in Y2, developing complex inferences skills in reading in KS2
C.	Emotional Intelligence – impacts upon conduct and learning behaviours and is a barrier to learning

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Attendance 90.7% (compared to 96.6% for others)
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4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
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A.	Children are independent learners and take responsibility for and are excited about their learning	Children will be able to talk about
B.	Pupils achieve expected standard in reading	Meet or exceed ARE

C.	Pupils develop recognise how they feel and are resilient learners with their own high expectations	80% of Core Learning Skills
D.	Improved attendance	Attendance for improves so that it is in line with that of non PP pupils

5. Planned expenditure

Academic year	2016-17
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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

i. 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?
Staff improve practice and therefore have a greater impact upon learners	Coaching using Edison Learning Quality Framework for Learning & Teaching	Proven track record	SLT monitoring	PS	termly
Improve behaviours for learning so that children are confident at seeing themselves as learners	CPD for all staff on the CLS and delivery of PATHS	CLS & Promoting Alternative Thinking Strategies has a proven success record which also demonstrates better outcomes across the curriculum	External monitoring – Edison Learning & PATHS adviser	PS & KT	termly

Phonics training supported by Bug Club and sharing good practice	LA authority training on Letters and Sounds AfL booklets Visiting other classes to observe good practice	Previously successful LA training undertaken by other staff in school Booklets seen to be effective in other schools High level questioning observed in other classes	SLT monitoring	SG	termly
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Total budgeted cost £7130

ii. 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 behaviour of specific pupils	CPD for teachers SENCO to support setting up of PSPs	Lesson observations reveal low-level disruption is impacting on pupil progress; children's outcomes won't improve if they are being sent out of lessons; lack of engagement is proven to impact on outcomes. Sutton Trust Review shows teacher's pedagogical knowledge & quality of instruction have strong impact on outcomes.	Learning walks & lesson observations by SLT; support from SENCO for staff; SLT to follow-up CPD to ensure it is acted upon.	SLT	termly
PP pupils are appropriately supported / challenged	Ensure that there is an additional adult in every classroom for Maths and English	Staff are able to support / challenge all PP pupils in class	Suitable staff are deployed in each class	EHT	Termly

Total budgeted cost £20840

iii. 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?
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Readiness for KS2 ready by September	Sound Discovery ELKLAN Bug Club	Proven track record	Monitoring	SLT	Termly
Pupils are able to access a broad and	Trips and residential are funded by	Pupils are able to engage with a wider range of curriculum	Ensure school trips are available for all pupils	EHT	July 2017
Attendance	Involvement of Attendance Officer	Can't improve attainment and progress if pupils are not in school	Teachers and office staff are aware of children and follow up	EHT	July 2017
Total budgeted cost					£4650

6. Review of expenditure				
Previous Academic Year		£28500		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	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)	Cost
Staff improve practice and therefore have a greater impact upon learners	Coaching using Edison Learning Quality Framework for Learning & Teaching	Insufficient impact across the school due to a change in staff who need further training on coaching. Those who are familiar with the approach continue to use if well with colleagues. Pupils have made the best progress in classes where staff are well-practiced in coaching.	Roll out with new staff	£5550
ii. Targeted support				
Desired outcome	Chosen action / approach	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)	Cost

PP pupils are appropriately supported / challenged	Ensure that there is an additional adult in every classroom for Maths and English	Insufficient impact in some classes due to planning of lessons	Continue and carry out: An audit of skills to ensure that TAs skills are used for targeted support, further training for TAs Staff use planning templates successfully	£20850
iii. Other approaches				
Desired outcome	Chosen action / approach	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)	Cost
Pupils are able to access a broad and balanced curriculum	Trips and residential are funded by school, using PP	Pupils are able to engage with a wider range of curriculum opportunities and we ensure that money is not a barrier to equality of access to an enhanced curriculum.	Continue to ensure school trips are available for all pupils. Develop a child-led curriculum that promotes greater engagement, including visitors to further inspire pupils.	£2100