

Pupil Premium Strategy Statement – Mundford C of E Primary Academy

1. Summary information					
School	Mundford C of E Primary Academy				
Academic Year	2017-2018	Total PP budget	£27340	Date of most recent PP Review	Nov 2018
Total number of pupils	165	Number of pupils eligible for PP	25	Date for next internal review of this strategy	Nov 2019

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 equivalent)	39%	60%
% making expected progress in reading	53%	72%
% making expected progress in writing	64%	79%
% making expected progress in maths	58%	76%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Pupils emotional and social needs which need support
B.	Maths: Gaps in knowledge of simple calculations and one/two-step problem solving.
C.	Limited vocabulary and poor oral skills.
D.	Spelling of basic key words is very poor.
E.	Reading: complex retrieval and inference skills.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance 93% below national average.

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Staff to identify children that are struggling with behaviour, emotional and social behaviour. We will use Boxhall to suggest interventions and areas for development. The children will also be referred to the school councillor/	Boxall Profile analysis will show support required and staff will be able to evidence impact.
B.	<p>Maths: The gap between peers and PP children will close and more children will reach the ARE/ make good progress in maths.</p> <p><i>Assessment carried out to find the gaps in knowledge. The children will then be given therapies to fill the gaps in their knowledge. For children working at Pre- Keystage, they will be given targeted intervention, small supported group work and differentiated tasks to ensure they are making progress from their baseline.</i></p>	<p>Children will make accelerated progress due to targeted therapies that address exact need.</p> <p>Children will be confident in basic mathematical skills and will be able to apply these to simple and complex problem solving questions.</p> <p>44%- 76% to reach ARE by the end of the year.</p>
C.	<p>Children will develop a richer vocabulary and confidence to express ideas.</p> <p><i>P4C is used weekly in the class to encourage children to think up big questions and discuss their thoughts and feelings about each big idea. This way of working encourage all children to have a voice in their learning, take risks and above all develop an enquiring mind.</i></p>	<p>Children will be able to talk about their learning and continue their learning in independent activities.</p> <p>Children will speak confidently and develop a larger vocabulary.</p>
D.	<p>Children spelling of basic key words will improve.</p> <p><i>A BIF will run in the autumn term to improve spelling across the school. I t will focus on vocab and spelling to help children improve basic spellings as well as more complex theme based words.</i></p>	<p>Children's spellings will improve and a higher proportion of children will reach ARE for VGPS by the end of the year</p> <p>52% -72% of children will reach ARE in VGPS by the end of the year.</p>

E.	<p>Improved complex retrieval and inference skills.</p> <p><i>Assess, target, review will be employed to close the gaps in the children's knowledge where they are WTS of JB. Those working pre-keystage will be using differentiated texts and comprehension activities to help improve skills</i></p>	<p>Weekly inference sessions taught in each class.</p> <p>Children to make progress from their baselines and a higher proportion of children to reach ARE in reading.</p> <p>44% - 72% of children to reach ARE in reading.</p>
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5. Planned expenditure					
Academic year		2018 - 2019			
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	Staff lead	When will you review
Staff improve practice and therefore have a greater impact upon learners	Improvement Focus on the teaching of spelling. So it is consistently and effectively taught across the school.	Proven track record, supported by HMI. Children and staff benefitted from running improvement in concentrated	SLT and governor monitoring. Weekly book looks with a focus on spelling in all	ES	February 2019
Teaching and learning of problem solving in maths improves to secure more learners at ARE and GD.	Improvement focus will run for the majority of the autumn term. Again this approach is how we are running our school improvement this year.	Proven track record, supported by HMI. Children and staff benefitted from running improvement in concentrated weekly blocks. The inference BIF ran last year had a big	SLT and governor monitoring. Weekly book looks with a focus on spelling in all subjects. Pupil voice and staff voice to be recorded.	LB	December 2018
Children are exposed to a richer and more extended vocabulary.	P4C will be used to enhance the curriculum and ensure that children are being given opportunities for enquiry based learning.	P4C has been proven to raise standards in schools. It will ensure that all children have a voice in their learning and that teachers learn to become	Observations of the P4C in action. Planning and scrap book scrutiny. Assessment from	ES	February 2019

Total budgeted cost					£2000
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	When will you review
To close the gap in English and maths using targeted intervention.	Using various programmes to target and assess children that need	Proven to be very good at accelerating progress and ensuring that the gap is being closed between the pupil and their peers.	The cycle that is built in means that half termly assessments and targeted therapies are	ES LO AB	Half termly reviews of progress and weekly reviews of therapies given.
To improve children's mental health and emotional development.	Boxhall- to assess children's emotional and social needs to help them improve their learning behaviours. School councillor to provide support to children where needed	Boxhall is used to assess individual children's needs using a lengthy assessment process. It then targets areas for development of children who need more help with emotional and social elements of their development.	KT will be reviewing children's profiles and planning for children. KF- to provide reports on children once sessions have ended.	KT KF	Half termly- to see if the children's needs are being met and planned for.
PP children are appropriately supported/challenged.	Additional adult to support learner in Pixl therapy groups. (approx 20hrs)	To run interventions and therapies for PP and small groups of children to improve progress and end of year attainment.	Monitoring, assessment and reviews. Book looks in staff meetings. PP case studies updated half termly to show progress from baseline.	EHT NR ES	Half termly and weekly -meetings take place to discuss children.
Total budgeted cost					£ 18,340

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?
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.	Ensure school trips are available for all pupils	EHT	July 2019
Pupils are excited by their learning and continue it beyond school	Book visitors to school that support the launch of a new theme etc.	Children are more engaged in their learning when it is an immersive experience	Use Federation Days and /or Science Week and/or Book Week are utilised by all and	SLT	July 2019
Attendance	Class incentive – Churchside Award of £5 each week	To continue the work from last year which had an impact on attendance raising it from below to above non PP children.	Teachers and office staff are aware of children and follow up first day absence. SLT to monitor absence rates	EHT	July 2019
Total budgeted cost					£ 7000

6. Review of expenditure £27340			
Previous Academic Year		2016-2017	
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	Lessons learned (and whether you will continue with this approach)

Staff improve practice and therefore have a greater impact upon learners	Improvement Focus on the teaching of inference	The BIF approach worked very well and standards were raised across the school for reading. Children made good progress from their starting points. 63%: 7 out of 11 children reaching	BIF approach for improvement will be built into the single change plan going forward. Trends from the whole school will be picked up on and targeted for improvement.
Improve behaviours for learning so that children are confident at seeing themselves as	Resources for all staff on the Life and Learning Skills, making connections with PATHS	LLS- did not have the impact of the previous year. It was felt that a lot of the targets were covered in class throughout the year and that they didn't make use of the LLS.	Replace this approach next year. We will be rebranding this as wellbeing and using both PATHS, SEAL and LLS to improve children's emotional and social welfare. Also to look at learning strategies and behaviour by addressing it as a whole class in short daily sessions.
Staff have an improved knowledge of each child's social and emotional barriers to learning	Boxall Profiling – training for staff	Boxhall profiling and training went well and worked to pick up children that needed help. It was however time consuming when staff had to fill it in for all children and for some this was not needed.	Use it to target children to assess their needs rather than using it for whole class. This would be more useful in ensuring that those children who need it get support to address their needs. We will continue to use it for targeted support for those children needing support.
Cost			£3350
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)
Pupils have a greater interest in their learning	Use the Cafés for All approach	Gooderstone Gathering have been a success and parents have enjoyed working with their children on different subject areas not just reading. We linked them to our BIFs towards the end of the year and this had a great	To continue half termly Gatherings each half term based around a key learning focus to help parents support their children at home with their learning. We will continue to provide refreshments. We will also run session on anything that is key classroom based also.

PP pupils are appropriately supported / challenged	Additional adult to support learners in English and Maths 3 times a week some funded by PP (approx. 20 hours/week)	Staff are able to support / challenge all PP pupils in class. Due to budget constraints this portion of spending will be less next year as the number of support staff has changed significantly.	This year we will be using a variety of programmes to give the T.A or any supporting adult targeted interventions to do with key children to help support their learning. This approach will ensure that T.A are deployed carefully and where they will have the biggest impact. Increase T.A hours where possible to support extra therapy work.
Cost			£20350
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	Lessons learned (and whether you will continue with this approach)
Pupils are able to access a broad and balanced curriculum	Trips and residential are funded by school, using PP	Pupils 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.	This has been a great way to spend the money. It has increased the number of PP children accessing trips and residential. The trips planned helped to enrich the curriculum and give good opportunities for a variety of learning experiences.
Pupils are excited by their learning and continue it beyond school	Book visitors to school that support the launch of a new theme etc.	Children are more engaged in their learning when it is an immersive experience	Continue to ensure school trips are available for all pupils 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
Attendance	Involvement of Attendance Officer Class incentive – Churchside Award of £5 each week	This improved the children's attendance so we will continue to use this approach.	Continue to give out weekly attendance award.
Cost			£3640

