

Pupil premium strategy statement (Miserden CoE Primary School 2017-18)

1. Summary information				
School				
Academic Year	2017-18	Total PP budget £5,160		Date of most recent PP internal review
Total number of pupils	5	Number of pupils eligible for PP12% (5)		Date for next internal review of this strategy
				June 2018

2. Current attainment KS2 Results 2017 (1)				
		<i>Pupils eligible for PP at Miserden</i>	<i>Miserden attainment all pupils (EXS)</i>	<i>Pupils not eligible for PP (national average) EXS</i>
% achieving EXS in reading, writing & maths		0%	10%	61% July 2017
% making expected progress in reading		100%	70%	71% July 2017
% making expected progress in writing		0%	20%	76% July 2017
% making expected progress in maths		100%	30%	75% July 2017
3. Barriers to future attainment (for pupils eligible for PP) 2017-18 – all PP Current Pupils (5)				
In-school barriers				

	<ul style="list-style-type: none"> • Understanding spelling rules • Skills in inference and deduction in reading • Sustaining ideas to write • Core knowledge of number work skills and reasoning • Application of <i>GPS</i> to writing • Medical needs - possible barrier • Social interaction (transition)
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Being able to access trips/residential opportunities

4. Outcomes		Success criteria
A.	Development of number and reasoning skills in maths across all year groups (also linked to school development plan for all pupils)	<p>PP children will have quick recall and skills to understand maths reasoning and how to apply them. Use of MOB maths</p> <p>Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet expected standard (EXS) – see case studies</p>

B.	Writing skills including spelling across all year groups to ensure low ability PP achieve EXS or above	Pupils eligible for PP make rapid progress by the end of the year so that all pupils meet age related expectations or above
C.	Skills in inference and deduction in reading will improve for all pupil premium children to enable them to achieve at expected or above	Pupils eligible for PP make rapid progress by the end of the year so that all pupils meet age related expectations or above
D.	Monitoring of medical needs – to enable time missed from curriculum to be caught up	All Pupil premium children will have access to full curriculum time where there have been breaks for medical administration.

5. Planned expenditure	
Academic year	2017-18
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?
Development of reasoning skills in maths across all year groups	<p>Use of MOB maths to accelerate number skills</p> <p>Greater focus on reasoning skills in maths lessons and in interventions across the school</p>	<p>A good understanding of numbers skills aids problem solving</p> <p>Pupils have dedicated time to develop their reasoning skills in maths</p>	<p>Use INSET and staff meetings to further deliver training</p> <p>Peer observations across school</p> <p>Feedback and marking support</p> <p>Moderation of maths across school and cluster group</p>	<p>Maths coordinators HT PP governor SENDCo</p>	<p>July 2018</p>
Development of writing skills including spelling across all year groups to ensure low ability PP achieve EXS	<p>Small groups and individual spelling support</p> <p>Class focus on editing skills especially in KS2</p> <p>Fortnightly longer writing sessions</p>	<p>Developing editing skills has an impact on writing success</p> <p>1:1 and small group spelling activities has had a positive impact on GPS results</p> <p>Pupils achieve expected in KS1 and KS2 SATs</p>	<p>Use INSET and staff meetings to deliver training</p> <p>Peer observations across school</p> <p>Marking policy adhered to across all year groups</p> <p>Moderation of writing across school and cluster group</p>	<p>HT SENDCo</p>	<p>July 2018</p>

Skills in inference and deduction in reading will improve for all pupil premium children to enable them to achieve at expected or above	Small group reading work with targeted questioning Individual reading times with adults.	Small group work will allow for targeted questioning and pupils to have confidence in their answers. Pupil will have a time to read and answer questions on 1:1 basis to develop skills Pupils achieve at least expected in KS1 and KS2 SATs	Moderation across partnership schools Input from Literacy co-ordinator	HT SendCO	July 2018
Monitoring of medical needs – to enable time missed from curriculum to be caught up	Check that pupils know what is expected of them when they have had medical checks especially when away from the classroom	Pupils could miss important information for their learning. Pupils to feel confident that they know what to do.	Pupils feedback	Class teacher SENDCO	July 2018
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 well?	Staff lead	When will you review implementation?

Development of reasoning skills in maths across all year groups	1:1 and small group activities with teachers and TAs	Evidence of EEF effectiveness of collaborative learning	Purchase maths books for developing reasoning skills across the school Monitoring and tracking x 6 per year PPMs x3 per year Book look scrutinies Lesson observations CPD Learning walks Pupil conferencing moderation	HT Class teachers Maths coordinators SENDCo PP gov	July 2018
Development of writing skills including spelling across all year groups to ensure low ability PP achieve EXS	1:1 and small group activities with teachers and TAs	Evidence of EEF effectiveness of collaborative learning	Monitoring and tracking x 6 per year PPMs x3 per year Book look scrutinies Learning walks Pupil conferencing Lesson observations CPD moderation	HT Eng leader SENDCo PP gov	July 2018
Skills in inference and deduction in reading will improve for all pupil premium children to enable them to achieve at expected or above	Small group reading work with targeted questioning Individual reading times with adults.	Evidence of EEF effectiveness of collaborative learning	Monitoring and tracking x 6 per year PPMs x3 per year Book look scrutinies Learning walks Pupil conferencing Lesson observations CPD moderation	HT Class teachers SENDCO Govs	July 2018

Monitoring of medical needs – to enable time missed from curriculum to be caught up	Check that pupils know what is expected of them when they have had medical checks especially when away from the classroom	Evidence of EEF effectiveness of collaborative learning	Monitoring and tracking x 6 per year PPMs x3 per year Book look scrutinies Learning walks Pupil conferencing Lesson observations CPD moderation	HT Class teachers SENDCO Govs	July 2018
Total budgeted cost					£2000
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	When will you review implementation?
Well being opportunity times Trips including residential	Class teachers to identify children who have emotional/social barriers to learning on-going as well as crisis moments where support is needed Variety of approaches to be used to support children: PSHE circle time Full access to all trips	Quick response to issues of friendship, bereavement, separation anxiety, behaviour and family breakdown ensures children miss as little learning time as possible Parents can refer through many sources: class teacher, SENDCO and Headteacher	Impact will be evident through class teachers, SENDCO and HT as well as other staff in school	SENDCo HT Staff	Dec 2017
Total budgeted cost					£1000

6. Review of expenditure

Previous Academic Year		2016-17 IMPACT (5 TOTAL IN SCHOOL)		
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	Cost £4000
To continue to narrow the gap in attainment	<p>Teacher given extra time to work with small groups of Y5/6 (PP) pupils to raise attainment.</p> <p>TA CPD developed using new resources.</p> <p>CPD for NQT</p>	<p>Results in KS1 and 2</p> <ul style="list-style-type: none"> Teaching support enabled regular interventions as well as first wave teaching to improve progress of FSM children. 100% of children attained EXS in maths and reading, TA support allowed for feedback to improve learning – high impact EEF toolkit In KS1 no pupils were PP In Reception 50% achieved reading and number In other year groups PP continue to show progress through small steps in interventions 	<p>Staff positive about training and linked with marking and feedback already being done</p> <p>Subject leaders and governors positive about book scrutinies and this afforded continuous feedback on interventions and need</p> <p>Staff liaised regularly with SENDCo and HT to identify and support next need</p> <p>Continue with approach in 2017-18 attaching TAs to classes for collaborative approach (EEF)</p> <p>CPD continues to be important for all staff – continue 2017-18</p>	

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 £3000
. improve outcomes	Small group support in class Small group targeted out of class	Results in KS1 and 2 continue to be good <ul style="list-style-type: none"> • Teaching support enabled regular interventions as well as first wave teaching to improve progress of FSM children. 100% of children attained EXS in maths and reading, • TA support allowed for feedback to improve learning – high impact EEF toolkit • In KS1 no pupils were PP • In Reception 50% achieved reading and number • In other year groups PP continue to show progress through small steps in interventions 	Class teachers identified need and put intervention in place in liaison with SENDCO Will continue with 1:1 approach but also emphasise more collaborative learning	
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)	

<p>Well being opportunity times</p> <p>Trips including residential</p>	<p>All pupils had access to the full curriculum including trip to interest and stimulate learning and develop wellbeing</p>	<p>Pupils wellbeing has impacted on their achievement.</p> <p>Access to wider opportunities has developed pupils reading, writing and math</p>	<p>Continue with payments for trip and residential</p> <p>Investigate and pay for instrument lessons to improve wellbeing.</p>	<p>Cost £1000</p>
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7. Additional detail

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