

Pupil premium strategy statement (Miserden CofE Primary School 2018-19)

1. Summary information					
School					
Academic Year	2018-19	Total PP budget £5,160		Date of most recent PP internal review	September 2018
Total number of pupils	6	Number of pupils eligible for PP 17%		Date for next internal review of this strategy	February 2019

2. Current attainment KS2 Results 2018 (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		100%	57%	64% July 2018
% making expected progress in reading		100%	86%	75% July 2018
% making expected progress in writing		100%	57%	78% July 2018
% making expected progress in maths		100%	86%	76% July 2018

3. Barriers to future attainment (for pupils eligible for PP) 2018-19 – all PP Current Pupils (6)				
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 • Access to a rich, wider curriculum

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

D.	Being able to access trips/residential opportunities
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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.
E.	Access to a rich wider curriculum	Pupils eligible for PP have music tuition paid for including instrument hire to enrich their experiences.

5. Planned expenditure

Academic year

2018-19

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 learning partnership</p>	<p>Maths coordinators HT PP governor SENDCo</p>	December 2018
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>GPS skills are used in writing.</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 Marking policy adhered to across all year groups</p> <p>Moderation of writing across school and learning partnership</p>	<p>HT SENDCo</p>	December 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.	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	December 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	December 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	December 2018
Development of writing skills including applying GPS skills to writing 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	December 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	December 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	December 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 2018

Access to peripatetic music lessons	Pupils have the opportunity to take violin, guitar, recorder or Ukulele lessons	Increase wellbeing Develop musical skills Allow PP pupils to participate in activities open to all pupils but at a cost.	Letters to parents Encouraging pupils to take up music lessons Variety of instrument tuition Payment through PP funding	HT Music teachers	December 2018
Total budgeted cost					£1000

6. Review of expenditure				
Previous Academic Year		2017-18 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+1</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 in KS2, • In KS1 no pupils were PP • In Reception no pupils were pp • In other year groups PP continue to show progress through small steps in interventions 	<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>CPD continues to be important for all staff – continue 2018-19</p> <p>Pupil progress meeting to focus on disadvantaged groups were successful for teachers</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 at KS2, TA support allowed for feedback to improve learning – high impact EEF toolkit In KS1 no pupils were PP In Reception no pupils were PP 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	
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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)	
Well being opportunity times Trips including residential	All pupils had access to the full curriculum including trip to interest and stimulate learning and develop wellbeing	Pupils wellbeing has impacted on their achievement. Access to wider opportunities has developed pupils reading, writing and maths	Continue with payments for trip and residential Investigate and pay for instrument lessons to improve wellbeing.	Cost £1000

7. Additional detail

