

**‘Open Hearts, Open Minds, Open Doors’**

**Pupil premium strategy statement 2018/19– Mobberley CE Primary School**

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| 1. **Summary information** | | | | | |
| **School** | Mobberley CE Primary School | | | | |
| **Academic Year** | 2018/19 | **Total PP budget** | £18,480 | **Date of most recent PP Review** | July 19 |
| **Total number of pupils** | 191 | **Number of pupils eligible for PP** | 14 | **Date for next internal review of this strategy** | Sept 19 |

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| 1. **Pupil Progress – Data from Summer Term Assessments – No. of progress points made from Sept 18 – July 19 (expected progress = 5 points)** |

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|  |  | Reading | Writing | Maths |
| PP AVERAGE POINT SCORE |  | 5.15 | 5.2 | 5.15 |
| PP AVERAGE – PUPILS MAKING EXPECTED+ PROGRESS |  | 94% | 81% | 69% |
| SCHOOL AVERAGE – PUPILS MAKING EXPECTED+ PROGRESS |  | 88% | 84% | 82% |
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|  |  | Reading | Writing | Maths |
| PP PUPILS MAKING ACCELERATED PROGRESS |  | 19% | 38% | 31% |
| SCHOOL AVERAGE – PUPILS MAKING EXPECTED+ PROGRESS |  | 19% | 24% | 20% |

COMMENTARY:

Data shows that Pupil Premium children at Mobberley (although relatively few in number, 7% of total) make strong progress. Their combined average point score is higher than the 5 points progress which is considered to be ‘expected progress’ over the year. This is a significant strength. The majority of children make progress similar to non-p.p. peers – slightly above in Reading and slightly below in Maths. Of those pupils making accelerated progress – P.P children outperformed their non p.p peers in writing and maths. Nearly 40% of P.P children made accelerated progress in Writing over the year. This again is very significant.

In terms of supporting these children in the wider sense, all Pupil premium children receive:

* Free school day trips and fully paid Y6 residential trip
* Free in-school experiences, e.g. stone age day, CSI investigation day, Christmas panto, etc.
* Free before school, lunchtime and after school clubs
* Free ballet/tap dancing kits
* Free musical tuition – any instrument the pupil wishes to play

In addition, any Pupil Premium children who are considered ‘vulnerable’ are given weekly Art therapy sessions with an experienced therapist (1:1, 1:2 or small group) and/ or a teacher social intervention to help them emotionally. Currently, 6 of the PP children regularly access these sessions.

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | |
| **In-school barriers** *(issues to be addressed in school)* | | | | |
|  | | Low baseline attainment on entry to reception | | |
|  | | Low attainment of identified ‘vulnerable’ boys in KS1 and KS2 | | |
| **C.** | | Insufficient numbers of higher attaining pupils in each department | | |
| **External barriers** *(issues which also require action outside school)* | | | | |
| **D.** | | Many PP pupils, for a variety of reasons, have not had opportunities to read with/to any adult at home. They have very little or no experience of 1:1 reading | | |
| **E.** | | The vast majority of PP pupils have commenced school with reading abilities well below their peers. Pupils have experienced difficulty with decoding strategies which has led to difficulties in fluency in later year groups within the school. | | |
| **F.** | | Some of these PP children have complex home situations with some high level safeguarding concerns. Their emotional state can be a barrier to learning. | | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Improve attainment on entry to Y2, Y4 and Y6 | | All pupils entitled to PP make better than expected progress.  Attainment on entry to Y2, Y4 and Y6 in Sept 2019 is at least in line with others. |
|  | Improve ‘vulnerable’ boys attainment in each department | | All boys entitled to PP make better than expected progress.  Their attainment on entry to each year group in Sep 2019 is at least in line with others. |
|  | Improve the attainment at the higher level in each department | | The percentage of pupils ‘exceeding’ is at least in line with others in terms of GLD, Y2 and Y6 SATs in July 2019. |
|  | Improve strategies for supporting the most vulnerable pupils so they make improved progress | | Improve strategies for supporting the most vulnerable pupils so they make improved progress. |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2019/20** | | | | |
| 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. | | | | | |
| 1. **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?** |
| Improve in-year progress of all pupils entitled to PP. | Improve levels of in-school collaboration on pupils making insufficient progress through monthly departmental meetings. | Collaboration on strategies to improve teaching allows less experienced teachers to gain help from subject leaders and outstanding practitioners. | Make the progress of disadvantaged pupils a central element of performance management.  Monitor and moderate outcomes at staff workshops every four weeks. | **DS**  **KW**  **CM** | **July 19** |
| Improve higher level attainment in maths in each year group. | Improve the quality of formative assessment and planning for these pupils by ensuring teachers have time to reflect with outstanding teachers.  Improve the quality of monitoring on assessment, planning and provision for these pupils. | Ineffective formative assessment and the planning of too many tasks that are closed have been an impediment to the progress of higher attaining pupils.  More effective monitoring of pupils working at the higher level will benefit teachers as it provides them with a forum to reflect with others, including the subject leader. | The performance objectives of key staff will be linked to this goal, which will be reviewed each half term. | KW  CM | July 19 |
| Improve the progress of pupils working at greater depth in reading and writing. | Further improve the leadership of literacy so that teachers all understand what ‘greater depth’ means in terms of reading and writing.  Improve opportunities for teachers to reflect on this with others who are confident in this area. | Currently there is still some variation in teachers’ understanding of ‘greater depth’ when applied to writing.  Within the school, and externally, there are good examples from which to learn. | Distribute exemplification materials and English Lead to provide clarification  Ensure time is given for teachers to have structured conversations on this issue with English Lead and Deputy.  Termly internal Moderation in all year groups  Termly local cluster moderation | KA  KA/KW  All staff | July 19 |
| **Total budgeted cost** | | | | | £2,150 |
| 1. **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 attainment of ‘vulnerable’ boys | Targeted interventions in phonics, reading and writing – before and during school.  In-school speech and language support.  Monitor quality of teaching. | Early intervention on a structured phonics programme has worked well during this school year.  Helps to remove barriers for pupils who have the most severe needs.  Effective monitoring improves early intervention and provision. | Measure progress and attainment against on-entry baseline.  Identify pupils early.  Ensure best staff are involved in the teaching.  Review impact over each half term and adjust approaches accordingly. | EMillington  JEadie | Oct, Feb and July |
| Improve attainment of ‘vulnerable pupils’ at the higher level | Improve pupil and parental understanding of the goals.  Improve the use of test information. | Pupils and parents having an improved understanding of the goals and home/school communication is always effective.  Test information will help to establish the goals. | SLT to review impact over each half term and adjust approaches accordingly. | KW  CM | February and July |
| **Total budgeted cost** | | | | | £2,630 |
| 1. **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?** |
| Improve the general well-being and engagement of the most vulnerable pupils. | Improve opportunities for nurture groups within school.  Improve participation rates in clubs and other wider opportunities. All additional clubs, kits/equipment, musical tuition and school trips free to all PP children, including the Y6 residential trip | Pupils tell us that they finding talking about their problems very useful.  Wider participation helps pupils to see school and learning in a more positive light. | Use safeguarding meetings to review the impact.  Talk to pupils. Review records of participation. | MK  DM | February and July |
| Improve provision for emotional well-being for the most vulnerable pupils | Art therapist to have a series of sessions with vulnerable pupils – some 1:1, some in pairs, some in small groups dependant on needs and similarity of issues. | An experienced, external therapist will be able to provide additional capacity for emotional support so that key issues can be addressed and barriers to learning removed | Emotional state of pupils regularly assessed and incidents logged on CPOMs. | DS  Therapist | End of May (after 6 weeks) and July (after 12 weeks) |
| **Total budgeted cost** | | | | | £13,700 |

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| 1. **Review of expenditure** | | | | |
| 1. **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** |
| 1. Improve in-year progress of all pupils entitled to PP.  2. Improve higher level attainment in maths in each year group.  3. Improve the progress of pupils working at greater depth in reading and writing. | Improve collaboration and targeting of low progress pupils  Improve quality of assessment and monitoring  Further develop literacy leadership and distribute understanding of GD | SC Met. Departmental meeting very successful in disseminating good practice and highlighting underperforming pupils.  SC Met. Assessment data now used more effectively by class teachers and Maths lead having greater impact across the school.  One Rec pupil is exceeding in Reading. Many PP pupils are now comfortably at ARE. Staff have a greater understanding of what expected and GD standard looks like in Writing. | Continue and develop  Continue and develop  More focused writing interventions needed to support PP children in KS1 and Lower KS2 (where TA support is less.) Model from Upper KS2 appears effective. | Low  Low  Significant staffing cost of additional teaching hours |
| 1. **Targeted support** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** | **Lessons learned** | **Cost** |
| 1. Improve attainment of ‘vulnerable’ boys  2. Improve attainment of ‘vulnerable pupils’ at the higher level | Targeted interventions,  In-school speech and language support,  Monitor quality of teaching. | The 6 ‘vulnerable’ PP boys achieved particularly well – 5/6 were at ARE in Reading, 4/6 in Writing and 5/6 in Maths. This was a considerable success. 1 pupil in Rec had several additional needs identified throughout the year and was not expected to reach ARE.  Only one of the identified 9 ‘vulnerable’ pupils overall is achieving at the higher level (Reading) although 7 are now comfortably at ARE. | Continue and develop.  Monitor the pupil with additional needs and seek specialist assessment if necessary.  Continue to target pupils through designated teacher-led interventions in Autumn term. Develop before school tuition sessions with Tas to push for GD. | Significant staffing costs of additional hours  Significant staffing costs of additional hours |
| 1. **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** |
| 1.Improve the general well-being and engagement of the most vulnerable pupils.  2. Improve the emotional well-being of the most vulnerable pupils. | Improve opportunities for nurture groups within school.  Improve participation rates in clubs and other wider opportunities. All additional clubs, kits/equipment, musical tuition and school trips free to all PP children including the Y6 residential.  Art therapist to have a series of sessions with vulnerable pupils – some 1:1, some in pairs, some in small groups dependant on needs and similarity of issues. | SC fully met. Many more opportunities now exist to support vulnerable pupils and staff understanding of these issues have improved.  SC fully met. All Pupil Premium children have participated in at least one additional club, many have joined several groups and taken advantage of funded kits, tuition, etc. The Y6 pupil had a wonderful time on his fully funded residential trip- he would not have gone had funding not been available. There is evidence to suggest out-of-area PP families have applied to Mobberley Rec class due to the PP care provision.  SC fully met. All ‘vulnerable’ pupils have received exceptional emotional support through regular, high quality sessions with an experienced therapist. Significant reductions in anxiety can be evidenced. | Nurture groups have been well developed but rely on the quality of relationships with staff and further success would rely on the individual.  Engagement in extra-curricular clubs has had a very powerful effect in the general well-being of ‘vulnerable’ pupils. This has potential to be developed much further.  Success has again relied on buying a quality provider with proven track record and an experienced practitioner. The emotional attachment is so strong between pupils and practitioner it will be difficult to rotate groups/ end sessions if necessary. | Low with some training costs  Medium level costs – most clubs and tuition fairly low – residential relatively high cost  £300 per afternoon |

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| 1. **Additional detail** |
| Pupil Premium children at Mobberley get a good deal overall. They are well supported to ensure they have at least equal entitlement (if not better) to participate in all aspects of school life. This means they access a rich and varied diet of school experiences. They are extremely well supported emotionally through formal and informal provision which ensures their anxieties are reduced and they are trained in practical methods to overcome personal issues.  Pupil premium pupils at Mobberley, overall, make strong progress and attain well. Gaps in attainment have been narrowed significantly through accurate and successful targeting in Writing and Mathematics over the year so that attainment is in line with their peers. The gap in writing is 8% but includes some pupils with specific additional needs. Arrangements are already in place to narrow the gap in reading attainment further in Autumn term 2019 and will be carefully monitored to judge their effectiveness. |