

Marfleet primary school Pupil Premium Strategy Statement



1. SUMMARY INFORMATION			
School	Marfleet primary school	Total PP Budget	£95,040 (April 2018 - March 2019)
Academic Year	2018-2019	Number of children Eligible for PP	Currently 65 children in receipt of PP funding.
Total Number of children	211 (including nursery)	Date of internal PP Review	27/09/2018

Whole school 2018 Overview

Reading, Writing & Maths - Year 6 (Cohort of 18 children)					Reading, Writing & Maths - Year 2 (Cohort of 27 children)					GLD (Cohort of 31 children)				
School	PP	Non-PP	National Gap	School Gap	School	PP	Non-PP	National Gap	School Gap	School	PP	Non-PP	National Gap	School Gap
33%	18%	57%	19.6%	-39%	51.9%	53%	50%	17.2%	+3	60%	80%	56%	+16.9	+24%

2. BARRIERS TO FUTURE ATTAINMENT (for children eligible for PP)

In-school barriers

A.	Social, Emotional and Wellbeing Needs – A large majority of Pupil Premium children have additional needs including social and emotional barriers that impede on their progress.
B.	Attainment – It is common that children are significantly below age related expectation on entry, there is a significant gap between PP and non-PP children in KS2.
C.	Communication Needs – Low levels on entry of Pupil Premium children, particularly in emotional literacy, communication and language and Literacy.

External Barriers

D.	Supporting Vulnerable Families - Some of our families struggle financially, lack of quality experiences outside school mean children are unable to draw upon these experiences in their learning. In addition attendance rates, safeguarding issues are all external barriers.
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3. OUTCOMES

	Desired outcomes and how they will be measured	Success Criteria
A.	<p>Social, Emotional and Wellbeing Needs</p> <ul style="list-style-type: none"> The behaviour within the school remains good and improves even further. Reduction in the number of children on report to decrease. Reduction in children on children inclusion to reduce. Exclusion rate to remain at 0%. <p>Measure:</p> <ul style="list-style-type: none"> Exclusion data for the academic year 2018-19 to be 0%. Data reports for children on report and in inclusion to show a decreasing figure. 	<ul style="list-style-type: none"> Percentage of children on 'super star' and receiving MM increases. Exclusion data for the academic year 2018-19 to be 0%. Reduction in the number of children receiving unacceptables, a report or internal inclusion decreases.
B.	<p>Attainment</p> <ul style="list-style-type: none"> Ensure a greater of PP children achieve GD at KS1 and KS2 to fall in line with national. Gap between KS2 PP and non PP closes in Reading, Writing and combined RWM. Gap between KS1 RWMs combined remains positive. There is no gap between Pupil Premium children and Non Pupil 	<ul style="list-style-type: none"> Increased percentage in the number of children achieving the expected standard in Reading, Writing and Maths in Year 6 Increased. No gap evident between Pupil Premium and Non Pupil Premium Children.

	<p>Premium children in all year groups.</p> <p>Measure:</p> <ul style="list-style-type: none"> • Internal progress measure throughout the year. • Ebor data capture 3 times per year. • End of Key Stage 2 data (July 2019) • End of Key Stage 1 data (July 2019) • End of EYFS data (July 2019) • Year 1 and Year 2 Phonics Data (July 2019) 	
C.	<p>Communication:</p> <ul style="list-style-type: none"> • Increased numbers of children accessing Speech and Language provision. • Increased percentage of EYFS children achieving Communication and Language Early Learning Goal. • Increased levels of oracy throughout the school. <p>Measure:</p> <ul style="list-style-type: none"> • Internal progress data throughout the year. • End of EYFS data (July 2019) • Analysis of the percentage of children achieving their targets on their Individualised Speech and Language Programmes • Number of children accessing Speech and Language interventions 	<ul style="list-style-type: none"> • An improvement in the number of children achieving the Early Learning Goal for Communication and Language. • An improvement in the level of reading - more children GD in reading and less children working below ARE in reading.
D.	<p>Supporting Vulnerable Families:</p> <ul style="list-style-type: none"> • An increase in the number of families being able to access the support and services that they require. • Outcomes for all children continue to improve further • Concerns / Issues raised are acted upon swiftly and relevant and appropriate support provided in a timely manner • Increase in the number of children accessing extra-curricular activities and trips, increasing their life experiences. <p>Measure:</p> <ul style="list-style-type: none"> • Parental voice • CPoMs data • Percentage of children accessing extra-curricular activities to increase 	<ul style="list-style-type: none"> • Outcomes for all children continue to improve further. • Increase in the number of children accessing extra-curricular activities to increase. • Decrease in number of childrens late and PAs.

4. PLANNED EXPENDITURE 2018/19						
i	<u>Quality of teaching for all</u>					
	Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review Date
B.	To improve the Quality First Teaching for all children within the school	Introduction of targets for both children. Teacher targets clearly linked to appraisal targets and CPD. Introduction of rigor around monitoring and assessment. Quality first teaching and an inclusive approach will help reduce barriers to learning. All children who are at risk of not making expected progress will be discussed at pupil progress meetings and individual strategies to enhance learning will be planned in conjunction with the SENCO and BWB team.	High standards of teaching ensure high outcomes for learners.	Lesson observations indicate higher proportions of learners making accelerated levels of progress within lessons Lesson observations evidence increased levels of pupil participation and increased progress Book looks demonstrate increased progress	Head of school	End of HT1 End of HT2 End of HT3 End of HT4 End of HT5 End of HT6
B.	Increased percentage in the number of children achieving the expected standard in Reading, Writing and Maths in Year 6.	Head of school to team teach in year 6 each morning where possible.	Additional teachers in Year 6 will provide smaller groups sizes. Team teaching and planning enables transfer of knowledge and skills around year 6 curriculum.	Meticulous tracking of progress data to ensure that Pupil Premium pupils are making accelerated levels of progress Book looks demonstrate increased progress	Head of school	End of HT1 End of HT2 End of HT3 End of HT4 End of HT5 End of HT6
C.	Improve emotional literacy of all children.	Introduction of daily circle time and development of PSHE and well-being within the curriculum. Introduction of new behaviour and well-being	Evidence suggests that improving emotional intelligence and emotional literacy lead to better health, higher academic achievement and stronger	Tracking of children's progress Case study Pupil voice	Head of school	End of HT1 End of HT2 End of HT3 End of HT4 End of HT5 End of HT6

		team.	relationships.			
ii	<u>Targeted Support</u>					
	Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review Date
A.	To provide a tailored well-being provision for those children with social, emotional and behavioural needs.	Tree house provision including small group and one to one sessions.	Tree house provision offered to enable children to feel safe and secure within the school environment with the provision effectively reflecting and meeting the needs of vulnerable children Raised self-esteem and attitudes allow for children accessing the curriculum in class leading to raised levels of attainment .	Improvements in behaviour Reduction in the number of children on report and inclusion. Reduction in the number of unacceptables. Improvements in self-belief and self-worth. Pupil voice. Case studies.	Pastoral lead teacher	End of HT1 End of HT2 End of HT3 End of HT4 End of HT5 End of HT6
B.	To raise attainment ensuring that all children in each year group make accelerated progress.	Teaching Assistants in each EYFS and KS1 classroom and shared Teaching Assistants throughout KS2. All TAs part of a specialist team to ensure specialist interventions are available if needed.	Provide targeted interventions and in class support for Pupil Premium children to ensure that they make accelerated progress in reading, writing and maths.	The gaps between the attainment of pupil premium children and non pupil premium children close	Head of school	End of HT1 End of HT2 End of HT3 End of HT4 End of HT5 End of HT6
C.	To ensure that early communication needs are met.	Speech and Language Therapist and specialist TA.	Delivery of individualised speech and language programmes ensures that children are able to better access the curriculum and engage in the world around them Accelerated rates of progress across the areas of Communication and Language	Rigor around data analysis of individual programmes of intervention Increase in the number of children at the end of EYFS achieving ELG.	Assistant head of school	End of HT1 End of HT2 End of HT3 End of HT4 End of HT5 End of HT6

iii	<u>Other</u>					
	Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review Date
D.	To ensure that children receive access to opportunities outside of curriculum lessons	Educational Visits and Visitors	children have an exposure to and immersion in a range of situations, activities and experiences in order to enrich the curriculum opportunities that they receive. Children can draw on these increased experiences in all curriculum areas, particularly in writing, leading to raised achievement. Greater aspirations for all children as they gain experience of the wider world around them.	Pupil voice Case studies which demonstrate increased aspirations Book scrutinies demonstrate that pupils use this knowledge and additional experience to further improve their writing	Head of school	End of HT1 End of HT2 End of HT3 End of HT4 End of HT5 End of HT6
D.	To reduce the number of PAs and lates.	Breakfast Club BWB champion	Pupils provided with breakfast to ensure that their basic needs are met. Introduction of attendance incentives.	Weekly tracking of individual attendance data Weekly tracking of the number of minutes late	BWB champion	End of HT1 End of HT2 End of HT3 End of HT4 End of HT5 End of HT6
C.	To ensure that all children within the school are in full and correct uniform	Increased sense of belonging. Improved social and emotional well-being for pupils results in a positive impact in their readiness to learn. Increased well-being has a positive impact on	Learning walks indicate higher percentages of pupils wearing full school uniform Pupil Voice Case studies Feedback from parents indicates increased levels of feeling supported.	CPOMs tracking of uniform	Head of school	End of HT1 End of HT2 End of HT3 End of HT4 End of HT5 End of HT6

		behaviours for learning and pupils therefore make accelerated progress				
TOTAL BUDGETED COST						65,000

5. ADDITIONAL INFORMATION