



Nine Mile Ride Pupil Premium Strategy Statement

School

1. Summary information					
School	Nine Mile Ride Primary School				
Academic Year	17/18	Total PP budget	£47,500	Date of most recent PP Review	July 2017
Total number of pupils	350	Number of pupils eligible for PP	34 9.7%	Date for next internal review of this strategy	October 2017

2. Current attainment		
	<i>Nine Mile Ride Primary</i>	<i>National</i>
% reaching the expected in Reading	84%	71%
% reaching the expected in Grammar, Punctuation & Spelling	88%	77%
% reaching the expected in Writing	62%	
% reaching the expected in Maths	94%	75%
% reaching the expected in Reading/Writing/Maths	78%	61%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	The number of pupils who are in receipt of Pupil Premium are also on the SEN register for cognition and learning
B.	Social and emotional issues of targeted children (mostly eligible for PP) are having a detrimental effect on their academic progress
C.	Identification of barriers to learning for disadvantaged pupils and appropriate interventions planned as a result
External barriers	
D.	Parents understanding of curriculum expectations

4. Desired outcomes		Success criteria
A.	Pupils emotional developmental gaps are addressed and academic progress improves	Pupils are assessed using Thrive
B.	Staff are equipped to identify potential barriers to learning	Pupils make at least expected progress
C.	Parents attend curriculum focus workshops to improve their knowledge and how to support their children's learning	Good parental attendance

5. Planned expenditure					
Academic year	2017-2018				
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?
Progress is well above national average in reading, writing and maths	Talk for Writing Guided Reading Mastery Teaching of Maths	T4W enables children to imitate the language they need for a topic orally before reading, analysing it and then writing their own version. GR-Validated research shows guided out loud	Whole school approach Regular monitoring by senior leaders, including: book scrutiny, lesson observations, learning walks, pupils conference, data analysis, progress meetings	Deputy Head Writing Reading Maths Subject leaders	Termly

Learning can be achieved through perseverance and effort	Growth Mindset	It is based on research that shows that pupils who have a growth mindset – the belief that intelligence is malleable – try harder, persist for longer, seek out feedback and set themselves more challenging goals	Whole school approach Regular CPD opportunities Increase in pupils working at greater depth Monitoring by senior leaders, including learning walks, pupil conference, lesson observations Regular CPD opportunities	Head Teacher SLT	Termly
Maximising the quality of teaching through the effective development and deployment of teachers and teaching assistants will therefore be at the top of any school's priorities.	CPD Pixl -How 2 -Quality Assurance -Reading Uni Mentor scheme -Maths Hub Mastery TRG -KS1 Moderator TA's studying NVQ2 & NVQ3 -Additional HLTA	EEF's Making Best Use of Teaching Assistants guidance report presents the best available evidence regarding the deployment and development of teaching assistants. The report makes seven evidence-based recommendations to help schools maximise the impact of teaching assistants.	Class teachers ensure TAs are fully prepared for their role in the classroom, through out-of- class liaison Structured intervention programmes are monitored by observation, feedback impact analysis	Head teacher	Termly
Total budgeted cost					£8500.00

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?
Identify and address developmental and emotional gaps which are barriers to learning	Thrive Approach Targeted, measured, early intervention that supports social & emotional well-being in children	Schools that have adopted Thrive are achieving nearly double the UK average in performance improvement results (Fronting the Challenge Projects 2015)	Whole staff training Identified pupils will be assessed before and reassessed approximately 6 weeks later. Thrive books will contain session evidence. Staff reminded of Thrive books at staff meetings	Inclusion Manager GS AM	Half termly with Thrive Assistants and termly meeting with SLT to review journey and impact so far
For PP children to achieve the same as non PP children in reading	A. Catch Up literacy programme- a structured one-to-one literacy intervention B. Sound Foundations-Fast Track C. Reading Comprehension D. Peered tutoring	1:1 intervention with qualified member of staff (Education Endowment Fund Toolkit) Small group interventions with trained staff have been shown to be effective (EEF Toolkit)	Identified pupils to have timetabled sessions per week. Space allocated to ensure sessions take place in a quiet area	Inclusion Manager LM JN GS KT	Reading assessment will be used to show progress Sept/Jan/June Observation of sessions by Inclusion Manager and link governor Half termly monitoring of Catch Up booklets
For PP children to achieve the same as non PP children in phonics and spelling	A. Additional small group phonics B. Spelling HFW Intervention Y5 C. Sound Foundations- Apples & Pears D. Spelling intervention Y3	Small group interventions with trained staff have been shown to be effective (EEF Toolkit)	Regular meetings planned to talk through progress Advice from Learning Support Service	SLT lead KS1 staff Inclusion Manager LM JN	Phonic assessments will be used to plan interventions and track progress Spelling assessments are used to show progress Sept/Jan/June Half termly review meetings

For PP to have confidence and make progress in Maths	B.Third Space Learning C. Catch Up Numeracy Programme - a structured one-to-one numeracy intervention	'On average pupils make 7 months progress in 13 weeks'. Testimonials. TSL work with over 600 schools The EEF Toolkit suggests that targeted interventions matched to specific children with particular needs can be effective	Weekly online sessions with a specialist maths tutor Weekly report with individual pupil progress	Y3,4,5,6 class teachers LM Inclusion Manager	Class teachers weekly input Maths termly assessments Review half termly Feedback to SLT termly
Total budgeted cost					£12, 500
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?
Increased parental engagement with school regarding pupil's learning	Curriculum focus workshops- Maths curriculum evening workshop T4W evening workshop Monitoring of parent meeting attendance	Parental involvement is consistently associated with pupils' success at school. Two recent meta-analyses from the USA suggest that increasing parental involvement in primary schools has on average 2-3 months positive impact (EEF Toolkit)	Monitoring of attendance of pupils Monitoring of late pupils Letters home to parents if they do not attend parents meetings Monitoring	SLT	Attendance and lateness reports Parent evening attendance SEN review attendance Parental workshop attendance

For targeted children to develop resilience, co-operation and self confidence	Talking Lego Selected children to participate in weekly Lego therapy sessions Lunchtime Nurture sessions and postbox system Playground Friends Pupil Champions	Evidence from EEF shows that for children to reach their potential their social and emotional well-being needs to be established. Pupils will develop language and social interaction skills	Weekly sessions	Inclusion Manager LM GS	Interventions to be reviewed on a termly basis
Children to be ready for learning	Breakfast Club	Evidence from EEF shows that primary schools that offer a free and nutritious meal before school, can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year	Attendance of Breakfast Club	SBM	Reviewed half termly
Total budgeted cost					£5000.00

6. Review of expenditure				
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 appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Develop writing skills through talk	Talk for Writing	<p style="text-align: center;">Expected standard or above</p> <p style="text-align: center;">For Writing (%)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">KS1</th> <th style="width: 33%;">NMR</th> <th style="width: 33%;">Nat</th> </tr> </thead> <tbody> <tr> <td>PP pupils</td> <td style="text-align: center;">25</td> <td style="text-align: center;">54</td> </tr> <tr> <td>All pupils</td> <td style="text-align: center;">82</td> <td style="text-align: center;">68</td> </tr> <tr> <th>KS2</th> <th>NMR</th> <th>Nat</th> </tr> <tr> <td>PP pupils</td> <td style="text-align: center;">80</td> <td style="text-align: center;">81</td> </tr> <tr> <td>All pupils</td> <td style="text-align: center;">90</td> <td style="text-align: center;">76</td> </tr> </tbody> </table> <p>Y6 progress above non PPG. Y1 in line with peers</p>			KS1	NMR	Nat	PP pupils	25	54	All pupils	82	68	KS2	NMR	Nat	PP pupils	80	81	All pupils	90	76	<p>There has been increased attainment using Talk for Writing across the whole school. Talk for Writing will continue to be embedded across the school. This will include CPD opportunities for all.</p> <p>Spelling in KS1 needs further improvement as this impacted their writing at end of key stage tests.</p> <p>As a result, phonics and spelling will be a KS1 focus.</p>	£3000
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Consistent approach to teaching reading comprehension across the school	Guided Reading	<p>Monitoring of Guided Reading has taken place by using the following:- Questionnaires, speaking to pupils, hearing them read, observing sessions, monitoring reading diaries are checked and used being used. 86% reaching expected in Reading at end of KS2.</p>	<p>Guided reading needs to be timetabled at a set time either after lunch or first thing in the morning to ensure all classes are running the session.</p> <p>Need to ensure resources are up to date</p>	£1500																				
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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																				

Identify and address developmental and emotional gaps which are barriers to learning	Thrive Approach Targeted, measured, early intervention that supports social & emotional well-being in children	91% of pupils using Thrive Approach made expected progress	Continue Thrive Approach as it has been a successful intervention Whole school training June 2017	£3500.00
For PP children to achieve the same as non PP children in reading	A. Catch Up literacy programme- a structured one-to-one literacy intervention B. Sound Foundations- Dancing Bears C. Sound Foundations- Fast Track	100% of PP children made progress in reading from Sept 16-July 17. 65% of PP children's reading age now exceeds their chronological age. Progress in months ranges from 9 months progress to 3 years 8 months progress	At end of KS2 86% PP children were exceeding in reading. They outperformed non PP children by attaining 84%. KS1 75% PP children were exceeding in reading. Catch Up literacy and the Sound Foundations programmes are working well and need to continue.	£5000.00
For PP children to achieve the same as non PP children in phonics and spelling	A. Additional small group phonics B. Spelling HFW Intervention Y4 C. Sound Foundations- Apples & Pears	Intervention staff discussed progress half termly Advice for PP pupil from Learning Support Service KS2 SPAG 86% of PP pupils made expected	Spelling needs in KS1 need to be addressed further. Phonic assessments will be used to identify gaps and groupings, plan interventions and track progress Spelling assessments are used to show progress Half termly review meetings	£5000.00
Improved writing and calculation progress	A.1:1 or small group targeted tuition with a teacher, focusing on gaps for Y2 pupils B.1:1 support focusing on gaps in Y3	In maths Y6,Y5,Y4 progress was above non PPG. In Y2 progress in maths was in line with peers	Small group targeted tuition focusing on pupil gaps worked. Continue by being needs driven.	£5000.00

For PP to have confidence and make progress in Maths	Third Space Learning Maths online	In maths Y6,Y5,Y4 progress was above non PPG.	Third Space Learning will continue 2017-2018 with a focus on Year 3 and Year 4 pupils in the Autumn term.	£1300.00
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)	Cost
Increased parental engagement with school regarding pupil's learning, completion of homework, lateness and attendance completion of homework	Monitoring of parent meeting attendance Parental workshops	Lateness monitored by school office Pupil attendance monitored by FSA- letters sent/ phone calls made Parents attended Parent Workshops in Spring term	Class teachers to monitor homework completion and to speak to parents about possible solutions if there are difficulties e.g. work with class teacher at another time. Lateness and attendance to be monitored by school office. Class teachers to monitor and note Parents Evening attendance. Offer other appointment to non-attenders or phone consultation.	No cost
For targeted children to develop resilience, co-operation and self confidence	Talking Lego Selected children to participate in weekly Lego therapy	Pupils interacted well in these sessions, developing language and social interaction skills	Talking Lego will continue with groups of 3 pupils at a time.	£500.00
Children to feel more confident in social situations	Lunchtime Nurture sessions and postbox system Playground Friends	Children were able to have their social and emotional well-being met during	Lunchtime Nurture drop in, the Post Box system and Playground Friends will continue.	£500.00

Children to be ready for learning	Breakfast Club Homework Club	Some PP children attended Breakfast Club. Homework Club ran for Years 5 &6 on a Monday lunchtime and on a Wednesday with FSA	Homework Club attendance was more successful where class teachers reminded and persuaded children to attend.	£1200.00
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7. Additional detail 2016-2017

In this section you can annex or refer to **additional** information which you have used to support the sections above.

Supporting emotional wellbeing of pupils

Overcoming Childhood Anxiety Training, Thrive Training, Lego Therapy training, Nurture supervision, JAC =£4000

Tracking of pupil progress

Pupil progress and tracking meetings, Booster sessions, PPG Network =£2400 + 4 hours per term

1:1 feedback sessions 5 weeks per year of supply cover = £1200 approx

Other

Extra curricular clubs/ Trips/Golf/music lessons/resources=£2000 approx