

Pupil Premium Strategy Statement

1. Summary information					
School	Nine Mile Ride Primary School				
Academic Year	18/19	Total PP budget	£52,780	Date of most recent PP Review	July 2018
Total number of pupils	340	Number of pupils eligible for PP	23	Date for next internal review of this strategy	October 2018

2. Current attainment		
	<i>Nine Mile Ride Primary</i>	<i>National</i>
% reaching the expected in Reading	92	75
% reaching the expected in Grammar, Punctuation & Spelling	94	78
% reaching the expected in Writing	94	88
% reaching the expected in Maths	90	76
% reaching the expected in Reading/Writing/Maths	82	64

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	A 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
External barriers	
C	Parents understanding of curriculum expectations
D	Parents' engagement with their child learning
4. Desired outcomes	
Success criteria	

A.	Pupils emotional developmental gaps are addressed and as a result, academic progress improves	Pupils are able to access social and emotional support with staff who are trained to recognise and support pupils who are vulnerable (Thrive approach)
B.	Staff are equipped to identify potential barriers to learning	Pupils experience high quality teaching on a daily basis so that pupils make at least expected progress. Personalised interventions are planned as a result of identification of learning barriers
C.	Pupil Premium pupils make at least expected progress based on prior attainment	Progress for Pupil Premium pupils is at least in line with non-Pupil Premium pupils

5. Planned expenditure					
Academic year		2018-2019			
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?
Pupil Premium pupils make at least expected progress based on prior attainment by the end of Key Stage 2.	PiXL methodology of diagnosis, therapy, testing being used across Year 2 and 6	PiXL supports primary schools across the country and the methodology of diagnosis, therapy, testing has had a positive impact across all PiXL schools	Staff to attend leadership conferences termly PiXL core team leader will engage with PiXL associate to review progress Review impact every term with designated teachers Monitoring evidence used to change learning offer Question Level Analysis (QLAs) and Implications for Teaching Reports used to plan interventions Completed personalised learning checklists tracked to show improvement over the year	AS	End of every term

<p>Progress is well above national average in reading, writing and maths</p>	<p>Talk for Writing Guided Reading Mastery Teaching of Maths Growth Mindset</p>	<p>T4W enables children to imitate the language they need for a topic orally before reading, analysing it and then writing their own version. GR-EEF validated research shows guided out loud reading has beneficial impact on fluency and comprehension skills NCETM is a national research-based community that enhances and strengthens maths teaching</p>	<p>Whole school approach Team leaders drive across the team Regular monitoring by senior leaders, including: book scrutiny, lesson observations, learning walks, pupil conference, data analysis, progress meetings Regular CPD opportunities planned across the year that are research based. For example, EEF=metacognition/self-regulation/How2 Teach pedagogy techniques/ The Key</p>	<p>Deputy Head Writing Reading Maths Subject leaders</p>	<p>Termly</p>
<p>Learning can be achieved through perseverance and effort</p>	<p>Growth Mindset</p>	<p>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</p>	<p>Whole school approach Regular CPD opportunities planned that focus on Growth Mindset Support from external consultant to implement at class level/home level Teaching shows an expectation for pupils to be resilient to challenge Monitoring by senior leaders, including learning walks, pupil conference, lesson observations Support from external consultant to implement at class level/home level</p>	<p>Head Teacher</p>	<p>Termly</p>

Maximising the quality of teaching through the effective development and deployment of teachers and teaching assistants	CPD to include: -Pixl approach -How 2 pedagogy -Monitoring -Reading Uni Mentor scheme -Maths Hub Mastery TRG Employ FS/KS1 local authority moderator Opportunity for TA's to study NVQ2 & NVQ3/Access to teaching -Additional HLTA employed to run therapies and intervention	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. How2Teach-evidence-based teaching techniques- https://teachinghow2s.com/	CPD opportunities for teachers to observe each other Ensure moderating exercises ensure a deep understanding of what working at greater depth looks like Assessment programme is used to plan greater depth activities Structured intervention programmes are monitored by observation, feedback impact analysis How2 techniques are used to support peer observations across the school	SLT	Termly
Total budgeted cost					£25,510
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?
Pupil Premium pupils make at least expected progress based on prior attainment	Use of PiXL methodology for laser sharp interventions, delivered by high quality teachers and teaching staff	National PiXL data has shown that the diagnosis, therapy, testing methodology has had positive impact across all PiXL primary schools	PiXL core teams in place who drive personalised interventions Weekly PiXL core team meetings take place to focus and discuss identified pupils PiXL associate visits challenge and offer support for greater impact	DHT	Termly

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 Pupil Champions	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 E. PiXL therapies	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) Improving Literacy in Key Stage One can be found here and Improving Literacy in Key Stage Two here .	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 PiXL core team	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 E. PiXL therapies F. No Nonsense spelling	Small group interventions with trained staff have been shown to be effective (EEF Toolkit) Phonics EEF toolkit can be accessed here .	Regular meetings planned to talk through progress Advice from Learning Support Service Rigorous and consistent phonics/spelling intervention programmes Implement whole school spelling approach through No Nonsense spelling	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	Catch Up Numeracy Programme - a structured one-to-one numeracy intervention PiXL therapies based on Diagnosis, therapy, testing	The EEF Toolkit suggests that targeted interventions matched to specific children with particular needs can be effective	Weekly report with individual pupil progress PiXL core group meeting focus on pupils not making appropriate progress in maths	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					£28,250
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 post box system Playground Friends	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 Extra-curricular activities including educational visits	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. Adventure learning interventions consistently show positive benefits on academic learning	Attendance of Breakfast Club Extra-curricular activities and educational visits	SBM	Reviewed half termly
Total budgeted cost					£4,740

6. Review of expenditure						
Previous Academic Year		2017-2018				
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	Expected standard or above in Writing (%)			Numbers of PPG pupils are small; therefore it is difficult to draw statistically significant conclusions; however, further work to embed Talk for Writing needs to happen next academic year though a topic based approach to teaching writing. At the end of Key Stage 2, attainment was below national; however progress was 4.12 (well above the national average of 0.24).	£4300.00
		KS1-2 pupils	NMR	Nat		
		PP pupils	100	tbc		
		All pupils	80	tbc		
		KS2-5 pupils	NMR	Nat		
		PP pupils	60	80		
		All pupils	92	75		
Consistent approach to teaching reading comprehension across the school	Guided Reading	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.			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. Humanities faculty will investigate the most effective way to teach guided reading across the school.	£1095
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
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. Thrive drop-ins offered to staff every term to assist staff to re-screen their children.	£6320
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 D. Reading Comprehension	<u>Key Stage 1</u> 100% of PP children made progress in reading from Sept 17-July 18. <u>Key Stage 2</u> 60% of PP children made progress in reading from Sept 17-July 18; however, progress was 2.64 which was well above the national of 0.31	Inference, comprehension and reading speed held back Key Stage 2 pupils; therefore, school will address this using PiXL resources early in autumn term. Catch Up literacy and the Sound Foundations programmes are working well and need to continue.	£3500
For PP children to achieve the same as non PP children in phonics and spelling	A. Additional small group phonics B. Sound Foundations- Apples & Pears C.No Nonsense spelling approach D.Additional spelling support Y4	Intervention staff discussed progress half termly Advice for PP pupil from Learning Support Service KS2 SPAG 94% of PP pupils made expected. 60% of PPG pupils achieved expected	A whole school approach to spelling will be implemented from September 2018 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 Use PiXL phonics resources to support therapy work	£7039

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 progress was well below the national average (4.63 compared to 0.31)	Small group targeted tuition focusing on pupil gaps worked. Continue by being needs driven as discussed at half termly progress meetings	£4017
For PP to have confidence and make progress in Maths	Catch Up Numeracy Programme - a structured one-to-one numeracy intervention PiXL therapies base on Diagnosis, therapy, testing	100% of pupils made progress. 214 sessions were carried out.=107hrs. 3hrs per week	Pupils who receive two sessions of Catch Up Numeracy per week made an accelerated rate of progress	£1400
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 school letters sent/ phone calls made	Whole school change to homework to focus on basics. The decision was made in light of EEF research. Class teachers to offer time in school for pupils to complete homework activities 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.	£236
For targeted children to develop resilience, co-operation and self confidence	Talking Lego Selected children to participate in weekly Lego therapy sessions	Pupils interacted well in these sessions, developing language and social interaction skills	Talking Lego will continue with groups of 3 pupils at a time.	£533

Children to feel more confident in social situations	Lunchtime Nurture sessions and post-box system Playground Friends Pupil Champions	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.	£3736
Children to be ready for learning	In year homework support	Some PP children attended Breakfast Club.	Homework Club changed to be run in year groups.	£174

7. Additional detail 2017-2018

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

Course and training including anxiety workshop training, Growth Mindset for parents, Nurture supervision = £1773

Tracking of pupil progress

Pupil progress and tracking meetings, Booster sessions, PPG Network, PiXL conferences and core group meetings at Key Stage 1 and 2 = £3400

Other

Extra curricular clubs/ Trips/Golf/music lessons/resources = £4283

Administration and class teacher/TA preparation time = £1000