

Pupil premium strategy statement: Markeaton Primary School 2016-17



1. Summary information

School	Markeaton Primary School				
Academic Year	2016-17	Total PP budget	£90,900	Date of most recent PP Review	March 2017
Total number of pupils	369	Number of pupils eligible for PP	67	Date for next internal review of this strategy	Sept 2017

2. Current attainment (outcomes at the end of KS2 2016)

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils eligible for PP (national average)</i>	<i>Pupils not eligible for PP (national average)</i>
% pupils achieving expected standard or above in reading, writing and maths	38%	39%	60%
% pupils achieving expected standard or above in reading	64%	53%	72%
% pupils achieving expected standard or above in writing	50%	64%	79%
% pupils achieving expected standard or above in maths	43%	58%	75%

3. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers

A.	Misunderstanding of key concepts within mathematics
B.	The ability for disadvantaged pupils to understand and apply inference within texts
C.	Disadvantaged pupils display a lack of confidence and self esteem

External barriers

D.	Low attendance and persistent absence for disadvantaged pupils
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4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The gap between disadvantaged and other pupils will narrow within mathematics	In school, maths assessment will show that the difference between disadvantaged pupils and other pupils attainment in Summer 2017 will narrow in comparison to Summer 2016.
B.	Disadvantaged pupils demonstrate accelerated reading progress scores	In school reading assessment will show that disadvantaged pupils are making accelerated progress when compared to baseline entry point on the Accelerated Reading programme.
C.	Active participation by disadvantaged pupils within the wider school environment	Active participation reflected in termly pupil progress meetings with class teacher/learning mentor.
D.	Attendance for disadvantaged pupils will increase from 2016 data	Increase from 94% (2016 data) for disadvantaged pupils. Persistent absence will decrease from 20% (2016 data) for disadvantaged pupils.

5. Planned expenditure

Academic year

2016-17

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	Review
A- The gap between disadvantaged and other pupils will narrow within mathematics	<p>Numbers Counts for targeted disadvantaged children in Yr2/3</p> <p>1:1/small group interventions for disadvantaged pupils within daily maths sessions</p> <p>Quality first teaching (HLTA) for a number of disadvantaged EHCP children within maths sessions</p>	<p>To develop basic maths skills in order to access age appropriate maths curriculum.</p> <p>To provide targeted support for disadvantaged children, enabling them to access the age appropriate maths curriculum.</p> <p>To facilitate named EHCP disadvantaged children in accessing appropriate maths teaching and learning.</p>	<p>Highly skilled practitioner to deliver 'Numbers Counts' session 3 x weekly with targeted disadvantaged children.</p> <p>1 HLTA in every KS2 class during daily maths sessions to work 1:1 or in a small group context.</p>	<p>LS</p> <p>EE (KS2 Lead) LW, RM, LS</p>	<p>100% of PP chn made 15months or more progress on the NC Programme.</p> <p>Y1, Y3, Y4 and Y5 MAGS Data: Narrowed: 5%</p> <p>Y2 Data: Narrowed: 1%</p> <p>Y6 Data: Narrowed: 5%</p>

			Highly skilled practitioners to support named EHCP disadvantaged pupils within maths sessions.	EB (SEND Co) KY, DG, KG	All SEND 1:1 PP chn have access to mainstream curriculum activities throughout the day which have been personalised to their specific needs.
					Total budgeted cost-£27,000

<p>B- Disadvantaged pupils demonstrate accelerated reading progress scores</p>	<p>Accelerated Reading programme for targeted disadvantaged pupils Y2-Yr6</p> <p>Daily extended services for targeted disadvantaged pupils (Breakfast Club)</p>	<p>To develop an understanding and apply inference when reading given texts.</p> <p>To provide daily opportunities for disadvantaged pupils to practise reading skills.</p>	<p>Highly skilled practitioners to implement and monitor the Accelerated Reader programme.</p> <p>Highly skilled staff to implement and promote reading skills.</p>	<p>LR (Lit Lead) LW, RM</p> <p>MB</p>	<p>90% of PP chn progressed in their reading age on the AR programme</p> <p>55% of children made 10months or more progress in their reading age on the AR programme.</p> <p>100% of PP chn who attended breakfast club progressed in their reading stages.</p>
<p>Total budgeted cost-£14,500</p>					

<p>C- Active participation by disadvantaged pupils within the wider school environment</p>	<p>Learning Mentor to facilitate 'Friends for Life', 'Lego Therapy' and 'Lunch hub access' for targeted disadvantaged pupils.</p> <p>Extra transition visits for targeted disadvantaged pupils.</p> <p>Enrichment projects for disadvantaged pupils.</p> <p>Outdoor learning opportunities for disadvantaged pupils.</p> <p>Early Talk Boost intervention for disadvantaged FS2 pupils.</p> <p>Pupil premium review with LA pupil premium champion.</p>	<p>To support disadvantaged pupils through social and emotional interventions.</p> <p>To ensure a confident transition to secondary partner schools.</p> <p>To provide access to wider learning opportunities which will develop confidence and self-esteem.</p> <p>To support disadvantaged pupils with risk taking, team building, social interaction in a safe and secure environment.</p> <p>To enhance oral, listening, attention and speaking and listening skills for disadvantaged FS2 pupils.</p> <p>To ensure that disadvantaged pupils are supported effectively in line with pupil need.</p>	<p>Dedicated HLTA to implement and monitor social and emotional interventions.</p> <p>SEND Co and Y6 HLTA to organise and facilitate additional transition visits with feeder secondary schools.</p> <p>Lead members of staff to enable regular variety enrichment projects for disadvantaged pupils.</p> <p>Qualified staff to plan and deliver outdoor learning opportunities for disadvantaged pupils.</p> <p>Qualified HLTA to implement the Early Talk Boost programme x 3 weekly.</p> <p>JS, JH, EB to meet regularly with LA pupil premium champion to form an effective PP action plan and ensure website compliance.</p>	<p>MB</p> <p>EB</p> <p>IJ VG, JS, MB, KY, DG, LS, SH, CH</p> <p>SH, MB JS</p> <p>LG</p> <p>JS, JH, EB</p>	<p>All children made progress on the Lego and Super girls programme through informal observation by MB</p> <p>Two extra transition visits were completed by MB and EB.</p> <p>100% of PP chn successfully attended non-residential visits and gave positive feedback.</p> <p>Clubs reported very successful by VG/JH/CH/LS/SH/JS/KY/DG.</p> <p>MB, SH, JS have been on training ready to provide outdoor learning opportunities beginning Sept '17</p> <p>LG successfully completed Early Talk Boost Training Feb 2017.</p> <p>100% of PP chn made 21 or more points progress on the ETB programme which equates to two or more steps on the EYFS Profile.</p> <p>All targets reviewed and KF to review and</p>
<p>Total budgeted cost-£39,820</p>					

D- Attendance for disadvantaged pupils will increase from 2016 data	Daily allocation of admin time for first contact telephone calls to be made to disadvantaged pupil's guardians.	To ensure that disadvantaged pupils attend school regularly.	Admin staff to become first contact and telephone pupil's parents/guardians whose children have not attended that day.	JB	Attendance for PP chn increased to 95% (2017 data). Persistent non-attendance has decreased from 20% to 10%.
Total budgeted cost-£700					
Total budgeted cost for A,B,C,D- £82,020 *Final £8,880 to be allocated in next action plan to be used before new budget in April					