

Pupil premium strategy statement

1. Summary information					
School	Minsterley Primary School				
Academic Year	2017/18	Total PP budget	01/09/17 – 31/03/18 = £29,435 01/04/18 – 31/08/18= £21,025 (predicted) Total 2017/18 = £50,460	Date of most recent PP Review	Dec 2017
Total number of pupils	142	Number of pupils eligible for PP	36	Date for next internal review of this strategy	July 2018

2. Current attainment Year 6 pupils in Summer 2017			
	Minsterley pupils eligible for Pupil Premium 2017	Minsterley pupils eligible for Pupil Premium 2 year average	National All pupils 2017
Reading % achieving expected standard	38%	45%	71%
Reading % achieving higher standard	25%	36%	25%
Writing % achieving expected standard	75%	73%	76%
Writing % achieving higher standard	13%	9%	18%
Maths % achieving expected standard	75%	73%	75%
Maths % achieving higher standard	13%	18%	23%
Progress measures Reading	- 4.1	-3.2	0.0
Progress measures Writing	+0.7	-0.6	0.0
Progress measures Maths	-1.3	-1.4	0.0

3.		Barriers to future attainment (for pupils eligible for PP)	
		In-school barriers	
A.		31% of Pupil Premium children are identified as needing SEND Support. 56% of Pupil Premium children are identified as needing SEND Support or have SEND concerns.	
B.		Less progress in reading than expected during Key Stage 2, leading to a lower than average percentage of pupil premium children achieving at 'expected standard'	
		External barriers	
C.		Support for reading at home is not as strong for many of the pupil premium as for non-pupil premium children and is having an effect on reading progress.	
4. Desired outcomes		Success criteria	
A.	To reduce the number of children identified as SEND through high quality intervention to address specific difficulties in learning.	To reduce the % of children needing SEND Support to 25%. To reduce the % of children needing SEND Support or have SEND concerns to 45%.	
B.	Improve attainment of less able pupil premium children in reading. Improve progress of pupil premium children in reading.	For at least 66% of pupil premium children to achieve the 'expected standard' in reading at the end of KS2 For progress in reading for pupil premium children through KS2 to be in line with national (2017) for all children at 0.0	
C.	Improve the amount of support provided at home in reading for all pupil premium children	For at least 66% of pupil premium children to achieve the 'expected standard' in reading at the end of KS2 For progress in reading for pupil premium children through KS2 to be in line with national (2017) for all children at 0.0	

4. Planned expenditure

Academic Year 2017/18

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?
<p>Improve attainment of more able pupil premium children in reading.</p> <p>Improve progress of pupil premium children in reading.</p>	<p>Improved assessment to identify individual weaknesses and target appropriate intervention</p> <p>Regular assessment to ensure effective teaching and learning is embedded throughout the school</p> <p>Effective use of Accelerated Reader scheme throughout school</p> <p>Focus on increasing parent support for reading at home. Performance Management objectives for some teachers to include developing parental involvement in learning.</p>	<p>Evidence of a need to improve attainment in reading at 'expected standard' (pupil premium and non-pupil premium at end of KS2) – see RAISEonline</p> <p>Evidence of a need to improve progress in reading (pupil premium and non-pupil premium at end of KS2) – see RAISEonline</p>	<p>Termly teacher assessments of reading are informing teachers of individuals' progress through iTrack and pupil Tracking analysis</p> <p>Regular inclusion in staff meetings including regular moderation exercises.</p> <p>Moderation of reading with other schools.</p>	<p>Kim Yapp (literacy co-ordinator)</p> <p>Jo Holloway Clive Roe</p>	<p>Progress of pupils based on assessments, iCan, iTrack and pupil tracking at pupil progress meetings each term</p>
Total budgeted cost					0

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?
<p>Improve attainment of more able pupil premium children in reading.</p> <p>Improve progress of pupil premium children in reading.</p> <p>To reduce the number of children identified as SEND through high quality intervention to address specific difficulties in learning.</p>	<p>1 to 1 and group support delivered by SENCo and SEND/LSAT based on regular assessments and analysis at pupil progress reviews.</p> <p>LSAT and Educational Psychologist assessments for those children who are not making expected progress despite targeted intervention</p> <p>Effective communication with parents.</p> <p>Effective Teaching Assistant support in each class to work closely with Pupil Premium children of all abilities.</p>	<p>Some pupils need targeted work to ensure that they reach their full potential – not just SEND children but high ability readers who may need intervention to achieve at greater depth.</p> <p>LSAT and E.P. reports provide the school with a thorough in depth analysis of the child's barriers to effective learning. These are shared and discussed with parents.</p> <p>Effective communication with parents provides opportunities for parents to learn how they can best support their child.</p> <p>Teaching Assistants are able to target specific teaching needs and provide immediate and effective feedback.</p>	<p>Detailed and robust provision mapping which accurately identifies needs, strategies, staffing, timescales and review.</p> <p>Children are referred for an LSAT or E.P. assessment if decided they require one during the pupil progress meetings</p> <p>Parents are invited to termly parents' evenings. Those who do not sign up for an appointment are contacted by the school and given an appointment time.</p>	<p>Mel Ward SENCo</p> <p>Clive Roe</p>	<p>At pupil progress meetings and at the end of specific interventions as detailed on the provision map.</p>
Total budgeted cost					<p>M. Ward: £18,000 Z. Anderson: £5,000 Z. Anderson LSAT: £1,000 Ed. Psychologist: £1,430 Teaching Assistants: £25,000 TOTAL COST: £50,430</p>
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?
Total budgeted cost					0

5. Review of expenditure

Previous Academic Year (2016/17)

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
<p>Improve attainment of more able pupil premium children in writing.</p> <p>Improve progress of pupil premium children in writing.</p>	<p>Improved assessment to identify individual weaknesses and target appropriate intervention</p> <p>Regular Book Looks to ensure effective teaching and learning is embedded throughout the school</p> <p>Effective use of new marking policy</p> <p>Focus on improving handwriting through new handwriting policy</p> <p>Teacher Performance Management objectives to include writing targets</p>	<p>Children in receipt of pupil premium responded positively to interventions.</p> <p>Additional teaching assistant support enabled staff to engage in focused teaching.</p> <p>75% of Pupil Premium children achieved the expected standard in writing in 2017 (an increase from 67% in 2016)</p> <p>13% of Pupil Premium children achieved the higher standard in writing in 2017 (an increase from 0% in 2016)</p>	<p>Continue to maximise TA support based on individual children's needs, including higher ability children.</p> <p>Continue to target all Pupil Premium children in writing by analysing the specific weaknesses in their writing which prevent them from achieving their full potential.</p>	<p>£21,430</p>

ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
<p>Improve attainment of more able pupil premium children in writing.</p> <p>Improve progress of pupil premium children in writing.</p> <p>To reduce the number of children identified as SEND through high quality intervention to address specific difficulties in learning.</p>	<p>1 to 1 and group support delivered by SENCo and SEND/LSAT based on regular assessments and analysis at pupil progress reviews.</p> <p>LSAT and Educational Psychologist assessments for those children who are not making expected progress despite targeted intervention</p> <p>Effective communication with parents.</p> <p>Effective Teaching Assistant support in each class to work closely with Pupil Premium children of all abilities</p>	<p>Children in receipt of pupil premium responded positively to interventions.</p> <p>75% of Pupil Premium children achieved the expected standard in writing in 2017 (an increase from 67% in 2016)</p> <p>13% of Pupil Premium children achieved the higher standard in writing in 2017 (an increase from 0% in 2016)</p>	<p>This is now becoming sharper due to provision mapping becoming more embedded and a sharper focus in pupil progress meetings.</p> <p>New assessment and tracking systems are providing much improved feedback on children's progress throughout the school.</p>	£22,430

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
<p>Improve the punctuality of a specific group of children.</p>	<p>Involvement of EWO.</p> <p>Monitoring of registers.</p>	<p>Pupil Premium children attendance is in line with the school average: 95.9% compared with 96.3%</p> <p>Pupil Premium children are now more consistently arriving at school on time.</p>		£0