

# Pupil premium strategy statement (primary)

1. Summary information					
School	Mickle Trafford Village School				
Academic Year	2016/17	Total PP budget	£17 600	Date of most recent PP Review	Oct 2016
Total number of pupils	210	Number of pupils eligible for PP	14	Date for next internal review of this strategy	Feb 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils <b>not</b> eligible for PP (national average)</i>
% achieving in reading, writing and maths	25%	58%
% making progress in reading	72%	81%
% making progress in writing	53%	74%
% making progress in maths	56%	74%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Many PP children are also SEND children with poor social and communication skills. These children find it difficult to express themselves verbally or in writing and this impacts on relationships with peers and attainment ( in particular in writing)
<b>B.</b>	Vulnerable and mobility children – PP children have gaps in learning which means their attainment is not in line with their peers
<b>C.</b>	Behaviour issues for about half of PP are having a detrimental effect on their academic progress and in some cases that of their peers
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance rates for some children eligible for PP need close monitoring

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve both written and verbal communication skills for identified PP children	PP children with social and communication difficulties have improved relationships with their peers and make rapid academic progress so that difference in the percentage of PP and non PP children attaining age expected expectations in writing is narrowed
<b>B.</b>	Vulnerable and mobility PP children's attainment is in line with non PP children or the gap is narrowing quickly so that by the end of KS2 non SEND PP children achieve in line with their peers	PP pupils make at least as much progress as 'other' pupils and tracking evidences that the gap in attainment is reduced
<b>C.</b>	The behaviour of PP is in line with other children in school	Fewer behaviour incidents interrupt learning and the number of more serious recorded incidents is

		reduced ( without changing recording practices or standards)
<b>D.</b>	Increased attendance rates for identified PP children	Attendance rates for identified children eligible for PP is in line with school's average attendance

## 5. Planned expenditure

Academic year

2016 - 2017

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?
<b>C</b> - The behaviour of PP is in line with other children in school	New whole school behaviour system to be introduced from September	Adoption of a new agreed approach - Class Dojo (chosen to appeal to vak learners) will ensure all children have a clear understanding of expected behaviour. Consistency of approach will benefit all and reduce low level disruption in the classroom and incidences of poor behaviour at break and lunch times. Systems with clear guidelines and boundaries are effective strategies for improving the behaviour of children who regularly engage in negative actions.	The system, agreed by all staff including (TAs) at inset had been explained to MDs so that all adults use the system effectively and consistently. Children understand the system and link rewards and sanctions to their class charter This is a targeted focus for the SSDP	<b>DK/LJ Gov. JG/CA</b>  <b>£0</b>	Feb 2017
<b>B</b> - Vulnerable and mobility PP children's attainment is in line with non PP children or the gap is narrowing quickly so that by the end of KS2 non SEND PP children achieve in line with their peers	Introduce Busy Bees Homework Club	Some children are not regularly completing homework to the expected standard, are not achieving in line with their peers or do not have full access to the use of technology. Homework club will allow children to overcome some of the barriers to completing homework within the timescale.	KS1 and KS2 clubs to be limited in number and to cater for individual needs and led by TA and DHT. Focus will be on areas of specific need in addition to homework completion	<b>KB/ML</b>  <b>£0</b>	Jan 2017
<b>A</b> - Improve both written and verbal communication skills for identified PP children	SENDCo to maintain close links with outside agencies including Educational Psychologist so that school can access or 'buy in' additional services if required	School has access to additional support including extending the range of strategies/ resources available to meet the needs of pupils with social and communication difficulties. Parents are offered additional sources of support	SENDCo to have allocated time to ensure communication is maintained and paperwork is updated accordingly. Parents will be an integral part of the process when dealing with outside agencies and will attend meetings as appropriate	<b>WL/FD</b>  <b>£2580</b> <b>£570</b> <b>£200</b>	Jan 2017

<b>B</b> - Vulnerable and mobility PP children's attainment is in line with non PP children or the gap is narrowing quickly so that by the end of KS2 non SEND PP children achieve in line with their peers	Targeted intervention groups to improve writing ( including spelling and punctuation) skills in addition to standard lessons	Additional targeted support raises attainment and closes in the gap between lower achiever's attainment and that of middle and higher achievers	TAs to receive additional training. TAs which specific skills work in classes with high PP numbers so that PP children are able to access specialist support	<b>WL/KB/JT Class teachers</b>  <b>£400 £4310</b>	Jan 2017
<b>C</b> - The behaviour of PP is in line with other children in school	Access to family Support worker	Counselling creates a safe environment to allow children to discuss emotional issues which could potentially affect their behaviour in school and/or at home	Regular timetabled visits with PK PK to raise WL awareness of difficulties if appropriate	<b>WL/PK</b>  <b>£1750</b>	Jan 2017
<b>A</b> - Improve both written and verbal communication skills for identified PP children	Allocation of time for ELKLAN programme in KS2 TA to work with EYFS for early identification of children with D&L difficulties	ELKLAN trained TAs can liaise efficiently with the advisory support services, share a common language which reduces the time needed to explain information and so improves efficiency. They understand why they are being asked to support a child in a specific way, know how to modify their interactions with the children, change the way they speak to children so they understand more of what is said, use modelling to encourage talking. They also understand the development of speech sounds and why children have problems, they use simple strategies to help the child progress. The TA knows how to support a child with interaction difficulties and when to initiate additional support.	Review regularly to ensure programme improves outcomes for KD2 children TA feedback to JT re impact of programme in EYFS/ KS1 KG to feedback observations to CT to ensure programme id used effectively and that it is having a positive impact	<b>WL/FD/KG</b>  <b>£1150</b>	Oct 2016
<b>Total budgeted cost</b>					<b>£10960</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<b>C</b> - The behaviour of PP is in line with other children in school	Targeted invention programme - ELSA	ELSAs are trained to plan and deliver programmes of support to pupils in their school who are experiencing temporary or longer term additional emotional needs. With the programme aims in mind the ELSA plans support sessions to facilitate the pupil in developing new skills and coping strategies that allow them to manage social and emotional demands more effectively.	ML ( ELSA trained) to continue to access support through regular meetings with training leads. ML to liaise with CT/SLT to ensure PP children access timetabled support. ML to have open sessions which enable children to access additional sessions if required	SLT/ML /JT  £1730	December 2016
<b>B</b> - Vulnerable and mobility PP children's attainment is in line with non PP children or the gap is narrowing quickly so that by the end of KS2 non SEND PP children achieve in line with their peers	1:1 in class support for each PP child per week- particular attention to support progress in writing	High quality feedback is an effective way to improve attainment for all abilities. Allocated time for this will accelerate the learning of PP children of all abilities	Strictly timetabled time allocated at the beginning of each academic year which is clearly identifiable on TA timetable JT had responsibility for tracking the use and impact of this time and to feedback to SLT	SLT/JT  £6910	December 2016
<b>Total budgeted cost</b>					<b>£8640</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>D</b> Increased attendance rates for identified PP children	Registers monitored to quickly spot irregular attendance of PP children Education Welfare Officer to contact parents if attendance drops below national expectations	Children need to be in school if they are to meet their academic potential and attainment targets. It is also important for their social and emotional wellbeing for them to develop positive supportive relationships with their peers	LB to raise awareness of any irregular absence of PP children. Days away from school carefully tracked and intervention taken if concerns are raised If parents do not respond to school's requests than school will escalate and seek advice Education Welfare Officer.	LB/WL  £0	December 2016
<b>Total budgeted cost</b>					<b>£0</b>

## 6. Review of expenditure to be completed Jul 2017

Previous Academic Year				
<b>i. Quality of teaching for all</b>				
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
<b>ii. Targeted support</b>				
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
<b>iii. Other approaches</b>				
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

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)