

1. Summary information					
<b>School</b>	Mitcheldean Endowed Primary School				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£57 780	<b>Date of most recent PP Review</b>	September '16
<b>Total number of pupils</b>	206	<b>Number of pupils eligible for PP</b>	42	<b>Date for next internal review of this strategy</b>	Jan 2017

2.	3. Current attainment					
	<i>Pupils eligible for PP (your school)</i>	<i>Average Scaled score</i>	<i>Progress score</i>	<i>Pupils not eligible for PP (national average)</i>	<i>Average scaled score</i>	<i>Progress score</i>
<b>% achieving ARE or above in reading, writing and maths</b>	56	104.6	2.5	80	105.6	2.8
<b>% achieving ARE or above in reading</b>	100	107	5.82	95	106.6	4.19
<b>% achieving ARE or above in writing</b>	89	N/A	2.17	95	N/A	3.22
<b>% achieving ARE or above in maths</b>	56	102.1	-0.62	80	104.6	1.79
<ul style="list-style-type: none"> <li>• Please note that an additional Pp pupil reached above ARE in all three areas but joined us at the end of Year 2 so has no KS1 data.</li> <li>• Two boys one Pp have reached ARE in maths but will not be included until the data is validated.</li> </ul>						

4. Barriers to future attainment (for pupils eligible for PP including high ability)	
<ul style="list-style-type: none"> <li>• A minority of Pp pupils also make up a sizeable proportion of the persistent absentees.</li> <li>• A proportion of Pp pupils need extra support to complete reading and homework tasks in line with the majority of pupils. ( But some are very well supported)</li> </ul>	
In-school barriers ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Oral language skills in Reception

<b>B.</b>	TA time taken up in essential activities not necessarily involving direct support for pupils
<b>C.</b>	Some pupils need extra support to achieve their potential
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Lack of opportunities for pupils to enrich their cultural or sporting experiences
<b>E.</b>	Some pupils poor attendance is causing issues with their educational progress
<b>F.</b>	Some families particularly those with a single parent are under a lot of pressure and stress to cope with the rigours of family life

<b>5. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve oral language skills for pupils eligible for PP in Reception class. CEMs data	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations in speech and language.
<b>B.</b>	Improved attendance rates for Pp pupils-registration details	Pupil Premium pupils whose attendance rate is poor, improves towards national expectations.
<b>C.</b>	Pupil Premium pupils achieving in line with non- Pupil Premium pupils ( taking account of pupils with SEND learning needs) End of Year data.	Similar scores for ARE between Pp and non-Pp taking account of SEND for learning difficulties.
<b>D.</b>	TAs freed up to spend more quality teaching and learning time with pupils	Intervention groups running smoothly with positive results for pupils

Best practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as: the [Teaching and Learning Toolkit](#), the [NfER report](#) on supporting the attainment of disadvantaged pupils, [Ofsted's 2013 report](#) on the pupil premium and [Ofsted's 2014 report](#) on pupil premium progress.

6. 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	When will you review implementation?
Higher ratio of adult: pupils	TA support in classes and to lead small groups in relation to needs.	<ul style="list-style-type: none"> <li>• TA support frees teachers from routine 24 tasks that enable them to focus input on pupils in greatest need.</li> <li>• TA folders of support illustrate progress for a range of pupils</li> <li>• Data where pupils have received 1:1 (phonics) or small groups (e.g. IGCC) show secure progress. CPD must be given.</li> <li>• Building literacy and numeracy skills –Sutton Trust research.</li> </ul>	Monitoring of support Monitoring of programme delivery Monitoring of data Incisive remedial action	<b>JD</b> <b>KD</b> <b>MB</b>	1/2 termly as needed.

Quality input for all pupils	Apprentice to relieve TAs on display and classroom organisation. Also so be able to carry out extra duties to support learning and to develop skills in themselves.	<ul style="list-style-type: none"> <li>Visited another school where the scheme was operating very successfully and TA time with pupils was maximised whilst training a young person.</li> </ul>	Monitoring by teachers and other Tas	JD	Annually
<b>Total budgeted cost</b>					£25848

<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>
A. Improved oral language skills in reception	Specialist TA delivering individual programmes devised by Speech therapist	There is not sufficient Speech Therapist support. Training our own practioner means we can deliver regular sessions where they are most needed. Also external support relies on parents taking pupils to appointments which is not always possible whereas in-house provision is almost certainly bound to be delivered on a regular basis.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Consult local speech therapist where necessary.	SEND TA	Feb 2017 And June 2017
B. Improved progress for high attaining pupils	Weekly small group sessions in maths for high-attaining pupils with experienced teacher, in addition to standard lessons.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.  Impact overseen by maths co-ordinator.  Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	HT/DHT  (£5000)	Mar 2017
C. Improving intervention for individuals and groups with the greatest level of need.	Employing SENDCo for extra hours- an experienced infant teacher – to analyse performance of pupils and design and deliver bespoke packages of support to meet needs. Employing specially trained TA to deliver LA maths intervention programme IGCC	To ensure that pupils receive the best quality support packages whether delivered by the SENDCo or by other staff working under the guidance of the SENDCO. Sutton Trust research says that high quality teaching is the best way to close the gap and that focussing on literacy and maths is the key. Proven success in helping to close the gap before the end of Y2 and improve confidence in number.	Monitoring lessons and delivery	JD          MB	½ termly
<b>Total budgeted cost</b>					£23432

<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>
A. Support for families to enable them to better support their children's learning.	<ul style="list-style-type: none"> <li>FSW to signpost families to agencies skilled in specific areas of support.</li> <li>FSW trained to lead parenting classes-</li> </ul>	<p>If families are less pressured they have more time and energy to focus on supporting their child's learning.</p> <p>Sutton Trust research- parenting classes can make a difference.</p>	Discussion with parents Feedback questionnaires	KH	March 2017
B. Improve attendance of persistent absentees.	<ul style="list-style-type: none"> <li>Support from local secondary school welfare officer over persistent absentees.</li> </ul>	If we can work together to sort out poor attendance whilst pupils are in primary then we pave the way for a more successful secondary career.	.Case studies of vulnerable pupils	JD	January 2017 April 2017
C. Engaging pupils with education and raising aspirations,.	<ul style="list-style-type: none"> <li>Provide extra opportunities for visits and extra-curricular experiences</li> </ul>	Some pupils have a very narrow lifestyle outside of school and may benefit from the opportunity to participate in experiences beyond their everyday lives.	Pupil Voice	JD	January 2017 April 2017 July 2017
<b>Total budgeted cost</b>					£8500
<b>Grand total</b>					<b>£57 780</b>