

Pupil Premium Impact Statement

1. Summary information					
School	Mile Oak Primary School				
Academic Year	2019/20	Total PP budget	£211,112	Date of most recent PP Review	09.09.19
Total number of pupils	529	Number of pupils eligible for PP	158 (30%)	Date for next internal review of this strategy	21.10.20

2. Current attainment							
Statutory Assessments	At or above school dis.	At or above school other	At or above other national	Gap to national	School disadvantaged Progress	School other Progress	Progress gap
GLD	43	68	74	-31			
Phonics (Y1)	58	74	84	-26			
Phonics (Y2)	96	97	93	+3			
KS1 Reading	61	82	78	-17			
KS1 Writing	57	72	73	-16			
KS1 Maths	74	75	62	+12			
KS2 RWM	31	61	71	-40			
KS2 Reading	53	72	78	-25	-0.7	-0.6	-0.1
KS2 Writing	75	75	80	-5	+0.7	+0.5	+0.2
KS2 Maths	69	53	80	-11	-2.5	+0.8	-1.7
KS2 GPS	56	56	83	-27			

3. Barriers to future attainment (for pupils eligible for PP)
<p>The main barriers to educational achievement that impact our children fall into five main categories. These are:</p> <ul style="list-style-type: none"> physical and material disadvantage including in some instances poor housing and severe poverty – 18% of pupils eligible for PP live in the 30% most deprived areas nationally placing the school in the lowest quintile. low aspirations and expectations from home and school, limited exposure to an enriched language environment, reduced social and cultural capital as children may not be exposed to varied life experiences, reduced emotional wellbeing.

Academic barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Vocabulary - On entry children present with a large vocabulary deficit with poor communication skills. This has a negative impact on attainment across the subjects with pupils entitled to PP attaining less well than their peers at the end of Reception, KS1 and KS2.
B.	Reading/Phonics - Higher numbers of pupils entitled to Pupil Premium are working below Age Related Expectation in reading/phonics than those not entitled to Pupil Premium. They also demonstrate a lower rate of progress compared to their peers.
C.	Maths - Higher numbers of pupils entitled to Pupil Premium are working below Age Related Expectation in maths than those not entitled to Pupil Premium. They also demonstrate a lower rate of progress compared to their peers.
D.	Less pupils entitled to PP achieve GD standard than their peers.

Additional barriers *(including issues which also require action outside school, such as low attendance rates)*

E.	Punctuality - attendance rates for pupils eligible for PP was lower than their peers
F.	Parental engagement – Attendance at parents' evenings, parent information meetings (e.g. phonics workshops) or other important school events that contribute to the school community.
G.	Emotional resilience – Develop greater resilience in their learning and relationships.

4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	Improved knowledge of vocabulary and communication skills for pupils eligible for PP across the school.	0% - 9% gap between PP and national disadvantaged in KS1 reading. 0% - 13% gap between PP and national disadvantaged in KS2 reading.
B.	Increase the number of children reaching GLD Increase the number of Y1 pupils who pass the phonics screening Increase the number of pupils who reach the expected standard in reading at the end of KS1 Increase the number of pupils who reach the expected standard in reading at the end of KS2	0% to 15% gap between PP GLD and national disadvantaged. 0% to 13% between PP and national disadvantaged in phonics screening. 0% - 9% gap between PP and national disadvantaged in KS1 reading. 0% - 13% gap between PP and national disadvantaged in KS2 reading.
C.	Increase the number of pupils who reach the expected standard in maths at the end of KS1	0% - 9% gap between PP and national disadvantaged in KS1 maths

	Increase the number of pupils who reach the expected standard in maths at the end of KS2	0% - 5% gap between them and national disadvantaged in KS2 maths.
D.	Increase the number of PP children achieving GD across the school	20% of pupils eligible for PP get GD in every year group.
E.	Increased punctuality and attendance rates for children eligible for PP	Children eligible for PP have attendance rates in line with their peers.
F.	Improve the participation of disadvantaged pupils' parents	All parents of pupils eligible for PP have regular contact from either class teacher or SLT.
G.	Increase emotional resilience and self-regulation of pupils who are eligible for PP	All pupils eligible for PP show greater engagement in learning and feel valued in school.

5. Expenditure 2019/20				
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies				
i. Quality of teaching for all				
Action	Intended outcome	Impact	Next steps	Cost
Whole school CPD to improve AfL	Planning shows that teachers plan based on children's next steps.	<p>Success Criteria partially met. Target sheets used to inform planning based upon what children have learnt and the next steps in their learning. All learning is relevant and age appropriate.</p> <p>Targets are clear and concise so staff have a greater understanding of what to teach along with critical prior knowledge and next steps in learning.</p>	<p>Subject knowledge enhancement to ensure that all teachers are confident in the flexible redirection of a lesson.</p> <p>Diagnostic questioning used within the lessons to ensure live redirection of lessons.</p>	(4,000)

		End KS2 ARE writing attainment now at national standards (78%)		
Refine and focus Pupil Progress Meetings to identify clear next steps	Diminishing difference between pupils eligible for PP and their peers.	Success Criteria Met Staff feel confident with expectations following PPM. A strategic approach to tracking pupils within class based on progress needs has been implemented.	Utilise PP case studies to implement further targeted intervention.	PW/EG (£960)
Developing the role of support staff	Support staff able to provide targeted support without direction	Success Criteria Met Support staff are now active in all lessons and have completed additional training in maths.	Additional training to be provided to support the teaching of writing.	
Provide pupils with language and communication support	Speech & Language programmes in EYFS, KS1 and KS2 to improve targeted children's verbal articulation and receptive, expressive and social use of language skills.	Success Criteria Partially Met Language is a clear focus across the school. Reception staff are implementing speech and language strategies to develop children's language skills. All language is planned for and explicitly taught.	Implementation of the new tier 2 vocabulary progression.	EG (2,000)
Total budgeted cost				£6960
ii.Targeted support				
Action	Intended outcome	Impact	Next Steps	Cost

Planned interventions (FFT, AR, LSS, 1 st class @ number, Success @ Arithmetic)	Accelerated progress for pupils eligible for PP in maths, reading and writing in years 1 st class in Y1 Success in year 4/5/6 LLS and AR – varied year groups	Success Criteria Partially Met Limited LSS impact – no clear targets met so notice given. Success at arithmetic built fluency in year 6 children.	LSS based in class so that there is a link to ongoing learning Move success at arithmetic into lower year groups. Utilise Ready to Progress materials for maths	(113,032)
Intervention tracker	Evaluate the success of intervention programmes and plan subsequent interventions.	Success Criteria Met Careful tracking enabled detailed analysis of the impact of interventions		(500)
Same Day Intervention/Live feedback	Pupils receive timely, effective intervention provided by an expert enabling them to keep up and not catch up or reach a greater depth of understanding.	Success Criteria Met Children are able to keep up and not catch up at a later point	Continue to utilise SDI and implement focused pre-teaching sessions	(35,600)
Y6 extra tuition	Diminished difference between PP and	Success Criteria Partially Met 10% increase in attainment for reading	Implement additional tuition across UKS2	(9,120)

	their peers in End of Key Stage assessments.	6% increase in attainment for maths 23% increase in combined Diminishing difference between PP and other	Increase attainment in writing at ARE and GD	
Learning Mentor Support (Safeguarding, behaviour, social and emotional, learning)	Pupils receive emotional and self-regulation support so that they can become effective learners.	Success Criteria Partially Met Learning Mentors provided crucial support to key children across the school Social and Emotional support ensures that children show positive attitudes toward learning and staff utilise clear strategies of support	Implement rigorous timetable for LMs to ensure clear timescale and targeted support.	(29,500)
Attendance meetings	Increase punctuality and attendance of pupils eligible for PP.	Success Criteria Partially Met Increased attendance and punctuality	Incorporate wider strategies to ensure children are school ready	
Forest School	Raise emotional resilience and self-regulation of pupils eligible for PP enabling them to become effective learners.	Success Criteria Partially Met Pupil conferencing shows increased enjoyment of school 46 chn accessed FS	Clear baseline and exit data to be collected with specific objectives covered during FS.	(4,000)
Breakfast club/ Cool Milk	Pupils' basic needs are met enabling them to become effective learners.	Success Criteria Met Increased punctuality and availability for early bird interventions	Continue	(2,000)

Financial Support	Remove physical barriers to learning for pupils eligible for PP by providing the same opportunities as their peers.	Success Criteria Met Learning equipment provided Internet access provided Increased engagement in home-learning	Incentives provided for identification of necessary support	(1000)
Bespoke support and resources for pupils post looked-after arrangements, based on observation and assessment data. Prioritising speech & language, additional EP time.	Increased outcomes for post LAC			(9,400)
Total budgeted cost				202,352
iii. Other approaches				
Action	Intended outcome	Impact	Next Steps	Cost
Year 1 and 2 Phonics Booster sessions for children based on termly Phonics Screening assessments.	Improved outcomes in phonics screening.	Success Criteria Met Phonics screening to run in Autumn 2	Continue with programme	

		37 additional children provided with boosters		
Total budgeted cost				£211,112
6. Additional detail				
There is a whole school focus on phonics and reading with additional intervention provided through the Same Day Intervention approach as a priority for pupils eligible for PP.				