

Pupil Premium Strategy Statement

1. Summary information					
School	Milldown CE Academy				
Academic Year	2019-20	Total PP budget	£59,400	Date of most recent PP Review	July 2019
Total number of pupils	261	Number of pupils eligible for PP	45	Date for next internal review of this strategy	Jan 2020
2. Current attainment					
	<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (national average)</i>		
% achieving expected standard or above in reading, writing and maths	64%		65%		
Progress measure in reading	-2.06 (In line with national average)				
Progress measure in writing	0.59 (In line with national average)				
Progress measure in maths	1.92 (In line with national average)				
3. Barriers to future attainment (for pupils eligible for PP including high ability)					
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)					
A.	Children in Reception have low starting points, particularly in speech and language, phonics, writing and maths.				
B.	Limited vocabulary range and understanding impacts comprehension of texts (as identified by GL Vocabulary & Language Assessment)				
C.	Gaps in prior learning limit % children working at age-related expectations and greater depth at end KS1 and 2				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
D.	Parental expectations, engagement and commitment (including punctuality and attendance), particularly with home reading				

4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>																
A.	<p>Children in Reception have low starting points, particularly in speech and language, phonics, writing and maths:</p> <p>Following on from the success in the EY for 2018/19 (GLD 73%), we aim to increase and develop the provision and capacity of effective teaching of language skills and phonics/writing for pupils eligible for PP in Reception class (To be in-line or above national GLD 72%)</p>	<p>Early identification of pupils eligible for PP in Reception, who do not have the on entry level for phonics, writing, maths (from EYFS baseline) and language (GL language assessment).</p> <p>Maths mastery approach (Maths No Problem! and NCETM/White Rose resources) continued to be used in conjunction with Numberblocks and associated planning from NCETM used to raise attainment at end of EYFS.</p> <p>Accuracy of spelling improves through:</p> <ul style="list-style-type: none"> • close tracking of children’s spelling and phonic gaps • regular phonic and spelling homework • increased parental engagement and modelling of how the phonics/spelling is taught – Tapestry videos • Phonic flashcard pack and writing pack bought for every child in EYFS and sent home to use during home learning <p>Children correcting spelling mistakes in their own learning</p>																
B.	<p>Limited vocabulary range and understanding impacts comprehension of texts (as identified by GL Vocabulary & Language Assessment)</p> <p>Children whose language/vocabulary standardised score is below age related expectations will fall within or exceed age related expectations by end of 2019/20 academic year. <i>For children who are significantly behind (standardised score <85) to be on track to meet an age related standardised score in 20/21 academic year.</i></p>	<ul style="list-style-type: none"> • Children baselined using GL language assessment (Sep ’19) • Bespoke language intervention devised based on gaps • Children in need of SALT immediately identified (Sep ’19) • Rising Stars Vocabulary scheme built into curriculum and intervention • GL language exit assessment (June 2020) 																
C.	<p>Gaps in prior learning limit % children working at age-related expectations and greater depth at end KS1 and 2</p> <p>Percentage of children achieving age-related expectations and/or greater depth at the end of KS1/2, exceeds prior attainment.</p> <table border="1"> <thead> <tr> <th colspan="2">End KS1</th> <th colspan="2">End KS2</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>80% ARE; 40%GD</td> <td>Reading</td> <td>60% ARE; 20% GD</td> </tr> <tr> <td>Writing</td> <td>80% ARE; 40%GD</td> <td>Writing</td> <td>60% ARE; 20% GD</td> </tr> <tr> <td>Maths</td> <td>80% ARE; 20% GD</td> <td>Maths</td> <td>80% ARE; 20% GD</td> </tr> </tbody> </table>	End KS1		End KS2		Reading	80% ARE; 40%GD	Reading	60% ARE; 20% GD	Writing	80% ARE; 40%GD	Writing	60% ARE; 20% GD	Maths	80% ARE; 20% GD	Maths	80% ARE; 20% GD	<ul style="list-style-type: none"> • Measured half termly by teacher assessments and successful moderation practices established across the school/academy. • PP pupil form one of the main discussion points in half-termly progress rveiw meeting (test gap analysis identified areas to target) • PP capable of making accelearted progress are identified and staff aware (pupi target document). Inisght Tracking & assessments used to identify gaps in learning • Focused interventions close specific gaps in learning and are monitored robustly (before school club, Lexia, 1st Class @ Number, Y6 revision club, Rapid Reader) <p>Accuracy of spelling improves through:</p> <ul style="list-style-type: none"> • close tracking of children’s spelling and phonic gaps • regular phonic and spelling homework • Children correcting spelling mistakes in their own learning
End KS1		End KS2																
Reading	80% ARE; 40%GD	Reading	60% ARE; 20% GD															
Writing	80% ARE; 40%GD	Writing	60% ARE; 20% GD															
Maths	80% ARE; 20% GD	Maths	80% ARE; 20% GD															

		<ul style="list-style-type: none"> Spelling rules explicitly taught to all year groups and revisited through regular deliberate practice and recall
D.	<p>Parental expectations, engagement and commitment (including punctuality and attendance), particularly with home reading:</p> <p>Further improve parental engagement, expectation and understanding for PP pupils. Attendance rises to at least 97% and lateness is a rarity.</p>	<p>All parents attend termly pupil conferencing meetings related to specific IEP targets.</p> <p>All parents attend both parent consultation meetings.</p> <p>Parents access 'pre-teach videos' and Tapestry learning updates and are more aware of their child's learning</p> <p>All PP pupils complete home learning and, if not, are given opportunities in school.</p> <p>Breakfast club and before-school club offered to PP pupils with poor attendance and/or punctuality.</p> <p>Individual Tapestry accounts trialled with specified PP children in year groups other than EYFS (Y2 – IW,IW, JM, WM; Y6 – CM, FTW, AH)</p> <p>Half-termly curriculum newsletter</p>

5. Planned expenditure

Academic year

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?
A/B. Accelerated progress in EYFS in language/vocabulary, reading, writing and for any other pupil from other year groups identified as being below age related expectations; Limited vocabulary range limits comprehension	<ul style="list-style-type: none"> Phonic flashcard pack and writing pack bought for every child in EYFS and sent home to use during home learning Renewed focus on vocabulary during reading and writing lessons Renewed focus on tier 2 vocabulary during science and foundation subjects (detailed through knowledge organisers) 	<ul style="list-style-type: none"> Gaps identified from GL language assessment baseline Educational research has shown that developing a child's language will have direct effects on reading and writing Educational research has proven that retrieval practice and spaced learning are among the most effective strategies to ensure learning is remembered 	<ul style="list-style-type: none"> Monitoring parental use of resources in EYFS via Tapestry Half-termly assessments will help monitor progress English 'teacher research group' will timetable 'team teach' sessions across the school to ensure good practice is shared Focus for CPD in autumn term 	JT/LK/SB	December March June

	<ul style="list-style-type: none"> Retrieval practice and spaced learning embedded to ensure long-term learning 				
Total budgeted cost					3750
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?
A/B – Children whose language/vocabulary standardised score is below age related expectations will fall within or exceed age related expectations by end of 2019/20 academic year. <i>For children who are significantly behind (standardised score <85) to be on track to meet an age related standardised score in 20/21 academic year.</i>	<ul style="list-style-type: none"> Use of GL language assessment to baseline and measure progress Use of Rising Stars Vocabulary scheme to directly teach vocabulary Renewed focus on vocabulary during reading lessons Daily 1:1 reading Before-school Lexia intervention Before school 1:1 tutoring 	<ul style="list-style-type: none"> Educational research has shown that developing a child’s language will have direct effects on reading and writing Daily reading will build fluency and reduce cognitive load when comprehending Lexia reading intervention has had positive impact over last 2 years 	<ul style="list-style-type: none"> Half-termly assessments will help monitor progress English ‘teacher research group’ will timetable ‘team teach’ sessions across the school to ensure good practice is shared <p>Focus for CPD in autumn term</p>	JT/LK/SB Before school tutoring – JS/CH	December March June Before school tutoring – reviewed every half term with class teachers
D – Parents access regular Tapestry updates on their child’s learning thereby supporting home learning and promoting learning in the household	<ul style="list-style-type: none"> Individual Tapestry accounts set up for targeted children – regular learning updates posted 	<ul style="list-style-type: none"> Parents more likely to engage with their child’s learning and it will raise the profile of learning/school within the household Children can access the videos to support home learning 	<ul style="list-style-type: none"> Class teachers to monitor parental use 	Class teachers	Monthly
Total budgeted cost					£17281

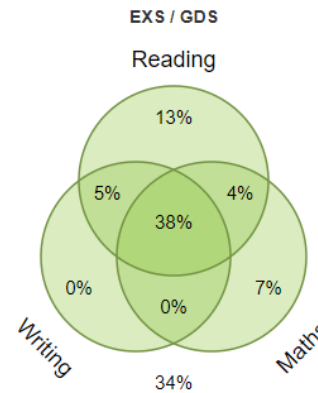
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
D. The mental health and wellbeing of PP pupils' needs are met and supported through challenging periods of their lives	<p>ELSA and pastoral support is directed to most vulnerable pupils. Impact reviews</p> <p>Barriers identified on PP IEPs and strategies to overcome these put in place</p> <p>Renewed focus on SCARF PSHCE curriculum across the school.</p>	<p>Research evidence shows that education and health are closely linked. Pupils with better health and wellbeing are likely to achieve better academically.</p>	<p>Impact of ELSA and pastoral sessions reviewed every 6 weeks. Adapted as necessary.</p> <p>Ensure trusted adults take on an active role in supporting vulnerable pupils at playtimes.</p> <p>SCARF/PSHCE - Outcome reviewed through staff conferencing, observations and pupil conferencing.</p>	<p>JL/PCW</p> <p>PCW</p> <p>LA/PCW</p>	End of every half-term
Ensure pupils eligible for PP funding are able to participate fully in school activities	<p>Provide funding to support pupil's attendance on school trips and residential.</p> <p>To ensure eligible pupils are equipped for school with the right resources including uniform.</p> <p>Ensure eligible pupils participate in extra-curricular clubs and activities to develop the whole child.</p> <p>Support positive attendance via enrolment in school breakfast club.</p>	<p>Developing the whole child and ensuring pupils feel a valued member of the school community helps promote self-esteem and confidence.</p> <p>Participation in additional, extra-curricular clubs and activities exposes pupils to experiences they may not have had.</p> <p>Poor attendance can be supported by attendance at breakfast club. This ensures children are able to start the day on time and are ready for their learning.</p>	<p>Targeted support and offer to those that do not currently participate in additional clubs.</p> <p>Discussions with parents and children to ascertain motivations and interests.</p> <p>Attendance data</p>	JL/FK	End of every term
Total budgeted cost					£38369

Review of 2018-19 Expenditure - Impact				
Desired Outcome	Chosen	Impact	Lessons learned	Who
A. Accelerated progress in phonics, writing and maths in Reception and RWM in KS1.	Lexia reading intervention, short burst interventions (phonic/reading/maths)	<p>EYFS: 100% of PP pupils made accelerated progress</p> <p>Year 1 Phonics: 6% increase (83%-->89%)</p> <p>KS1: 7% increase in children working at ARE for RWM from end of year 1</p>	Accelerated progress seen in EYFS and Year 1 but	SB/LW/JT

	<p>key skill based), before school intervention</p> <p>Lunch time Spelling Shed and Times Table Rock Stars club</p> <p>Y6 GDS maths group – weekly problem solving session (Friday afternoon)</p> <p>Y6 Maths 1:1 tutoring</p>	<table border="1"> <tr> <th>Reception GLD 2016/17</th> <th>Y2 Outcomes</th> </tr> <tr> <td>57% (7% exceeding)</td> <td>R – 57% (14% GDS) W – 50% (7% GDS) M – 57% (7% GDS)</td> </tr> </table>	Reception GLD 2016/17	Y2 Outcomes	57% (7% exceeding)	R – 57% (14% GDS) W – 50% (7% GDS) M – 57% (7% GDS)		<p>not Year 2. The Year 2 cohort had a disruptive EYFS and, following this, many more gaps in learning (in both prime and specific areas) were identified. <i>EYFS leader/Year 1 teacher to discuss transition of children into Year 1 who haven't achieved a GLD and how we address these.</i></p>						
Reception GLD 2016/17	Y2 Outcomes													
57% (7% exceeding)	R – 57% (14% GDS) W – 50% (7% GDS) M – 57% (7% GDS)													
<p>B. Increased % of PP pupils working at greater depth for maths by the end of KS1 & 2 in writing and maths</p>		<table border="1"> <thead> <tr> <th></th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>KS1</td> <td>M – 7%</td> <td>M – 7% *</td> </tr> <tr> <td>KS2</td> <td>R – 14% (1 child) M – 14% (1 child) W – 0% GPS – 0% RWM – 0%</td> <td>R – 8% (1 child) M – 23% (3 children) W – 23% (3 children) GPS – 15% RWM – 8% (1 child)</td> </tr> </tbody> </table>		2017-18	2018-19	KS1	M – 7%	M – 7% *	KS2	R – 14% (1 child) M – 14% (1 child) W – 0% GPS – 0% RWM – 0%	R – 8% (1 child) M – 23% (3 children) W – 23% (3 children) GPS – 15% RWM – 8% (1 child)	<p>*Another KS1 PP child achieved a maths scaled score indicative of GDS (112/115) but was TA as 'Working At'. This would have increased the</p>	<p>English TRG Maths TRG</p>	
	2017-18	2018-19												
KS1	M – 7%	M – 7% *												
KS2	R – 14% (1 child) M – 14% (1 child) W – 0% GPS – 0% RWM – 0%	R – 8% (1 child) M – 23% (3 children) W – 23% (3 children) GPS – 15% RWM – 8% (1 child)												

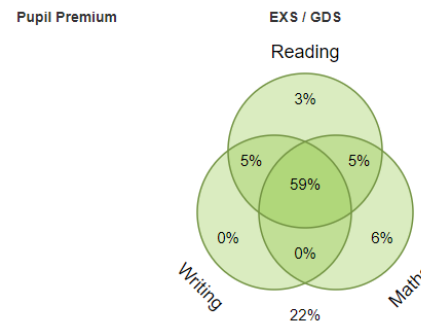
			<p>maths GDS to 14%. 1:1 tutoring was effective for this child.</p> <p>Y6 1:1 tutoring was effective.</p>	
<p>C. Reduce the attainment gap for pupils deemed to be disadvantaged in KS 1 & 2.</p>		<p>2017-18 RWM whole school outcomes</p>	<p>Staff discussions have indicated that gap level analysis following tests has continued to prove useful in informing classroom practice and the focus for interventions.</p>	<p>JT/JL/LK</p>

Combined Attainment



2018-19 RWM whole school outcomes

Combined Attainment



ARE+ 21% increase
GDS 4% increase

D. The mental health and wellbeing of PP pupils' needs are met and supported through challenging periods of their lives

ELSA and pastoral support is directed to most vulnerable pupils. Impact reviews

Barriers identified on PP IEPs and strategies to overcome these put in place

Pastoral/ELSA support was accessed as needed as helped ensure attendance
PP attendance:

2016/17	2017/18	2018/19
94.7%	95%	96%

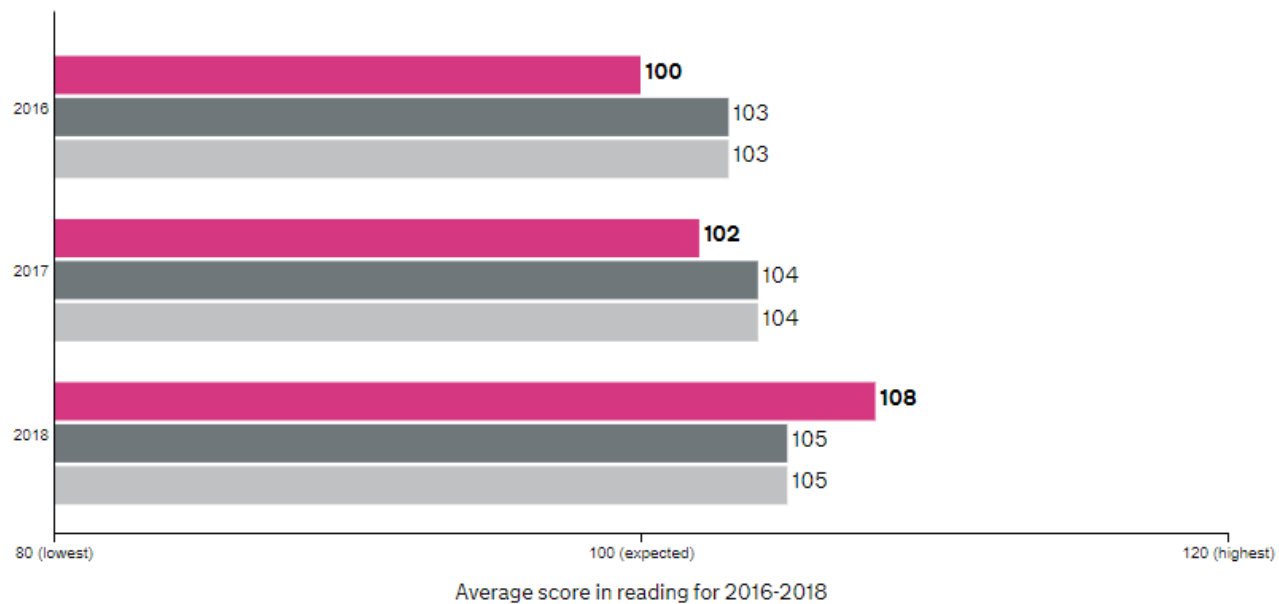
Half-termly pupil progress meetings have been a better place to discuss gaps

SB/JT

			in/barriers to learning and strategies to overcome these.							
E. Improve parental engagement, expectation and commitment (including punctuality & attendance) for PP pupils.		<p>Tapestry accounts set-up and 20% of PP parents now actively using it to receive notifications on their child's learning.</p> <p>10% increase in regular engagement of their child's learning.</p> <p>PP attendance:</p> <table border="1"> <thead> <tr> <th>2016/17</th> <th>2017/18</th> <th>2018/19</th> </tr> </thead> <tbody> <tr> <td>94.7%</td> <td>95%</td> <td>96%</td> </tr> </tbody> </table>	2016/17	2017/18	2018/19	94.7%	95%	96%	Consider use of individual accounts for all PP parents rather than group accounts and/or offer 'set-up' help to PP parents not registered by end of September.	SB/JT
2016/17	2017/18	2018/19								
94.7%	95%	96%								
F. Ensure pupils eligible for PP funding are able to participate fully in school activities		All PP children attended the school trip to the pantomime, individual year group trips and/or residential visits.	Remain in next year's allocation.	JL/KB						

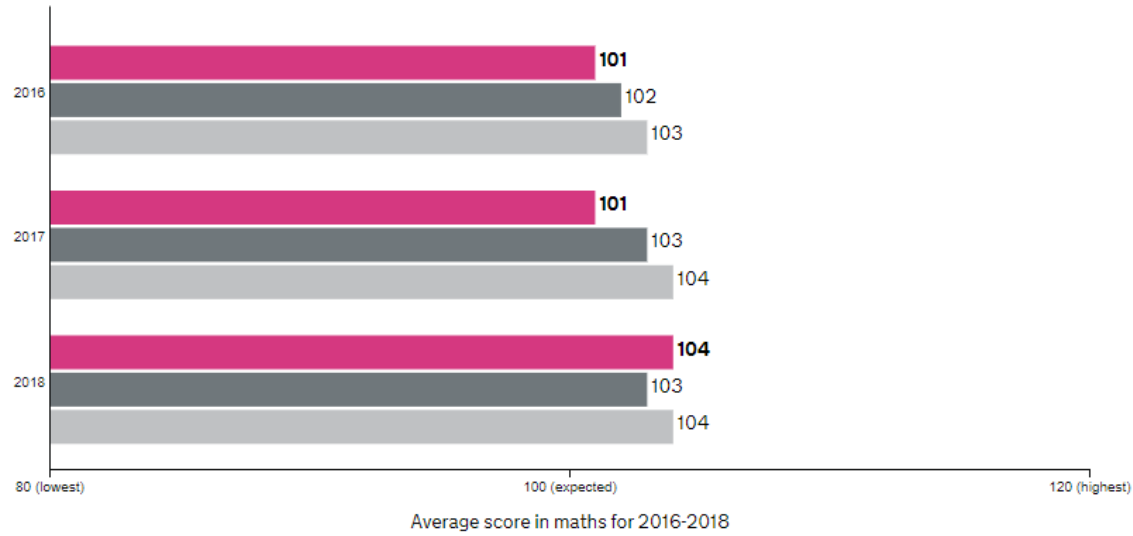
3 Year Trend in average reading scaled score of pupil premium pupils Results over 3 years ?

■ School ■ Local authority state-funded schools ■ England state-funded schools



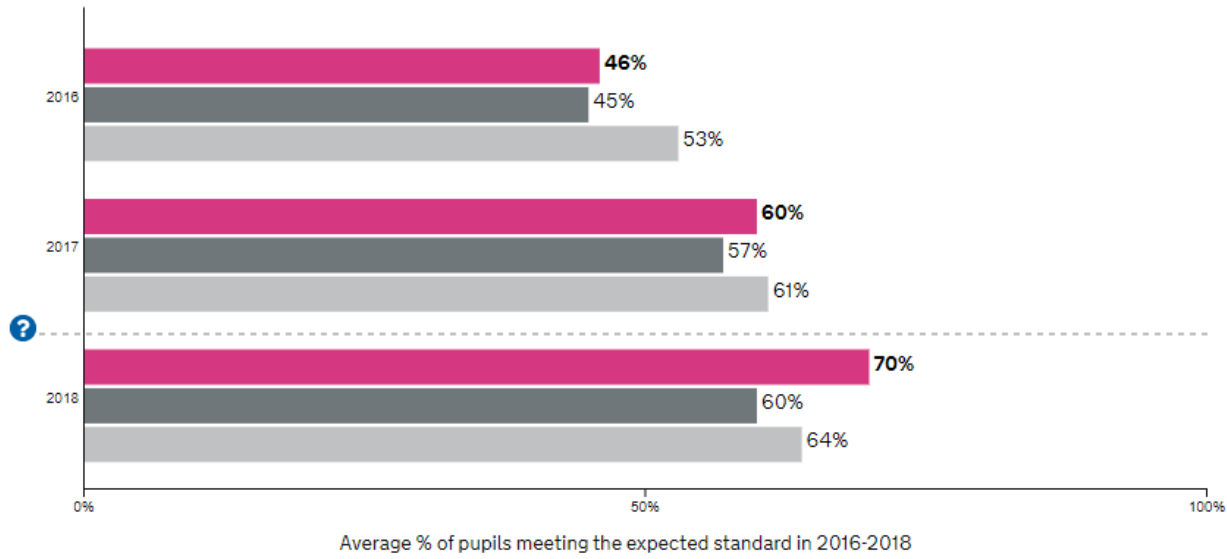
3 Year Trend in average maths scaled score of pupil premium pupils

■ School ■ Local authority state-funded schools ■ England state-funded schools



3 year trend in all pupils achieving expected standard in reading, writing and maths

■ School ■ Local authority state-funded schools ■ England state-funded schools



SATs Year 6 - 3 Year Trend 2017/2018/2019

<u>Group</u>	<u>Attainment %</u>			
	<u>R</u> <u>(17/18/19)</u>	<u>W</u> <u>(17/18/19)</u>	<u>M</u> <u>(17/18/19)</u>	<u>RWM %</u> <u>(17/18/19)</u>
Whole	57/ 87/79	71/80/87	67/77/93	60/70/72
Non PP	69/90/88	69/86/ 94	69/91/94	69/76/88
PP	38/78/ 67	75/67/75	63/67/92	38/55.5/50

Whole School PP 2017 – 2019 (Year 1 – Year 6)

<u>Subject</u>	<u>2017 %</u>		<u>2018 %</u>		<u>2019%</u>	
	<u>ARE</u>	<u>GD</u>	<u>ARE</u>	<u>GD</u>	<u>ARE</u>	<u>GD</u>
<u>Reading</u>	48	6	58	8	59	13
<u>Writing</u>	42	4	44	4	50	13
<u>Maths</u>	46	4	48	4	61	9