

Pupil premium strategy statement (primary)

1. Summary information					
School	Mason Moor Primary School				
Academic Year	2016-2017	Total PP budget	£225,300	Date of most recent PP Review	
Total number of pupils	272	Number of pupils eligible for PP	166 (61%)	Date for next internal review of this strategy	

2. Current attainment		
<i>End of Key Stage 2 Attainment: Expected and Exceeding</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national other)</i>
% achieving in reading, writing and maths	25% expected + 0% exceeding	60% expected + 7% exceeding
% making progress in reading	31% expected + 13% exceeding 95.6 average SS	71% expected + 23% exceeding 103.8 average SS
% making progress in writing	59% 0% exceeding	79% 18% exceeding
% making progress in maths	34% expected + 13% exceeding 96.1 average SS	75% expected + 20+ exceeding 104.1 average SS

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.	Low levels of oracy, including limited communication skills and vocabulary
B.	Low levels of literacy
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	Low attendance
D.	Limited aspirations and Limited value given to education
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>
A.	Children's speech, language and communication skills enable them to engage fully with the curriculum and school life
	PP pupils are achieving developmental milestones in speech, language and communication.

	<ul style="list-style-type: none"> • Data and Pupil Information in English • Data and Pupil Information from S and L interventions 	
B.	<p>Children attain Age Related Expectations in reading</p> <ul style="list-style-type: none"> • Internal tracking data and pupil information including Salford reading tests 	EYFS, Key Stage 1 and Key Stage 2 results demonstrate disadvantaged pupils are achieving in line with National Other: Closing the gap between PP and NPP in reading (including Phonics)
C.	<p>Pupils attend regularly and arrive punctually</p> <ul style="list-style-type: none"> • Pupil attendance data 	Attendance reaches 96% with decreasing number of Persistent Absentees
D.	<p>Children are engaged in and motivated by education Parents and Pupils engage fully with school life</p> <ul style="list-style-type: none"> • Pupil outcomes • Parents' questionnaire • Pupils' questionnaire 	<p>Enrichment programme is catalyst for high quality outcomes across the curriculum and evident in developing comprehension</p> <p>Pupils and parents demonstrate motivation and value of education through discussion, participation and outcomes</p>

5. Planned expenditure

Academic year 2016-2017

The three codings demonstrate how they are using the pupil premium to improve quality of teaching (Q of T), provide targeted support (TS) and support whole school strategies (WSS).

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?
A Q of T TS	<ul style="list-style-type: none"> • Training in aspects of Speech, Language and Communication • Speech and Language Assistants • Employment of additional teachers to improve the teacher: pupil ratio 	<ul style="list-style-type: none"> • The attainment of pupils upon entry is extremely low • High Proportion of pupils in the school have diagnosed S and L needs requiring specific programmes of intervention • EEF – small group tuition 	<ul style="list-style-type: none"> • Monitoring the quality of teaching and learning to ensure that agreed strategies and approaches are integral • Assessment of S and L interventions and progress and attainment of pupils 	Phase Leaders & SENCO	Termly
B Q of T WSS	<ul style="list-style-type: none"> • Introduction of reading journals • Review of the Strategies for the Teaching of Reading • Investment in the improvement of books /e-texts available for reading • Improvement of access to IT 	<ul style="list-style-type: none"> • Engagement of parents in support and valuing education • EEF – digital technology 	<ul style="list-style-type: none"> • Getting to Good Project Focus 	SLT	March 2017

C WSS TS	<ul style="list-style-type: none"> • Deployment of FISO • Purchase of additional EWO time • Purchase of resources and rewards 	<ul style="list-style-type: none"> • If children are not in school we are unable to educate them and establish unhealthy attitudes to school and the value of education 	<ul style="list-style-type: none"> • Regular monitoring with EWO and against school improvement targets 	HT	Half Termly
D Q of T WSS	<ul style="list-style-type: none"> • Enrichment programme enhances the curriculum with visits, trips and visitors 	<ul style="list-style-type: none"> • 'Cultural Literacy' & 'Why Knowledge Matters' Ed Hirsch 	<ul style="list-style-type: none"> • Evaluations of impact of enrichment programme by pupils, parents and staff 	SLT	July 2017
Total budgeted cost					