

Pupil premium strategy statement

1. Summary information					
School	Mason Moor Primary School				
Academic Year	2017-2018	Total PP budget	£224,400	Date of most recent PP Review	
Total number of pupils	278	Number of pupils eligible for PP	165	Date for next internal review of this strategy	Dec 2017

Current attainment			
<i>End of Key Stage 2 Attainment: Expected and Exceeding</i>	<i>MMPS Pupils eligible for PP 25 pupils</i>	<i>MMPS Pupils not eligible for PP 5 pupils</i>	<i>Pupils not eligible for PP National Other</i>
% achieving in reading, writing and maths	24% expected + 0% exceeding	40% expected + 0% exceeding	67% expected + 11% exceeding
% making progress in reading	28% expected + 4% exceeding 85 average SS	100% expected + 0% exceeding 99 average SS	77% expected + 29% exceeding 105 average SS
% making progress in writing	72% expected + 16% exceeding	80% expected + 20% exceeding	81% expected + 21% exceeding
% making progress in maths	52% expected + 8% exceeding 87 average SS	80% expected + 20% exceeding 103 average SS	80% expected + 27% exceeding 105 average SS

2. 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
3. Desired outcomes	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Children's speech, language and communication skills enable them to engage fully with the curriculum and school life</p> <ul style="list-style-type: none"> • Data and Pupil Information in English • Data and Pupil Information from S and L interventions 	PP pupils are achieving developmental milestones in speech, language and communication.
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>

4. Planned expenditure

Academic year

2017-2018

Detail	Value	Expenditure
Family Inclusion Support officer	Parental Support	£25,000
EWO	Attendance Support	£1,620
School Trips	Enrichment	£24,000
School Library Service	Enrichment/School Support	£2,985
Educational Psychologists	School Pupil Support	£1,800
Speech and Language	School Pupil Support	£4,195
	Salaries	£16,000
Nurture Group: Acorns and Saplings	Enrichment/Curriculum Support	
	Salaries	£37,800
	Furniture	£2,000
	IT	£1,026
One to One/Intervention/TA support	Salaries (PP ratio 60%)	£75,000
HLTA support	Salaries (PP ratio 60%)	£30,000
Curriculum Support	MyMaths	£300
	Bug Club	£930
	Spag.com	£230
	Phonicsplay	£120
	NACE	£175
	MLS -Library systems	£760
	Free School Meal Checking Service	£196
	First News Subscription	£263
		£224,400

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 WSS	<ul style="list-style-type: none"> • Training in aspects of Speech, Language and Communication: <ul style="list-style-type: none"> ○ SALSA SLA ○ BLAST Programme in YR • Phase Allocated Speech and Language Assistants • Introduction of sessions for small group and individual teacher: pupil time • Development of vocabulary acquisition through: <ul style="list-style-type: none"> ○ Talk for Writing ○ Tier 2 Vocabulary Lists ○ Mrs Wordsmith 	<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 • Monitoring of the use and impact of small group and individual teacher time • Assessment of S and L interventions and progress and attainment of pupils • Monitoring of School Improvement Plan and Getting to Good Project 	Phase Leaders & SENCO	Termly

<p>B Q of T WSS TS</p>	<ul style="list-style-type: none"> • Employment of additional teachers to: <ul style="list-style-type: none"> ○ Improve ratio ○ Provide 1:1 reading sessions • Introduction of incentivised reading journals & reading fluency sessions • Implementation of new Teaching of Reading sessions • Relocation of library and ongoing investment in resources, including e-texts • Provision of Prep Club After school • Improvement of access to IT 	<ul style="list-style-type: none"> • Engagement of parents in support and valuing education • Value of deliberative practice (Husbands) • EEF: <ul style="list-style-type: none"> ○ Impact of digital technology ○ Impact of 1:1 tuition 	<ul style="list-style-type: none"> • SIP Focus • Monitoring the progress and attainment in reading: <ul style="list-style-type: none"> ○ Salford Tests ○ Reading Tests ○ TA against KPI 	<p>SLT</p>	<p>March 2017</p>
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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 healthy attitudes to school and the value of education • Safeguarding 	<ul style="list-style-type: none"> • Regular monitoring with EWO and against school improvement targets • Attendance built into Progress and Proactive Reviews with teachers • Attendance whole school improvement target area 	HT	Termly
D Q of T WSS	<ul style="list-style-type: none"> • Enrichment programme to make real and relevant the curriculum with visits, trips and visitors: <ul style="list-style-type: none"> ○ Related to development of vocabulary ○ Related to development of written outcomes ○ Related to development of comprehension 	<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 • Quality of written outcomes • Improvements in comprehension, especially in relation to: <ul style="list-style-type: none"> ○ Inference ○ Deduction ○ Gaining meaning as a whole 	SLT	Termly
Total budgeted cost					