

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	July 2017
Total number of pupils	272	Number of pupils eligible for PP	166 (61%)	Date for next internal review of this strategy	July 2017

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	27% 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
Evaluation: <ul style="list-style-type: none"> • Increase expertise, awareness and understanding of aspects of speech and language and the impact of communication difficulties on learners • Systems embedded to ensure that speech and language programmes are integrated in the classrooms, as well as intervention programmes • Specialist in-school support is in place for pupils with different levels of need: NHS programmes, SALSA programmes and early help • Small group teaching has embedded Cued Articulation linking speech and language with the phonics programme in KS1 and EY • Gaps or a lack in children’s phonological Awareness is being addressed earlier in the school • More support staff have the expertise to support speech and language programmes 					

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
<p>Evaluation:</p> <ul style="list-style-type: none"> • All pupils have an accurate book band and reading resources • Whole school reading strategy has been delivered as Continuing Professional Development • All teaching staff are aware of current reading research and the impact on teaching and learning strategies • More children have reading ages and comprehension ages in line with their chronological age • Baseline information about standards in reading is accurate and will enable better evaluations in the future • Reading journals are enabling teachers to track deliberative practice of reading more effectively and analyse and identify who are the most challenged readers • Work on improving access to e-texts still needs to be addressed and greater access to IT 					
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

Evaluation:

- Development and introduction of revised attendance procedures, which has resulted in greater clarity for parents in terms of their roles and responsibilities
- Children evaluated the new system impacting positively as it incentivises them to attend well – they want to earn the attendance badges, Golden Tickets and weekly class awards
- Additional bought-in service from EWO has enabled tighter monitoring of PAs and more efficient processing of cases
- Parents evaluate feeling well supported by FISO and the range of resources and support that can be accessed
- Work will need to continue into the next academic year to further develop and embed attendance systems including:
 - administrative systems
 - tracking meetings & evidence gathering

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
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Evaluation:

- Pupils value wider experiences and can describe how they link to their learning
- Pupils and parents are engaged in the curriculum, able to identify the links between core and foundation subject learning
- Pupils written outcomes have improved, particularly in UKS2, as a result of a first-hand experience
- Parents’ evaluations identify the value that wider experiences provide for their children
- Pupils experience the full curriculum entitlement
- Teachers use of trips and experiences link more relevantly to desired outcomes and teachers’ planning blends pre and post experience learning more effectively
- Further work is required to review initial curriculum plans and provide detailed MT plans demonstrating clearly the use of enrichment within learning as well as opportunities to evaluate the impact of these for pupils by pupils

Total budgeted cost	£227,000
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