

Pupil Premium 2019-20 Strategy Statement

1. Summary information					
Milborne First School					
Sept 2019 to July 2020		Total PP budget	£5,280	Date of most recent PP Review	October 2019
Total number of pupils	68	Number of pupils eligible for PP	4	Date for next internal review of this strategy	July 2020

Our internal tracking systems track progress through a tracking point system. We view 3 points progress as good progress

2. Current attainment (pupil premium children 2018-19)	
	<i>Pupils eligible for PP (your school)</i>
% achieving in reading, writing and maths	60% RWM Combined 100% ARE+ Reading 60% ARE+ Writing 100% ARE+ Maths
Progress in reading (achieved expected or above progress)	100%
Progress in writing (achieved expected or above progress)	100%
Progress in maths (achieved expected or above progress)	100%

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 expectations
B.	Lack of cultural capital
C.	Lack of opportunity for male modelling of reading and writing
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	low expectations
E.	Poor understanding of self and gaps in emotional development
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i> <i>Success criteria</i>

A.	Increased vocabulary	Children will be taught and exposed to a new range of vocabulary The new words will be evident in the children's speech and writing
B.	Increased exposure to opportunities to see boys reading and writing	More opportunities in school and out of school to see boys reading and writing
C.	For all to reach at least ARE in writing and for some to reach Greater depth	Use success criteria to support writing Give clear informative feedback to children whilst completing the task
D.	To have high expectations for all children	observe in lesson observations Review in marking and book scrutinies Review learning outcomes
E.	Purchase Motional assessment for all children	xset up motinoal assessment and complete for each child Use programme to fill gaps in emotional learning for class groups and individuals

5. Planned expenditure

Academic year **2019-20 (£5,280)**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

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 implementation?
Increase % of outstanding lessons observed in Literacy and Numeracy	Power Write Talk for writing Metacognition Singapore Maths High expectations for all children Doodle English Gary Wilson- improving outcomes for boys training Training x2 for staff and parents	Literacy- to continue to develop the talk for writing work that has taken place and to link with parents. children have more time in leon for extended writing Use doodle to support all learners at home and at school through personalised learning programmes in Maths and English Numeracy- we believe that the Pedagogy of Singapore maths will support children's learning and understanding. Staff have had and continue to have staff training in this area and are constantly developing their skills set further and this should in turn increase the % of outstanding lessons	School lead Literacy coord school to school support	SH AA SG	
Make more lessons active and engaging	Active Literacy Singapore Maths Fit Friday Walk and talk Outdoor education (Forest schools)	PE conference - evidence that children who are active learn better and those who have been active continue to learn better even when not active Weekly Forest schools Daily fun run		AA AA JW JW	

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 implementation?
To improve basic spelling so that they are ARE	No nonsense spelling	Data review shows that poor spelling is an area that holds children back from achieving ARE	Teacher to visit and work with school already doing this allow time for staff training and staff meeting time to share with staff TA training	All staff TAs	Termly reviews and individual logs of children receiving this intervention Twice yearly spelling ages gathered and reviewed
To improve attitude to school and learning	Growth mindset I can problem Solve Instant targeted constructive feedback	In assessments of pupil voice and attitudes to learning, school and self this was deemed an area for development for a small group EEF research is clear feedback is highly effective in helping children progress quickly	TA delivers this to Reception class	AA	Review attitudes to learning through pupil questionnaire This will be reviewed formally in July 2019
Improve reading and comprehension standard	Doodle English	Comprehension and vocabulary has been highlighted as a weaker area Targeted learning appropriate to the needs of individual children	Targeted individual children have access to Lexia programme which is IT based. this is self correcting and moves from one level to the next as appropriate developing reading speed, vocabulary and comprehension	all staff	Termly through pupil Tracker and monitoring through pupil progress meetings by HT
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 implementation?
To develop confidence increase self esteem	Behaviour approach to classroom management based on book 'When the adults change everything changes'	To establish talk for writing and give ideas through drama to improve writing Evidence of changing behaviour/ self esteem in other schools		SH	
To self regulate emotions	Motional assessments or all children	provides a personalised programme to support specific needs emotionally of child		SH	
Total budgeted cost					£5,280

6. Review of expenditure	
Previous Academic Year	2018-19 (£6.820)
i. Quality of teaching for all	

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
To make three points progress in Reading, Writing and Maths		Measure year by year progress points but also % at Y2 achieving ARE from Expected in Reception	Reading: 100% made three points or more progress Writing: 100% made three points or more progress Maths: 100% made three points or more progress
To increase % of those who are ARE to greater depth		Greater % of PP children achieving greater depth by end of Year 2, end of Year 4	Reading: % are now Greater depth Writing: % is now greater depth Maths: no greater depth Writing and Maths continue to be a n area for development for all children to get more Greater depth
Improve self esteem		Motional assessment at beginning in Autumn term repeated to measure progress at end of year (Y4 only) Autumn term next year	This worked well for some individual children who then received targeted support Parents support is critical if this is to really develop as much good work undone very quickly if this is not the case
Improve language skills		Small group support success logged on Tapestry Keep classes small for enhanced experience for children	Tapestry used to share work and progress with families. Worked better with younger children who were already used to signing in on Tapestry but will be embedded this year to ensure ut carrie on for all children. Received positive parental feedback

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
To improve basic spelling so that they are ARE		Data review shows that poor spelling is an area that holds children back from achieving ARE	Spelling ages have been recorded. SPelling policy reviewed and shared with parents. Clear arrangements for spelling in work and spelling tests. Continue to do these things as they are having an impact but need to embed further
To improve attitude to school and learning	Growth mindset I can problem Solve Place2be Adoption friendly school motional assessments	In assessments of pupil voice and attitudes to learning, school and self this was deemed an area for development for a small group	Motional assessments trialled with small group. These were helpful for class teacher and individual . We have decided to do these for all children next year. Place2be training completed and action plan written . This is underpinning what we are doing rather than specific explicit actions. Training wasn't as helpful as we thought and when the budget allows we would like to do whole school Trauma informed schools which ties in well with motional assessments.
Improve reading and comprehension standard	IDL Doodle English x 30 Whole class guided reading as well as small group work to	Comprehension and vocabulary has been highlighted as a weaker area	We have used IDL but this was difficult to log in to and therefore wasn't used as well as Lexia had been previously. We have decided to move to Doodle Maths and English which we trialled last term with great success.

	target both ends of learning		
iii. Other approaches			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
To develop confidence increase self esteem	In class reading, and sharing ideas from talk for writing homework	To establish talk for writing and give ideas through drama to improve writing INSET training costs	Talk for writing proved popular with parents , staff and pupils. Work was of a better quality in school following the input and parents and children were able to plan and share together thus building communication and links between home and school
	To train children as peer mediators	Children are chosen in turn to take on this responsibility in the playground	Year 4 children did this. They enjoy doing it but we need to ensure it doesn't lose omentum. Perhaps start up earlier in the year and have termly assemblies reminding everyone the roles and responsibilities

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk