

## Pupil premium 2018-19 strategy statement

1. Summary information					
Milborne First School					
Sept 2018 to July 2019		Total PP budget	£7,700	Date of most recent internal PP Review	Jan 2019
Total number of pupils	65	Number of pupils eligible for PP	5	Date for next internal review of this strategy	July 2019

*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 2017-18)		
	<i>Pupils eligible for PP</i>	<i>All Pupils</i>
% achieving ARE in reading, writing and maths		
Progress in reading	4	3.6
Progress in writing	4	3.5
Progress in maths	4	3.5

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.	Access to after school clubs/care due to family background /circumstance
B.	Poor self esteem and ability to manage own emotions
C.	Poor language skills
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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
	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

<b>B.</b>	Improve self esteem	Motional assessment at beginning in Autumn term repeated to measure progress at end of year (Y4 only) Autumn term next year
<b>C.</b>	Improve language skills	Small group support success logged on Tapestry Keep classes small for enhanced experience for children

## 5. Planned expenditure

**Academic year**      **2018-19    £8,140**

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 Purple spellings          School to school support	<b>Literacy-</b> to continue to develop the talk for writing work that has taken place and to link with parents. Children have more time in lessons for extended writing Non negotiable spellings and handwriting  <b>Numeracy-</b> 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 This is an ongoing evidence based sustainable programme enabling schools to challenge and support each other	School lead Literacy coord Pie Corbett training school to school support  lesson observations Book scrutiny Governor reports  Feedback from other schools about our ability to lead this and to be reviewed ourselves. All aspects are evaluated formally.	SH AA SG  AA  SH	Book scrutiny monthly Lesson observations DASP and GTAT moderation of Literacy and Numeracy  Ongoing
Make more lessons active and engaging	Active classrooms Singapore Maths Fit Friday Fun Run Place 2 be raise the profile of mental health with children staff and parents and Governors	PE conference - evidence that children who are active learn better and those who have been active continue to learn better even when not active Place 2 Be training		AA AA JW JW  SH	July 2019 July 2020
<b>Total budgeted cost</b>					<b>£3,700</b>

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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	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	KY All staff TAs	Termly reviews and individual logs of children receiving this intervention
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	TA delivers this to Reception class	AA	Review attitudes to learning through pupil questionnaire  This will be reviewed formally in July 2018 and if appropriate rolled out to other classes.
Improve reading and comprehension standard	IDL Doodle English x 30  Whole class guided reading as well as small group work to target both ends of learning	Comprehension and vocabulary has been highlighted as a weaker area	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
<b>Total budgeted cost</b>					£4,400

**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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	Staff meeting review book scrutiny pupil voice	SH	Termly
	To train children as peer mediators	Children are chosen in turn to take on this responsibility in the playground	Pupil voice Lunchtime observations	CG	Ongoing
<b>Total budgeted cost</b>					£1,200

6. Review of expenditure			
Previous Academic Year		2017/18	£7,700 received towards costs
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)
Increase % of outstanding lessons observed in Literacy and Numeracy	Power Write Talk for writing Metacognition Singapore Maths	<p><b>Literacy</b>- to continue to develop the talk for writing work that has taken place and to link with parents. children have more time in lessons for extended writing</p> <p><b>Numeracy</b>-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</p>	<p>Feedback from external reviewers shows an improvement in the quality and amount of writing from the children. There was also an increase in the opportunity the children were given to write a more extended piece of writing.</p> <p>All lessons observed were at least good and there was an increase in the number of outstanding lessons observed in both Literacy and Numeracy</p> <p>Key actions were raised about spelling which we are working on 2018-19</p> <p>We will continue to do this and add to it..</p>
Make more lessons active and engaging	Active Literacy Singapore Maths Fit Friday Walk and talk	PE conference - evidence that children who are active learn better and those who have been active continue to learn better even when not active	Fit Friday has been very successful . Both the children and parents have commented favourably, The staff have enjoyed teaching in this way and have noted that children achieve to a higher standard when being active than they might have done in a traditional style lesson. Walk and Talk has been rebranded to to Fun Run to encourage children to be even more active.
ii. Targeted support			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)
To improve basic spelling so that they are ARE	Read write Inc Spelling	Data review shows that poor spelling is an area that holds children back from achieving ARE	<p>Teacher to visit and work with school already doing this, which took place. We have decided (on advice) to carry on with our current system but make sure it is been taught regularly and clear progression between classes.</p> <p>This work continues and has been extended to non negotiable spellings this year. We are due to send our new spelling strategy to parents in the Spring term 2019</p>
To improve attitude to school and learning	Growth mindset  I can problem Solve	In assessments of pupil voice and attitudes to learning, school and self this was deemed an area for development for a small group	TA delivers this to Reception class. We have carried this on so that it continues and is being rolled out to other classes.
Improve reading and comprehension standard	Lexia	Comprehension and vocabulary has been highlighted as a weaker area	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. Children using the programme made progress but use was

			limited due to user account limitations although this was targeted to specific needs and updated 6 weekly. We are not continuing with this but are trialling Doodle instead as it potentially offers a greater range of learning opportunities for a similar cost.
improve % of attendance	Monitoring Fine implementation	Some attendance below expected levels	Report to Governing body through HT report Monthly review of all attendance Monitoring meeting with Attendance team from County Work with DASP attendance panel. Training received for staff in administering the paperwork and using the IT systems to develop this further. This continues to be ongoing. Attendance at school is good and persistent absence/ lateness shows a decrease since last year.

### 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 self regulate emotions	Mindfulness classes	To enable children to manage their emotions and gain an understanding of themselves. To be able to experience a moment in time and observe it fully	This had to be cancelled in this particular focus but specific work has been done with the children who needed it and this is being reinforced by all staff. parents have also been involved in supporting the development of managing emotions

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.