

Pupil Premium Strategy Statement 2018.19 with EVALUATION

Lorraine Martin (Head teacher & PPG Lead) & B Hussain (PPG Link Governor)

1. Rationale

The pupil premium grant is additional funding to help schools close the attainment gap between children from low-income families and other disadvantaged families and their peers. At Margaret McMillan we are committed to ensuring maximum progress and the best possible outcomes for all children. We review our spending plan each year, looking at best value for money. We employ outstanding staff, who are able to remove barriers and accelerate progress. As with all our children, we regularly monitor and discuss the attainment and progress of children eligible for pupil premium funding. We look at potential barriers to achievement and learning and put strategies and measures in place to address them in order to close the gap. The statement below details how we have used our pupil premium grant to do this. The Strategy Statement is reviewed each year by the head teacher and Governing Board.

2. Summary information 2018/19

Total number of pupils	Total number of pupils eligible for PP funding	% of eligible pupils	Number of eligible Boys	Number of Eligible Girls	Number of PP children with SEND	Number of Looked After Children	Total PPG funding
657	139	21.16%	72	67	30	0	£197,040

3. Numbers of children eligible for PPG in each year group 2018/19

Year R	Year 1	Year2	Year 3	Year 4	Year 5	Year 6
9 (1 SEND)	8 (0 SEND)	13 (4 SEND)	23 (0 SEND)	26 (5 SEND)	24 (7 SEND)	31 (11 SEND)

4. Outcomes 2018

KS1 Y2 (X pupils)	PPG Pupils			other				KS2 Y6 (X pupils)	PPG Pupils			Other			
	SCH	NA	DIF	SCH	NA	DIF	SCH PP/NA other Gap		SCH	NA	DIF	SCH	NA	DIF	SCH PP/NA other Gap
Expected R	67%	63%	+4	64%	79%	-15	-12	Expected R	56%			58%	80%	-22	-24
Expected W	62%	54%	+8	58%	72%	-14	-10	Expected W	78%			82%	83%	-1	-5
Expected M	67%	62%	+3	64%	79%	-15	-12	Expected M	63%			66%	80%	-14	-17
Y1 Phonics (X pupils)	67%	70	-3	79%	84	-5	-17	Expected R, W, M	48%			52%	64%	-12	-14
GLD (X pupils)	17%			60%											

4b. Outcomes 2019 – unvalidated provisional															
KS1 Y2 (13 pupils)	PPG Pupils 13			Other				KS2 Y6 (31 pupils)	PPG Pupils 31			Other 60			
	SCH	NA	DIF	SCH	NA	DIF	SCH PP/NA other Gap		SCH	NA	DIF	SCH	NA	DIF	SCH PP/NA other Gap
Expected R	55%			68%				Expected R	68%			72%			
Expected W	46%			60%				Expected W	81%			86%			
Expected M	46%			68%				Expected M	74%			85%			
Y1 Phonics (7 pupils)	71%			82%				Expected R, W, M	67%			63%			
GLD (8 pupils)	88%			59%											

5. Barriers to future attainment – internal and external		
	Barriers	Desired Outcomes
A	<p>Low attainment Some of our disadvantaged children require additional support and interventions in order to ensure they understand key concepts and lack of fluency (cognitive memory – spellings, tables etc) We also need to ensure that all children receive the best quality first teaching, including mastery approaches and effective scaffolding of learning to close the attainment gap.</p>	<p>Close attainment gap between PPG children and non- PPG children in school and nationally. Quality first teaching and an inclusive approach will reduce barriers to learning. Pupil progress meetings will focus on those children not making expected progress.</p>
B	<p>Language and vocabulary levels These can often be poor and a significant proportion of children eligible for PPG enter school with speech, language and communication issues. This slows their progress. Other barriers such as lack of experiences (D) contribute to limited vocabulary and paucity of language.</p>	<p>Improve vocabulary levels in Reception and Year 1. Children in FS to make rapid progress with CLL in order to increase the number of children meeting age related expectations in reading and communication. Children’s language and vocabulary acquisition throughout their primary years is accelerated.</p>
C	<p>Social, emotional, health and wellbeing (SEHW) Support Our most vulnerable children often lack consistency in their lives and this affects their ability to focus on their learning. Their emotional intelligence and resilience is low when compared to that of their peers. This hinders their academic progress and learning. We provide a range of mechanisms including well trained staff who are able to support their emotional needs and offer guidance and support to build strategies and raise self-esteem.</p>	<p>Children are better able to access their learning and show emotional resilience and employ strategies in order to overcome these barriers. Children feel a valued part of our school community.</p>
D	<p>Enrichment Lack of experiences (including extra-curricular) for many children limits their understanding of the world due to the financial constraints of the family. By part-funding many of our educational visits and visitors we provide more opportunities to broaden children’s experiential learning. Access to extra-curricular activities are also subsidised so that money is no longer a barrier to participation.</p>	<p>PPG Pupils engage and participate in extra-curricular activities Children’s knowledge and understanding of the world is increased through social, historical and cultural experiences. Children can draw upon their wider experiences and apply them in their learning.</p>

E	Learning at home Rate of homework completion and reading at home is lower than for their peers which hinders consolidation of their learning. Some children do not receive the support with phonics and reading at home. For some parents, language, subject knowledge and up to date methodology with maths is also a barrier.	Parents know how to support their children at home and recognise the importance of home learning.
F	Attendance and Punctuality. The attendance and punctuality of our disadvantaged pupils is significantly below national expectations and	Increased attendance and punctuality so that learning is not interrupted.

Targeted teaching and support	Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Expenditure	Evaluation (Sept 19)
A	Close the attainment gap between children eligible for pupil premium and other pupils	Improve classroom pedagogy CPD and coaching for teachers in Maths mastery approach. Offer more opportunities within the curriculum for this to take place. Same day interventions in maths. Pilot in Y2 and Y5 and roll out across school by Summer Term 2019. Employ maths consultant to work with individuals and teams	NCETM research - Mastery & Same day intervention. EEF toolkit – Mastery Learning +5 months	CPD – maths mastery courses Consultancy work £4000 STEM courses £2400 Release for - Same day intervention courses for 5 teachers. £3600	In EYFS PP children out performed their peers. Y2 PP children did not achieve as highly as their peers. Y6 PP pupils higher VA and scaled scores than non PP pupils in reading, writing and maths and with the exception of maths performed similarly to their peers. Y6 PP pupils outperformed their peers in RWM combined. Y6 PP children outperformed their peers at greater depth in R,W,M combined. With the exception of maths in Y2 (85%) and Y5 (83%), all other year groups PP pupils made over 95% good+ progress within the year.
A	High quality of teaching meets the needs of all children. Teachers are clear about how to ensure all children achieve.	Improve classroom pedagogy Phase Leaders (PL) provide coaching and support to teachers during PPA. PL to provide in class support through team teaching. All teachers to undertake action research through lesson study approach. Staff-led CPD ensures good practice disseminated.		Additional release time for lesson study £2072 £10000 PL support PPA	External B11 review in March confirmed that the quality of teaching is good or better across school. External review recognised the effective support from leaders and how well staff have responded.
A	Accurate and effective tracking of PPG children to ensure their progress and attainment is maximised and remains a focus.	PL identify PPG children, set targets with teachers and ensure they remain a focus during Pupil progress meetings. HT and DHT to hold Phase progress meetings to discuss PPG children who are at risk of falling behind.		£2500 Assessment lead time £6300 PL for PPM	See data above. Phase progress meetings and Pupil progress meetings identified PP Pupils and focused on their progress. Discussions and monitoring shows that teachers are acutely focused on the progress and attainment of all pupils including PP pupils. This has contributed to developing the quality of teaching and teachers have demonstrated a much greater understanding of use of data and assessment to inform planning.

A	Additional staffing enables quality first teaching and interventions	Enhanced staffing in YR and Y1 to target PPG children - Enhanced staffing in Y2 through school direct teacher to enable PPG children to receive additional phonics and reading interventions. Additional TA in Y3 to support interventions Enhanced teacher ratio in Y5/6 to enable focused and targeted teaching. (0.6 teacher and PL)		£70863 TLP x 5 for YR/1 £30122 teacher & SD teacher. £4900 SLT	98% Y2 pupils achieved expected level in Phonics. Additional staffing in YR, Y3 and Y6 has resulted in PP pupils achieving comparable attainment and progress scores. 71% (5/7 PP children achieved the phonics screen)
A	Outcomes for reading improve and the gap is narrowed between school PPG and national other.	Improve teaching of comprehension through high quality teacher CPD; continued refinement of our shared reading approach and introduction of new reading comprehension resources and assessment materials.	EEF toolkit – Reading Comprehension Strategies +6 months	£1000 comprehension resources.	Y6 PP children achieved higher reading scores and value added than non- PP children. Reading attainment improved in EYFS, KS1 and KS2 from 2018 to 2019. PP pupils made over 95% good+ progress in reading, in all year groups.
Language and vocabulary	Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Expenditure	Evaluation (Sept 19)
B	Improve vocabulary and language acquisition which leads to more complex reasoning and explanation in classroom discussions.	Improve classroom pedagogy Dialogic Talk in Maths trialled in Y3 as part of Oracy Hub work. No-Pens day and focus on explanation and questioning. Introduce vocabulary approach “Its only words”	Dialogic Talk and oral intervention trials found consistent, positive effects. EEF toolkit – Oral language interventions +5 months	Dialogic talk training funded by Oracy Hub £100 lead training	Teachers are demonstrating an understanding of importance of discussion in lessons and the focus on Oracy is having a positive effect. Use of stem sentences are embedded throughout school in maths. Used frequently and displayed in all classrooms. Children are speaking in full sentences and teachers expectations of speech and language have raised. <i>“Teachers across the school are promoting pupils’ oracy skills very well. This is delivered through a cross-curricular approach to learning. Pupils are supported to answer in full sentences and ‘sentence stems’ support learning across a broad range of subjects. This is further developed through, for example, promoting the words of the week. The question-based approach to the planned curriculum also encourages pupils to give voice to their thoughts.”</i> External review
B	Improvement in receptive and expressive language.	Continue to embed Elklan work from last year. Ensure new teachers receive this training as part of induction.	Sheffield university research (DFE funded) shows that Elklan approaches +7 months in language development.	Release time for Oracy Co-ordinator - funded by Oracy Hub	

SEHW	Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Expenditure	Evaluation (Sept 19)
C	Reduced negative impact of SEHW issues – key staff able to support children who experience mental health and social and emotional issues.	Targeted Support Training for key staff on supporting children with mental health issues. Employ learning mentors to organise implement and manage social and emotional sessions and build self esteem	EEF toolkit – social and emotional learning +4 months.	£18602 mentor time	Mental health Champion trained in school and mentor time has been allocated to children who need additional support. Mentors have supported 26 PP children across the year.
C	Ensure all children eligible for PPG feel part of the school community.	Targeted Support School uniform voucher will be provided annually. Free milk for children eligible for PPG.	Children need to feel accepted and part of the community of the school. To ensure children have access to healthy drinks.	£4682 uniform subsidy £3600 milk cost	Children in receipt of PPG have received uniform subsidies and free milk. This ensures that no child is disadvantaged or feels excluded from the school community.
Enrichment	Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Expenditure	Evaluation (Sept 19)
D	Reduced negative impact of SEHW issues - PPG Pupils engage in extra-curricular activities to widen breadth of opportunity and provide a depth of experiences.	Targeted Support Subsidise extra-curricular activities; Morning activity club; holiday club and Extra-Curricular activities.	EEF toolkit – sports participation +2, outdoor adventure +4 months Improvement in health and wellbeing.	£6649 - OOSH co-ordinator £2540 pp pastoral support/club subsidy £7392 mentor time	PP children have had increased access to subsidised before and after school clubs and activities. More PP children proportionally attended after school clubs. (23% autumn, 27% Spring, 29% Summer) Morning activity club has been successful in supporting PP children; 33% of the children who regularly attend are PP children. This is higher proportionally than the percentage of PP children in school. In response to requests from parents we now start at 8am. 27 PP children regularly attended holiday clubs in half terms, Easter and Summer Holidays to ensure continued support.
D	Reduced negative impact of SEHW issues – Subsidised visits ensure engagement and participation is accessible for all children	Targeted Support Provide funding and encouragement for children to attend residential visits, educational visits and participate in enrichment activities in school.	Subsidised visits ensure engagement and participation is accessible for all children	£2100 pp visit subsidy £600 tall ships subsidy	Children benefited from a range of visits outside of Bradford – including, the Lake District, Scarborough, Nell Bank, Scotland. 100% participation in school visits and we have maintained the high levels of participation in residential visits with an additional residential visit being run in Y5. We have seen increased levels of confidence and self-assuredness displayed by children.

			EEF toolkit – outdoor adventure +4 months		A large number of sports tournaments took place over the academic year, 27 PP children participated in these. The impact can be seen in the progress that the PP children have made.
Learning at home	Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Expenditure	Evaluation (Sept 19)
E	Maintain high attendance at parents' meetings and school events. Parents feel well informed and supported to contribute to their children's learning.	Whole School Employ a Parental Liaison Officer to engage parents and enable them to work with their children and understand the work of school. To run parent information workshops, play sessions and classes so parents can support their children's learning.	Parental engagement and support in a key contributing factor to success and achievement in school. EEF toolkit – Parental engagement +3 months	£11,419 PLO £200 Nurture group resources	18 parents participated and completed 10 week Family Links Nurture Group Programme run by PLO. 15 parents completed ESOL classes as well as a regular number of parents attending informal drop in mornings. Throughout the year we held regular parents' information meetings which have been well attended. These have included reading strategies and vocabulary, using and applying maths resources, stay and play in EYFS and Y1, science week and weekly parent homework workshops. In our parents' questionnaire in March 98% of parents agreed that the school is welcoming and 95% agree that the school communicates effectively about how to support their child's learning.
E	Parents feel well informed and supported to contribute to their children's learning.	Whole School Review Homework policy – base on the feedback from parents and EEF research (SLT) Increase Publicise our approach and provide greater clarity and support to parents Monitor effectiveness and practice.	EEF toolkit – Parental engagement +3 months, Homework +2 months	PL time (uncosted)	See above. Homework policy has been reviewed and as a result we have made changes to the way we inform parents and provide support for them to help their children. Participation in homework tasks has increased. This is ongoing, and improvements will continue 2019/20.
Attendance and punctuality	Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Expenditure	Evaluation (Sept 19)
F	Increased attendance and punctuality	Whole School Pastoral support team to operate first day call, attendance meetings and welfare visits. Employ Attendance officer To ensure community is clear re expectations. DHT to lead on attendance review meetings. Regularly celebrate successes.	Children need consistency and uninterrupted learning in order to achieve potential.	£11,419 attendance officer £11,140 mentor time £1500 Attendance budget	Whole school attendance was 95.9% after the removal of extended leave. PP pupils' attendance was below non PP and well below national at 92.7 (Nat PP 94.3) this is significantly impacted by unauthorised extended leave amounting to 1.2%. Removing unauthorised holidays increases the figure to 93.9%, much closer to national PP attendance. Whilst there is clearly more to do, we feel that families are clearer regarding expectations of attendance and extended leave.

					In the summer term, school secured the services of a consultancy to support the attendance officer with this. We will also investigate using incentives to reward good attendance above the current offer.
--	--	--	--	--	--

6. Budget Summary					
--------------------------	--	--	--	--	--

					Desired outcome	Cost
A	Improve outcomes and attainment of children eligible for PPG through excellent teaching, additional support and high quality CPD.					£137,757
B	Children’s language and vocabulary acquisition throughout their primary years is accelerated.					Funded by Oracy Hub (£3000) £100
C	Children feel a valued part of our school community. They show resilience and emotional intelligence and are better able to access their learning.					£26,884
D	PPG Pupils knowledge and understanding of the world is increased through social, historical and cultural experiences.					£18,681
E	Parents feel supported and equipped to contribute to and improve learning at home.					£11,619
F	Disadvantaged pupils’ attendance in line with other children in school and close to national					£24, 059
					Total budget spent	£219,100

7. Governance – monitoring the impact of Pupil Premium Performance					
---	--	--	--	--	--

Pupil Premium Governor -					
Summary -					
Review Date -					