

# Mosborough Primary School Pupil Premium Strategy 2016-2017



1. Summary information					
<b>School</b>	Mosborough Primary School				
<b>Academic Year</b>	2016	<b>Total PP budget</b>	£76260	<b>Date of most recent PP Review</b>	July 2016
<b>Total number of pupils</b>	404	<b>Number of pupils eligible for PP</b>	45	<b>Date for next internal review of this strategy</b>	Jan 2017

2. Current attainment			
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>National</i>
Reading % at the expected standard	<b>87.5%</b>	89.1%	<b>66%</b>
Writing % at the expected standard	<b>87.5%</b>	94.6%	<b>74%</b>
EGPS % at the expected standard	<b>87.5%</b>	91.8%	<b>72%</b>
Maths % at the expected standard	<b>100%</b>	89.1%	<b>70%</b>
Reading % at the higher standard	<b>12.5%</b>	24.3%	<b>15%</b>
Writing % at the higher standard	<b>25%</b>	40.5%	<b>19%</b>
EGPS % at the higher standard	<b>37.5%</b>	32.4%	<b>23%</b>
Maths % at the higher standard	<b>12.5%</b>	27%	<b>17%</b>

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Expressive and receptive language skills of some pupils entering reception are creating a barrier to their learning.
<b>B.</b>	Progress and attainment of high ability pupils who are eligible for PP – expectations of these pupils must be higher
<b>C.</b>	Percentage of pupils working with greater depth lower than those not eligible for PP
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	

<b>D.</b>	Lack of parental involvement and engagement of some pupils who are eligible for PP.	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	The number of PP eligible pupils working at 'Greater Depth' at the end of KS1 and KS2 in RWM increases.	PP eligible pupils in Y2 and Y6 are targeted and expectations are raised in order that an increasing number of these pupils' attainment is at a greater depth
<b>B.</b>	The number of PP eligible pupils on track (in years 1,3, 4 and 5) to be working at 'Greater Depth' at the end of KS1 and KS2 in RWM increases	No discernible gaps between those eligible for PP and those not.
<b>C.</b>	Improve expressive and receptive language skills for pupils eligible for PP in Foundation 2.	Pupils eligible for PP in foundation make rapid progress by the end of the year.

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2016-2017</b>			
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					
<b>i. Quality of teaching for all</b>					
<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>

Improvement in attendance and punctuality  Increased engagement and readiness for learning as a result of having a good breakfast and opportunity to spend time with peers and adults before school begins	Breakfast Club Funded Places	The success in terms of positive impact of this approach during the last academic year.	We will ensure that pupil's being offered funded breakfast club places are discussed at our monthly vulnerable families meetings. These pupils will also be offered additional support through our vulnerable families team including, if relevant, a strengths and needs map.	Anne Clarke	Termly (£1200)
The number of PP eligible pupils on track (in years 1,3, 4 and 5) to be working at 'Greater Depth' at the end of KS1 and KS2 in RWM increases	Consultant support from Theresa Heathcote to develop mastery in reading and writing throughout the academic year.	The school has a strong relationship with Theresa Heathcote who also acts as a consultant within the family of school and across the city.	Theresa's sessions are planned in consultation with SLT in order that objectives match those on the school development plan.	Martin Fallon (L Kirton, R Bagnoli)	Termly (£5000)
<b>Total budgeted cost</b>					£6200
<b>ii. Targeted support</b>					
<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>

<p>Progress in reading and writing is accelerated for vulnerable pupils</p>	<p>Training in delivery of Fischer Family Trust Wave 3 intervention</p>	<p>The intervention didn't see the results that the publishers indicate and we feel that this was due to a training issue. The intervention is seen to be very successful in other schools within our family.</p>	<p>Termly impact reports will be written by GS and learning support staff delivering interventions.  Interventions will feed into pupil progress meetings.</p>	<p>Genaya Smales</p>	<p>Termly (£225)</p>
<p>Progress in reading , writing and maths is accelerated for vulnerable pupils</p>	<p>Deployment of SENco</p>	<p>Senco supports pupils at risk of falling behind in their learning by following the Sheffield Grid for SEND and signposting children and their families to targeted support. SENco liaises with teaching staff to offer support, advice and strategies to support learners. SENco creates reports from pupil progress meetings.</p>	<p>Annual SEND report to governors, half termly visits from Family of School's Learning Support Teachers at which caseloads are discussed for quality checking.</p>	<p>Genaya Smales</p>	<p>Half Termly (£6304.30)</p>
<p>Progress is accelerated for vulnerable pupils  Theraplay : confidence and communication skills are developed and therefore positive learning behaviours in vulnerable children are promoted.</p>	<p>Nessy First class at counting success@arithmetic s@a Number Sense FFT Jump Ahead Speed Up First Class at Writing Project X Acceleread/Accelewrite</p>	<p>These are targeted interventions which form our provision map to ensure that children are able to make progress in their learning by analysing weaknesses and gap and targeting interventions to support this.</p>	<p>Regular meetings with learning support assistants. Collection of intervention data. Intervention tracking sheets completed by LSAs Pupil Progress meetings SEN reviews.</p>	<p>Genaya Smales</p>	<p>Termly (£22700)</p>

bespoke learning for children in Year 5, resulting in accelerate progress  Booster groups for children in Years 2,3 and 5, resulting in accelerate progress	Employment of extra teacher (0.1)  Booster groups ran by teachers (3 x 0.05)	The evidence was present during the last academic year when the children had a booster teacher whilst in Year 4 and evidence of accelerated progress was shared with SLT.	Through pupil progress meetings, book scrutiny and teacher assessment. Regular dialogue between the class teachers and the booster teacher will be held to ensure the children are making accelerated progress.	Martin Fallon	Termly (1 x 0.1 = £4750)  (3 x 0.05 = £3706)
Pupils in FS2 are entering Y1 with oral language skills that are in line with their developmental age.  Improvement in oral language skills contributes to improvement in reading progress.	<b>LEAP: Language Enrichment Activity Programme</b>	This programme has been recommended to us by the Sheffield Speech and Language Therapy (SALT) team and is referred to in several SALT reports.	Two members of staff from EYFS will attend training on LEAP and resources will be purchased to support the implementation of the programme. Sessions will be timetabled and monitoring opportunities will be built in to this. The intervention will appear on the school's provision map and will detail entry and exit data which will be evaluated to ensure there is a positive impact on pupil's language skills.	Genaya Smales (K Needham, L Wales)	Termly (£280)
PP pupils in Y6 are working at the expected standard and a greater number of these pupils are working with greater depth.	<b>Y6 Booster Sessions</b>	The school has seen positive impact from these booster sessions, led by Y6 teaching staff, in recent years.	Booster sessions will be planned in the spring term. This will be reflected in a revision of this plan.	Peter Walker	Fortnightly from Spring 17 (£3000)
<b>Total budgeted cost</b>					£40965.30
<b>iii. Other approaches</b>					
<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>

<p>PP eligible pupils in Y2 and Y6 are targeted and expectations are raised in order that an increasing number of these pupils' attainment is at a greater depth</p>	<p>iPad training for all staff which supports pupil's engagement and development of skills in writing.</p>	<p>The impact of the purchase of iPads using PP funding last year was deemed a success in that the devices proved motivating for all pupils and in particular, PP eligible pupils To build on this, we have sought specialist training which will enable staff to use apps to develop children's writing with a focus on raising expectations and working at greater depth (especially for PP eligible pupils).</p>	<p>Training to be attended by all pupils. Lesson observations will analyse the impact of the training. Interviews will pupils will ascertain the benefits of using iPads in writing. All staff will have the apps on their staff iPad; these will also be on pupil's devices.</p>	<p>Genaya Smales (V Sanderson, L Kirton)</p>	<p>Termly (£800)</p>
<p>Improvement in attendance and punctuality</p> <p>Children with poor punctuality or attendance identified</p> <p>The profile of attendance and punctuality raised within school</p>	<p>Attendance officer and administrative staff.</p>	<p>Last year, the school was 0.1% away from target attendance and this is attributed to the work of the attendance team in monitoring vulnerable pupils, ensuring first day absence calls are made and also working closely with a range of agencies to ensure that the number of pupils at risk of becoming persistent absentees are minimised. The Family Involvement Leader also works as attendance officer as there is an intrinsic link between family engagement and attendance, with the FIL working to support families of children with poor attendance.</p>	<p>Attendance reports will be submitted to the governing body highlighting the work of the attendance team and its impact.</p>	<p>A Clarke &amp; S Hallis</p>	<p>Termly (£3000)</p>

<p>Vulnerable children and their families are supported in order to support children in achieving their potential.</p> <p>Reduction in behaviour incidents and promote positive learning behaviours.</p> <p>Liaison with other agencies in order to provide support for families and children.</p>	<p>Family Involvement Leader</p>	<p>Family involvement leader works closely with a number of families, most of whom were eligible for PP. FIL builds strong relationships with families through sessions such as 'stay and play' which encourage pre-school age children and parents to come in to school to get them school-ready. FIL also delivers specific packages of support to vulnerable children such as bereavement support, pastoral support and also mentoring. FIL supports and promotes good attendance and punctuality throughout the school.</p>	<p>Regular meetings with FIL, performance management of FIL, analysis of incidents of unwanted behaviour, reports from TAC meetings and other multi agency meetings. Impact of FIL on vulnerable families.</p>	<p>A Clarke G Smales</p>	<p>Termly (£16500)</p>
<p>Pupil Premium lead ensures that funding is planned for and spent with optimum impact. PP lead monitors attainment and progress of PP pupils. PP lead ensures gaps between PP and non PP are targeted with a view to them closing.</p>	<p>Pupil Premium lead</p>	<p>Pupil premium leader receives time out of class in order to undertake monitoring and evaluative duties to ensure that PP eligible pupils are as likely to achieve than those who are not eligible.</p>	<p>PP lead will create reports which will form part of the Head Teacher's report to governors.</p>	<p>L Kirton</p>	<p>Termly (£537.00)</p>
<p>Pupils are enabled to participate in activities which support the wider school curriculum including trips and extra-curricular clubs.</p>	<p>Trip subsidy budget  After school clubs subsidy budget</p>	<p>All pupils are encouraged to take part in activities which encompass the wider curricular provision. Barriers to participation are removed by provision of a subsidy budget. Where barriers are not monetary, the Family Involvement Leader takes a proactive role in removing any further barriers.</p>	<p>Budget is monitored by the school manager. Staff are made aware of the budget. Staff know to consult Family Involvement Leader and SLT should they have PP eligible pupils who are not accessing wider opportunities.</p>	<p>Claire Baker, Anne Clarke, SLT</p>	<p>Termly (£2000)  (£500)</p>

**6. Review of expenditure**

**Previous Academic Year**

**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
<p>Improvement in attendance and punctuality</p> <p>Increased engagement and readiness for learning as a result of having a good breakfast and opportunity to spend time with peers and adults before school begins</p>	<p>Breakfast Club Funded Places</p>	<p>Feedback from class teachers and parents shows that children are more ready for learning.</p> <p>Child A 26.5% lates before breakfast club places</p> <p>12.7% lates after breakfast club place</p> <p>Child M 28.6% lates before breakfast club place offered</p> <p>13.4% lates after breakfast club place</p>	<p>We will continue with this approach in the next academic year.</p> <p>The impact on punctuality alone is clear to see. It has also enabled us to engaged with vulnerable families.</p> <p>In the case of one family, initially the places were entirely funded, then part funded and now the family are funding their own breakfast club places.</p>	<p>£3870</p>

<p>Improvement in attendance and punctuality</p> <p>Children with poor punctuality or attendance identified</p> <p>The profile of attendance and punctuality raised within school</p>	<p>Administrative Staff – Attendance and Punctuality</p>	<p>Feedback from AC: children with low attendance identified and support put in place.</p> <p>Example case study shows that Child C had an attendance of 88.7%</p> <p>This has increased to 100% since January</p> <p><b>2014 – 2015</b> 1002 lates (0.810 %)</p>	<p>We will continue with this approach in the next academic year. As a school, we missed our attendance target of 97%, though only by 0.1%.</p> <p>Alongside the work of the admin team, we also engaged all staff in promoting good attendance and punctuality through an 'Early Bird' raffle, offering the children an incentive to be in school on time.</p>	<p>£3000</p>
<p>Vulnerable children and their families are supported in order to support children in achieving their potential.</p> <p>Reduction in behaviour incidents and promote positive learning behaviours.</p> <p>Liaison with other agencies in order to provide support for families and children.</p>	<p>Family Involvement Leader</p>	<p>Family involvement leader has worked closely with a number of families, most of whom were eligible for PP.</p> <p>FIL has been part of a working party across the family of schools who have created a package of support and early intervention for vulnerable children and families and has worked to embed this within the school.</p> <p>FIL has built strong relationships with families through sessions such as 'stay and play' which encourage pre-school age children and parents to come in to school to get them school-ready. FIL also delivers specific packages of support to vulnerable children such as bereavement support, pastoral support and also mentoring.</p>	<p>We will continue with this approach during the coming academic year.</p>	<p>£18750</p>

<p>The profile of reading in school is raised and reading for enjoyment is promoted. Children are provided with the opportunity to access a variety of high quality texts in order to develop reading, comprehension and grammar skills.</p>	<p>Bug Club online learning</p>	<p>All pupils had a Bug Club log on. In monitoring Bug Club, it transpired that pupils were engaging less and less with it. Whereas it had previously been used during ICT lessons, the new content of Computing lessons meant that computing specific objectives were being delivered. Pupils were engaging less and less with bug club at home.</p>	<p>This is not sometime that we will be continuing with.</p> <p>We know that digital media has moved on hugely since the launch of Bug Club and we must ensure that our provision is current and forward thinking otherwise children quickly tire of it and move on to platforms which offer more relevant content.</p>	<p>£1200</p>
<p>Children are provided with the opportunity to access engaging resources</p> <p>Quality first teaching is enhanced.</p> <p>Intervention groups are supported and benefited by access to iPads.</p>	<p>Contribution towards purchase of 30 school iPads</p>	<p>iPads are embedded and are readily available throughout the school via an online booking system.</p> <p>The computing lead has assessed the impact of iPads at the school and there is a separate action plan linked to this.</p>	<p>In order to maximise the potential in terms of impact on learning, we will invest in iPad specific training in the new academic year, linked to boosting outcomes for pupils in core skills in writing.</p>	<p>£10 960</p>
<p>All children receive high quality teaching and learning experiences.</p> <p>Teachers' confidence and knowledge are developed so that they are able to best support vulnerable children.</p>	<p>Professional Development: Maths and English subject knowledge</p>	<p>Ongoing developments into the teaching of mathematics and English in order that all teaching staff have sound subject knowledge. Lesson study embedded in order that reflective practise and dialogic teaching lead to quality first teaching.</p>	<p>We will continue to provide professional development opportunities in English and Maths as the impact of this is evident in lesson observations, scrutiny of pupil's books, progress data and pupil's attainment.</p>	<p>£2500</p>

**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)	Cost
<p>To accelerate progress for vulnerable pupils</p> <p>Theraplay : To develop confidence and communication skills and therefore promote positive learning behaviours in vulnerable children</p>	<p>Interventions</p> <p>1<sup>st</sup> Class @ Counting</p> <p>1<sup>st</sup> Class @ Number</p> <p>Fischer Family Trust</p> <p>Theraplay</p> <p>Nessy</p> <p>Jump Ahead</p> <p>Success@Arithmetic</p>	<p>100% of children on 1<sup>st</sup> Class @ number/counting made 1 sub level progress 63% made 2 sub levels or more</p> <p>In FFT, the progress wasn't as we expected, with pupils moving on an average of one book band/sub level.</p> <p>Success@Arithmetic (Calculation) saw positive gains, with 4 children gaining between 25 and 30 months in their mathematical age, 7 children gaining between 17 and 25 months in their mathematical age.</p>	<p>The impact of Fischer Family Trust Wave 3 wasn't as strong as anticipated however the member of staff delivering this particular intervention hadn't been formally trained on it. Training has now been sought and the staff member is to attend a two day training in November 2016. We will continue to monitor and evaluate the impact of this intervention.</p> <p>Owing to the positive gains in mathematical age observed in pupils undertaking Success@Arithmetic, we have sought training in Success@Arithmetic: number sense, a precursor to S@A Calculation.</p>	<p>£22700</p>
<p>To provide bespoke learning for children in Y4 and Y6</p> <p>To accelerate progress</p>	<p>Employment of extra teacher during Spring Term 2016 (0.6)</p>	<p>Feedback from teachers shows children are making good progress. Gaps in knowledge, skills and understanding are being identified and addressed.</p> <p>Basic skills including handwriting and presentation are being addressed.</p>	<p>Yes we will continue with this but at 0.8. The additional teaching support will follow last year's Y4 cohort as they move into Y5. This cohort has the highest number of PP eligible pupils in the school.</p>	<p>£5190</p>
<p><b>iii. Other approaches</b></p>				
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)	Cost

<p>Reduction in behaviour incidents and positive behaviour promoted during lunchtime so that children are ready for learning after break times.</p>	<p>Lunchtime Play Project training and trophy</p> <p>Lunchtime Pastoral Care</p>	<p>The number of playtime incidents involving behaviour will decrease. Pupil premium eligible pupils will be monitored to ensure that there is no imbalance in the number of incidents involving PP and non PP eligible pupils.</p> <p>CPOMs will be used as a tool to track this alongside Midday Assistants' notebooks.</p>	<p>The Playground Playmates trophy has been very successful in KS1, with children able to articulate why their class were chosen for the award and also what behaviours we are wanting them to demonstrate. The number of playground incidents has reduced.</p> <p>We will continue with the Playground Playmates trophy as this was an initial cost only.</p> <p>In order to further develop and strengthen our lunchtime provision, we now plan to seek training for our midday assistants in play.</p>	<p>£60</p> <p>£1000</p>
<p>All children are provided with the opportunity to be involved with out of school experiences. Children are provided with enriching experiences and promote enthusiasm towards learning.</p>	<p>School Funded Trip Subsidy</p> <p>Noodle Dance Funded Places</p> <p>Transport to KS1 Multi – Skills and Network Games</p>	<p>All trips funded for one child</p> <p>Contributions made towards the cost of other events</p> <p>KS1 multiskills and network games teams were all PP eligible pupils.</p>	<p>We will continue to support enrichment activities for pp eligible children in order that they are actively encouraged to participate in these experiences without barriers.</p>	<p>£500</p> <p>£500</p> <p>£570</p>