



Pupil premium strategy statement

1. Summary information					
School	Mill Ford School				
Academic Year	2016/17	Total PP budget	£59,005	Date of most recent PP Review	n/a
Total number of pupils	97	Number of pupils eligible for PP	57	Date for next internal review of this strategy	Jan 2017

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% in line to achieve upper quartile in English (end of KS result 2016)	56 (50%)	50 (0%)
% in line to achieve medium quartile English (end of KS result 2016)	44 (50%)	50 (100%)
% in line to achieve lower quartile English (end of KS result 2016)	0 (0%)	0 (0%)
% in line to achieve upper quartile in Maths (end of KS result 2016)	52 (50%)	46 (0%)
% in line to achieve medium quartile Maths (end of KS result 2016)	48 (50%)	54 (100%)
% in line to achieve lower quartile Maths (end of KS result 2016)	0 (0%)	0 (0%)

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Pupils eligible for PP don't do as well at exceeding their school targets with regard to oral skills despite doing better in their progress towards upper quartile of progression guidance
B.	High ability pupils eligible for PP don't do as well at progressing in reading despite doing better in their progress towards upper quartile of progression guidance

C.	Parents of pupils eligible for pupil premium are less able to make any contribution to activities outside the classroom that enrich learning	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance rates for pupils eligible for PP are 89.3% (below the target for all children of 95%).	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve language skills for pupils eligible for PP	Pupils eligible for PP make rapid progress by the end of the year so that 60% pupils eligible for PP exceed their school target expectations and internal and external moderation agrees with teacher assessments.
B.	Higher rates of progress in reading for higher attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability in reading.
C.	To provide disadvantaged pupils with educational experiences outside the classroom to engage them with their learning and add to the rich educational offer	All children will participate in at least one educational trip and receive an educational visit or visitor at least once a term.
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 82% to 96%

5. Planned expenditure

Academic year

2016/17

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?
A. Pupils eligible for PP make rapid progress by the end of the year so that 60% pupils eligible for PP exceed their school target expectations and internal and external moderation agrees with teacher assessments.	Staff training on total communication	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources show high quality training is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Course selected using evidence of effectiveness. Use INSET sessions to deliver training. Peer observation Lessons from training embedded in school communication policy.	Speaking and Listening lead	June 2017
B. Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability in reading.	Development of an improved library	High ability pupils eligible for PP are making less progress than other higher attaining pupils in reading. We want to ensure pupils have access to high quality library service in school that motivates and encourages reading and love of books so pupils want to learn	Pupil involvement in library design and content	Reading lead	Jan 2017
	Support and training for parents in supporting their child to make progress in phonics	We want to improve parental engagement in supporting pupil progress in reading because research shows parental engagement impact on childrens' achievement	Close monitoring of pupil progress in reading	Reading lead	Jun 2017
Total budgeted cost					£12,000

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?
A. Pupils eligible for PP make rapid progress by the end of the year so that 60% pupils eligible for PP exceed their school target expectations and internal and external moderation agrees with teacher assessments.	Purchase and training in individual communication aid, technical support	Non-verbal pupils need alternative methods of communication in order to make progress in speaking	Rigorous monitoring of progress data. SALT input into best practice.	Speaking and Listening lead	Jun 2017
B. Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability in reading.	Regular small group sessions in reading skills for high-attaining pupils with experienced teacher.	Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. We want to combine this additional provision with some 'aspiration' interventions such as book sharing with high ability pupils who are achieving well.	Extra preparation time paid for out of PP budget Impact overseen by reading lead Teaching assistant (TA) CPD for TAs supporting the sessions.	Reading lead	Mar 2017
Total budgeted cost					£20,000
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?
D. Increased attendance rates	Parent CAF support worker employed to work with parents to ensure improvements in	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of parent CAF support worker about existing absence issues. Behaviour and well being lead, support worker, head etc. will	Behaviour and well being lead	Jul 2017

	attendance.		collaborate to ensure new provision and standard school processes work smoothly together.		
C. To provide disadvantaged pupils with educational experiences outside the classroom to engage them with their learning and add to the rich educational offer	Provide the school with two mini buses on site so visits can take place Provide swimming coaches and transport	The impact of learning outside the classroom and practical application of skills beyond the classroom has proven success in raising expectations and achievement	Pupil questionnaires, student council input, swimming awards and PSHE learning target monitoring	PE lead and Educational Visits Coordinator	Jul 2017
Total budgeted cost					£30,000