

Pupil Premium Strategy Statement: Millbrook School 2017-18

1. Summary information					
School	Millbrook School				
Academic Year	2017-18	Total PP budget (date)	85,900	Date of most recent PP Review	Sept 2017
Total number of pupils	445	Number of pupils eligible for PP	96	Date for next internal review of this	Jan 2018

2. Current attainment		
	<i>Pupils eligible for PP *(96)</i>	<i>Pupils not eligible for PP</i>
% achieving in reading, writing and maths	9%	55%

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 attainment of some PP pupils in reading, writing and maths, gaps need to be closed by the end of KS2.
B	Parental engagement – encourage more PP parents to attend meetings and events at school and take an active role in their child’s education.
C	26% of PP families have challenging home lives, and are supported by a TAF, within social care, or working with the HSLW.
D	28% of PP pupils are PP and SEND
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E	Attendance rate for PP pupils can fall rapidly if intervention is not in place.
F	Some PP pupils have a lack of life experience and low aspirations, they have not had the same opportunities outside of school as non-PP
6. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

Date

<p>A.</p>	<p>Pupil Premium pupils will make more progress and attainment gaps are closing for these pupils. Progress will be measured through termly assessment points. KS1 and KS2 PP pupils to be making more progress, all gaps closing.</p>	<p>Attainment of PP pupils is accelerated in order to close the gap in reading, writing and maths in KS2. Gaps July 2017 KS1 – all pupils: reading 74%, writing 62%, maths 69%, rwm 55% Gap for July 2017: reading 14%, writing +2 no gap%, maths 58%, rwm 24%</p> <p>KS2 – reading 64%, writing 64%, maths 64%, rwm 45%, spag 55% Gap for July 2017: reading 63%, writing 23%, maths 43%, rwm 55%, spag 24%</p> <p>Teachers to produce a target and prediction for all pupils in their class. Targets to be added to this report by end of term 1.</p>
<p>B.</p>	<p>To further develop parental engagement and relationships in school, understand the barriers for them and develop a more open school environment.</p>	<p>Teachers actively meet parents before and after school, building strong relationships. SLT greet parents on the playground before and after school. Parents report that they feel comfortable coming into school through the parent questionnaire. Parents attend school events including parents evening and give positive feedback. Parents attend forces coffee mornings, and specific events.</p>
<p>C.</p>	<p>Supporting families and individual pupils, offering opportunities in engagement, attendance and motivation through work with the HSLW.</p>	<p>Attendance remains above 97% all persistent absenteeism is addressed. Pupils increase in motivation, self-esteem and resilience by attending forest school. Addressing behaviour issues through careful planning and deployment of staff. All PP pupils engage with extra-curricular clubs.</p>
<p>D.</p>	<p>For all pupils to receive quality first teaching, and those who need it, tailor specific, well-planned interventions to address gaps in learning in reading, writing and maths for all PP pupils working below the expected standard.</p>	<p>All PP pupils have a PP profile, identifying barriers to learning, and planned intervention to address this. If PP and SEND, pupils will make good progress from their starting points, and a challenging road map target. All interventions will be evaluated, and show that gaps are closing. Additional maths and reading interventions will target pupils who are underachieving.</p>

Date

5. Planned Expenditure

Academic year	2017-18					
The three headings below demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
Quality of teaching for all						
Desired outcome	Chosen action / approach	What is the rationale for this approach?	Cost	How will you ensure it is implemented well?	Staff lead	When will you review
Pupil Premium pupils will make more progress and attainment gaps are closing for these pupils.	Professional development through staff meetings. Individual and group targets set for each class based on data. Close monitoring of learning, lesson observations, book looks. Target interventions and specific teaching of skills to close gaps in learning Quality first teaching and differentiated work. Use of effective feedback and marking to enable children to make progress. Close the attainment gap between PP and non	Pupil premium funding is designed enable all pupils to have the same chances of success regardless of their personal situations. Specific planning and monitoring of PP pupils help teachers to raise expectations and plan special and	SENCo 14,000 SLT 15,000	Progress data will be monitored 6 times a year at each progress meeting. Additional support and intervention will be planned to reduce gaps.	SE NCo SLT	Termly
Improve attendance for ALL PP pupils to 97% or above.	HSLW to Monitor attendance weekly . Teachers to speak to parents as soon as attendance issues arise. Meetings and letters to engage parents in improving attendance. The use of parenting contracts to help parents to improve persistent absenteeism.	Attendance is vital for children to make good progress. Any missed school days have a detrimental impact on children's learning.	HSLW 10000	HSLW and teachers will track attendance weekly, and remain vigilant in reducing persistent	HSL W	Termly- data report created .

Date

<p>High expectations of pupils' achievement within school and pupils to have raised aspirations and self-belief.</p>	<p>For children to have a positive attitude towards their learning through using Values, Growth Mindset, Purple Learners. Weekly values assembly. Displays in classrooms and corridors. All staff use the language of values Purple Learner and Growth Mindset displays in all classrooms Staff CPD on raising expectations, presentation and quality work.</p>	<p>By using Growth Mindset, children are challenged to not give up when learning becomes difficult. Through the use of orange and green marking, children are able to work on their next steps and make progress. A new introduction of Purple Learners encourages children to persevere when they are stuck and overcome the difficulty. This approach is very</p>	<p>4000</p>	<p>SLT to work with teachers. Book looks. Discussions with pupils.</p>	<p>JR, SLT,</p>	<p>Termly monitoring of class displays and use of postcards and Purple Learners.</p>
<p>PP pupils will have access to a variety of extra-curricular activities.</p>	<p>PP pupils to have first option to enroll in lunchtime and afterschool clubs. A reduction for some PP families on residential trips. Access to a weekly homework club. Access to Forest School. Weekly library visits. Full circle group x2 Board games club</p>	<p>We know that some of our pupils do not have access to extra-curricular activities. By giving them positive experiences that they can draw upon in their learning we will improve outcomes.</p>	<p>28,000</p>	<p>Registers kept of all attendees of clubs. Parents are asked if we can help a child attend. Forest school baseline assessment used</p>	<p>SENCo HSLW Forest school lead Club coordinator</p>	<p>Termly</p>
<p>Improve levels of parental engagement and confidence, encouraging parents to actively engage in their children's learning and with the school.</p>	<p>Teachers and Teaching Assistants to engage with parents before and after school, sending home positive messages when possible. More effective use of the website to communicate. Coffee mornings for the parents in the armed forces every Friday PP parents invited to coffee afternoon and second hand clothes sale and parent focus group Teachers to speak to PP parents individually and remind meetings and attend more often. Teachers to speak to PP parents individually and remind them of any meetings or events taking place. Invite PP parents into school and on school trips</p>	<p>Many parents have not attended school events. Parent feedback has told us some parents don't feel able to come to school due to a variety of reasons.</p>	<p>.SENCO/ assistant 2000 HSLW 2,000</p>	<p>SENCo HSLW meet with parents. Teachers building relationships with parents, one of the whole school targets. Monitoring with teachers.</p>	<p>JR SLT Teachers</p>	<p>Termly. Check with teachers. Support meetings ongoing.</p>

Date

Supporting families and pupils in the armed forces.	Weekly drop in coffee morning attended by the HSLW. Army welfare and other agencies invited as needed. Signposting for local information for new families. New family information pack. PP nurture group after school once a week and Forest School. Additional emotional support for pupils when a parent is deployed. Annual Armed Forces Week to raise awareness and understanding.	Families can find it very difficult moving to a new area. Children's social and emotional development can be affected by school moves. CPD is a regular part of the VAT yearly schedule. A particular focus this time is for staff to improve	7000	Attendance at these events. Speaking to parents and pupils. Questionnaire.	SENCo Mrs Betts HSLW	Monitoring every long term.
Total budgeted cost				£85,900		

6. Review of expenditure 2016/17

Previous Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
Reduce the attainment gap between PP and non PP by 20%	Quality first teaching CPD through staff meetings and VAT training. Monitoring through learning walks, book looks and lesson observations.	Gap in GLD at end of 2017, however, these children entered F1 below ARE and had made good progress. Year 1, PP in line with Non PP in Reading and Maths, just behind in Writing. Maintained progress Year 3, PP exceeding Non PP in Reading and Maths. Year 4. PP made better progress than Non PP in Reading and Maths. Year 6 PP gap closing in RWM, gap closed significantly in Writing	Greater focus on new PP pupils joining the school mid-year. Support year 1 with PP specific interventions for writing including access to materials outside of the classroom. Monitoring to focus on PP pupils not on target to reach expected RWM. Use FFT and SS more strategically	£29,000

Date

Improve attendance for PP pupils. Support through HSLW 97% or above	HSLW to monitor PP children weekly. Teachers to speak to parents. Meetings and letters with parents and parenting contracts.	PP attendance is in line with whole school attendance; 96%	The outcomes of tracking children below 90% have been very successful. There are clear procedures of actions to be take when attendance reaches this level of concern. See attendance report. Specific	£7,000
Target interventions PP champion and PP release time. Catch up pupils who are currently working on EYEs	Identify pupils through Pupil progress meetings, liaise with teacher, SENCO to help plan provision, teach specific skills needed and gaps in learning to address underachievement. PP release time through Mrs	Children working with PP champion made accelerated progress particularly in year 5; 8 pupils moved from below year 5 expectations into emerging year 5	Share good practice from year 5. Work with PP with gaps (EYEs) as soon as the gaps become apparent in KS1 particularly PP non-SEN	£15,000
Increased parental engagement- PP parents feel welcome and comfortable at school and attend meetings and events. Target: 50% more	SENCO to develop a parent focus group, identify barriers to engagement. PP parents invited to events individually.	Yes, through coffee mornings and 2 nd hand clothes sale. Attendance of PP parents at school events has increased. Feedback from PP parents expressing a wish for more positive communication and more accessible homework via a menu.	Personal invitations worked. Parents needed to understand why they were being invited and what to expect from school events. Provide more informal opportunities to attend school for example coffee mornings (as this is what they have requested)	£2,000
Forest School Teach children resilience, problem solving and teamwork	Assessment before and after of children's resilience, problem solving and teamwork skills.	All PP children attending FS made progress in at least three areas including confidence, resilience, and problem solving and working in a group. 40% made progress in nearly	Continue with very positive impact of FS. Need to focus even more on FS providing opportunities that PP do not receive elsewhere at home.	£8,000
Greater opportunities for PP through a variety of interventions in order to develop readiness for learning and support parents	All pupils are offered extracurricular activities first and tracked; if a PP child is not attending a club there is communication with home. Full circle intervention for yr 2 Every Fri service family coffee morning Weekly homework club is recommended for specific PP	Yes, attendance of PP in clubs was extremely high. All pupils not attending were contacted. Some free places offered. Community links through Full Circle were fostered, self-esteem and confidence via full circle were developed significantly Very well attended coffee mornings.	Continue to monitor nonattendance of PP at clubs and remove barriers to attendance. Where clubs cannot be attended other opportunities are found in the school day.	£20,000

Date

PP pupils learn to access local reading resources	All PP pupils to have access to the library, choose books then take them to read with the local pensioners in the day centre.	100% of PP attended Grove Library at least 5 times to read and choose books. The books they chose, the pupils then went to Grove day center to read to the elderly	PP pupils to access the library without support from school. PP pupils to develop a genuine love of reading.	£1,000
PP pupils develop their confidence and self-esteem through drama and performance	PP pupils worked with Pegasus theatre staff to create a performance and then performed to the parents at the Theatre in Oxford with other schools	Yes, PP pupils were challenged to face their fears around risk taking. Parents reported how proud and surprised they were with what their children had achieved. Teachers have noted how this confidence has been visible in class	Repeat the process with Oxford Theatre, mirror the process in house	£2,000
ii. Targeted support				
Identify and monitor barriers to learning	PP profile is produced by the class teacher to identify specific barrier to progress learning including readiness to learn spider diagram and match to strategies	PP pupils' backgrounds and needs are made clearly aware to all staff working with them. All aspects of progress are recorded on the profile including non-academic features such as "Basic Skills" and "Wider Friendships"	Update more regularly and target intervention with focus on Spider diagram	Free

Date

Date

Date

Date