

Pupil premium strategy statement . TS council.org.uk

1. Summary information					
School	Mount Street Academy				
Academic Year	2017-18	Total PP budget	£73335	Date of most recent PP Review	
Total number of pupils	270	Number of pupils eligible for PP	89 (this number will change throughout the year).	Date for next internal review of this strategy	June 2018

2. Current attainment (End of previous academic year)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
KS2 % achieving expected standard or above in reading, writing and maths	N/A	N/A
KS2 % achieving expected standard or above in reading	N/A	N/A
KS2 % achieving expected standard or above in writing	N/A	N/A
KS2 % achieving expected standard or above in maths	N/A	N/A
KS1 % achieving expected standard or above in reading	63%	78%
KS1 % achieving expected standard or above in writing	47%	70%
KS1 % achieving expected standard or above in maths	74%	77%
Year 1 % achieving expected standard in phonics	87%	83%
EYFS % achieving GLD in	47.8%	72%
Attendance of pupils eligible for PP	94.21%	96.6%

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	Poor attention, concentration and memory.	
B	Low self-esteem, independence, confidence and resilience.	
C	Poor oral language (including vocabulary and speech pronunciations)	
D	Lack of experiences (including trips and etc)	
E	Behaviour (low-level, disruptive behaviour)	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
F	Poor attendance.	
G	Parental engagement and confidence in knowing how to support their child's learning (especially with reading and homework)	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Specific Success criteria / benchmarks</i>
A.	<p>Outcomes – children will have better attention on the carpet and during child-initiated learning time (EYFS). Children will be able to retain information quicker and will be able to independently apply this to their learning.</p> <p>Measured – conversations during pupil progress meetings will identify children's progress towards this.</p>	Pupils eligible for PP funding will make rapid progress so that they make better than expected progress towards the end of year expectations.
B.	<p>Outcomes – children will feel more spirited, determined and empowered. Learning outcomes will accelerate as a direct result.</p> <p>Measured – progress will be measured through conversations with children and class teachers.</p>	Pupils eligible for PP funding will make rapid progress so that they make better than expected progress towards the end of year expectations.
C.	<p>Outcomes - Improved oral-language skills for pupils.</p> <p>Measured – progress will be measured during SALT interventions and how well it is applied to classroom learning.</p>	Pupils eligible for PP funding will make rapid progress so that they make better than expected progress towards the end of year expectations.
D.	<p>Outcomes – Children who are entitled to PP funding will have experienced a wide-range of learning opportunities. This will be supported through pre-learning activities and follow-up sessions.</p> <p>Measured – progress will be measured through conversations with children, class teacher and evidence in books during book scrutiny's.</p>	Pupils eligible for this will have higher engagement and motivation. They will be enthused and inspired and this will be more evident through their classroom activities, for example in writing.
E.	<p>Outcomes – Disruptive behaviour is addressed and therefore less common.</p> <p>Measured – progress will be measured through conversations with children and class teachers. Pastoral support and behaviour specialist to observe and make recommendations.</p>	Children will be able to use the 5 point scale to identify how they are feeling in different situations. They will know who and where to go to if they require additional support. Children will remain focused, in the classroom more and therefore children will make better progress.
F.	<p>Outcomes – Increased attendance of all pupil premium pupils.</p> <p>Measured – Staff will measure the improvement on attendance.</p>	Reduce the number of persistent absentees among pupils eligible for PP. Overall attendance will therefore improve to make attendance 'in line' with other pupils.

G.	<p>Outcomes – Parents feel more empowered and knowledgeable about how to support their child in their learning.</p> <p>Measured – progress will be measured through reading journal scrutinise and reading incentives.</p>	Pupils eligible for PP will make better progress when family feel supported, knowledgeable and empowered.
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5. Planned expenditure					
Academic year		2017-2018			
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?
<p>A. Improved attention, concentration and memory.</p> <p>C. Improve oral-language skills.</p> <p>D. Offer a wider range of experiences.</p>	Use PP money to offer a creative curriculum and a wide range of visits/experiences.	Teachers in the school have highlighted that many of our PP children do not have the vocabulary and experiences to be able to apply what they have learnt/know to their independent writing. Children often seem less-engaged in their learning if it is not something that they are familiar with.	<p>Ensure that staff understand how to support PP children through pre-learning and follow-up sessions. Children will always be in a group with either a teacher or teaching assistant.</p> <p>Ensure that evidence in planning demonstrates pre-learning and follow up sessions that are targeted at PP children.</p>	Kelda Parker (Creative curriculum lead)	June 2018
<p>B. Improve self-esteem, independence, confidence and resilience.</p> <p>A. Improve attention, concentration and memory.</p>	Staff training – - Meta-cognition.	Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months additional progress (EEF toolkit 2017).	<p>USE CPD times to train staff on meta-cognition. Ensure that teaching approaches encourage learners to plan, monitor and evaluate their learning.</p> <p>PP lead to hold termly conversations with class teacher – use social and emotional scale (progression framework) to track impact.</p>	Ruth Clark (Course leader and SENDco)	June 2018

<p>B. Improve self-esteem, independence, confidence and resilience. A. Improve attention, concentration and memory.</p>	<p>Staff training -</p> <ul style="list-style-type: none"> - Memory/concentration precision teaching from Specialist teacher for teacher and TA's. 	<p>Precision teaching is a method of planning a teaching programme which meets the needs of a child who is experiencing difficulty. One to one tuition in this style will allow teachers to understand each child's difficulties and provide intervention activities that meet their needs (EEF toolkit 2017).</p>	<p>Teachers/TA's to track progress and this is to be reviewed by the class teacher on a short-term basis.</p> <p>PP lead to observe precision teaching on a termly basis to track impact.</p> <p>PP lead to hold termly conversations with class teacher – use social and emotional scale (progression framework) to track impact.</p>	<p>Ruth Clark (Course leader and SENDco)</p>	<p>June 2018</p>
<p>B. Improve self-esteem, independence, confidence and resilience. A. Improve attention, concentration and memory.</p>	<p>Staff training -</p> <ul style="list-style-type: none"> - Odette Read to offer precision teaching recap and memory interventions. - CPD time for staff on effective feedback for pupils. 	<p>A study conducted by Hattie, 2009 suggests that this specific feedback about teaching makes the single biggest improvement to learning outcomes.</p> <p>Precision teaching is a method of planning a teaching programme which meets the needs of a child who is experiencing difficulty. Precision teaching is effective because it means that practitioners focus very closely on exactly which material a child is struggling with and which methods are proving fruitful. It allows practitioners to give exact and precise feedback (EEF toolkit 2017).</p>	<p>Teachers/TA's to track progress and this is to be reviewed by the class teacher on a short-term basis.</p> <p>PP lead to review progress in relation to precision teaching outcomes and the wider application.</p> <p>PP lead to hold termly conversations with class teacher – use social and emotional scale (progression framework) to track impact.</p>	<p>Ruth Clark (Course leader and SENDco)</p>	<p>June 2018</p>
Total budgeted cost					£24,445
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?
<p>A. Improve attention, concentration and memory. F. Improve attendance</p>	<p>Attendance incentives including offering a free breakfast club to persistent absentees.</p>	<p>Attendance of PP children in school was low 2017-18. Offering a free breakfast club and attendance incentives improved attendance last school year. Teachers felt that children were more prepared and focused/ready to learn.</p>	<p>Monitor attendance. Conversations with class teachers to discuss whether or not they feel children are more focused and ready to learn.</p>	<p>PP lead McQueen. Judy shaw and Ruth Stephenson.</p>	<p>Jan 2018</p>

<p>A. Improve attention, concentration and memory.</p>	<p>TA1 16.25 hours. 1:1 and small group intervention support.</p>	<p>Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Short, regular sessions (about 10-30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. (EEF Toolkit, 2017)</p>	<p>1:1 TA to track progress. PP lead to hold termly conversations with class teachers to discuss progress. Progress will be tracked and monitored.</p> <p>PP lead to hold termly conversations with PP children – re application in class.</p>	<p>PP lead McQueen</p>	<p>June 2018</p>
<p>C. Improve oral language (including vocabulary and speech pronunciations)</p>	<p>Staff training – - ELKLAN training for EYFS teachers.</p> <p>TA2 32.5 hours 1: 1 and small group provision of speech and language.</p>	<p>Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. (EEF Toolkit, 2017)</p>	<p>1:1 TA to track progress. PP lead to hold termly conversations with class teachers to discuss progress. Progress will be tracked and monitored.</p>	<p>PP lead McQueen</p>	<p>June 2018</p>
<p>B. Improve self-esteem, independence, confidence and resilience. E. Improve behaviour (low-level, disruptive behaviour)</p>	<p>Pastoral support for individual pupils. 1.25 hours a day/7.5 hours a week Well-being team including SENDco, pastoral support, family support worker. Continuous CPD looking at what training is needed for staff re emotional literacy etc.</p>	<p>Social and emotional learning interventions have a significant impact on attitudes to learning, social relationships in school and attainment itself. EEF (2017) suggests that SEL programmes have benefited disadvantaged pupils more than other pupils, although all pupils have benefited on average.</p>	<p>PP lead to have termly conversations with Judy Shaw, Ruth Stephenson and class teachers to discuss impact. Progress will be tracked and monitored. PP lead to attend well-being team meetings. PP lead to hold termly conversations with PP children – discuss progress using 5 point scale. PP lead to hold termly conversations with class teacher – use social and emotional scale (progression framework) to track impact.</p>	<p>Judy Shaw and Ruth Stephenson.</p>	<p>June 2018</p>
<p>G. Improve parental engagement and confidence in knowing how to support their child's learning (especially with reading and homework)</p>	<p>Reading afterschool club</p>	<p>Teachers have identified that one of the barriers for learning to read is that some children are not regularly reading at home. A reading afterschool club will provide more opportunities for children to read out of the school day. This will also promote and encourage a love for reading.</p>	<p>PP lead to have termly conversations with class teachers. Progress will be tracked and monitored. PP lead to observe practice and attendance at club.</p>	<p>PP lead McQueen to liaise with class teachers</p>	<p>June 2018</p>

G. Improve parental engagement and confidence in knowing how to support their child's learning (especially with reading and homework) F. Improve attendance.	Family support worker	As a school we highly value the involvement of parents. We have identified that attendance at our termly SHARE has dropped. Children are also reading less at home and less homework projects have been produced.	PP lead to have termly conversations with class teachers and then family support worker. Families will be identified and Early Health Assessments will be offered to families.	PP lead McQueen and Ruth Stephenson	June 2018
A. Improve attention, concentration and memory.	1:1 and small group interventions (maths and literacy catch up sessions) TA1 16.25 hours. 1:1 and small group intervention support.	Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress (EEF Toolkit, 2017).	Class teacher to track progress. PP lead to hold termly conversations with class teachers to discuss progress and will attend Pupil Progress meetings. Progress will be tracked and monitored. PP lead to observe interventions.	PP lead McQueen	June 2018
Total budgeted cost					£24,445
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?
B. Improve self-esteem, independence, confidence and resilience.	MSP sports coach time to run afternoon PP sessions with interventions on resilience and confidence. We will also be paying money towards MSP holiday clubs for PP children	The overall impact of sports participation on academic achievement tends to be positive but low (about two additional months' progress) (EEF Toolkit, 2017)	PP lead to meet with Emma Jack (PE co-ordinator). PP lead and Emma to observe the sports session throughout the year to track children's resilience and confidence.	PP lead McQueen Emma Jack	June 2018
E. Improve behaviour (low-level, disruptive behaviour)	Needsbright solutions involvement working with individual children and class teachers.	Behaviour interventions seek to improve attainment by reducing challenging behaviour. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills seem to be equally effective. (EEF Toolkit, 2017)	Anna Needham to hold weekly conversations with Ruth Clark (SENDco). PP lead to hold termly meetings with class teachers. PP lead to hold termly conversations with children to discuss their views. Use the 5 point scale as a reference to track progress.	Ruth Clark	June 2018
Total budgeted cost					£24,445

6. Review of expenditure				
Previous Academic Year				
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)	Cost
Improve attention, concentration and memory.	One to one/small group tuition (including phonics, maths interventions). WOW days and subsidising class trips.	<ul style="list-style-type: none"> In June 2017 year 1 PP children made better progress than non PP children in reading, writing and maths. In June 2017 87% of year 1 PP children passed phonics screen test. In June 2017 year 2 PP children made better progress than non PP children in reading and writing. In June 2017 48% of PP children achieved GLD. 	Continue this approach next year.	£41509
SALT interventions.	One to one/small group tuition.	<ul style="list-style-type: none"> In June 2017 year 1 PP children made better progress than non PP children in reading, writing and maths. In June 2017 87% of year 1 PP children passed phonics screen test. In June 2017 year 2 PP children made better progress than non PP children in reading and writing. In June 2017 48% of PP children achieved GLD. 	Continue this approach next year.	£5000
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
Improve self-esteem, confidence.	Pastoral support.	<ul style="list-style-type: none"> In June 2017 year 1 PP children made better progress than non PP children in reading, writing and maths. In June 2017 year 2 PP children made better progress than non PP children in reading and writing. 	Continue this approach next year.	£5620

Support behaviour.	Needsbright solution.	<ul style="list-style-type: none"> Conversations with class teachers have found that children have spent more time in the classroom, settled and ready to learn. 	Continue this approach next year.	£2972
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)	Cost
Improve attendance	Breakfast club for persistent absentees. Attendance incentives. Family support worker	Attendance has dropped in the middle of this year. Since the breakfast club and attendance incentives have been introduced attendance has improved. (Attendance of children who attend breakfast club has increased 6% .	Continue this approach next year. Family support worker to make more EHC plans for absentee families.	£7008
Increase parental support and involvement.	Family support worker (EHC plans) SHARE Family meal at parents evening	Attendance at parents evenings improved. Many PP parents are now involved with the school and attendance of PP children have improved this year.	Continue this approach next year. Family support worker to make more EHC plans for absentee families.	£6246

7. Additional detail

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

Progress for Disadvantaged Pupils in 2017

Disadvantaged Pupils in Key Stage 1 in 2017 have also made rapid progress from their starting points in Reading, Writing and Mathematics. Disadvantaged pupils who are not mobile, and who have been in Mount Street since EYFS, have made substantial progress in Reading and Writing in particular.

READING

- In EYFS in 2015 42% of disadvantaged pupils were working at the expected level or above in Reading, and now at the end of Key Stage 1, **63% are working at the expected level or above in Reading**. This is a gain of 21%, a significantly larger gain than that seen for all pupils.
- 54% of non-mobile disadvantaged pupils were working at the expected level or above in Reading in EYFS in 2015, and now at the end of Key Stage 1 77% of this group are working at the expected level or above in Reading. This is a gain of 23%.

- In addition, 100% of disadvantaged pupils without SEND who are non-mobile are working at the expected level at the end of Key Stage 1 in Reading and 38% are working at Greater Depth. This is above the National Comparator figures of all other pupils working at the expected level (78%) and greater depth (27%).

WRITING

- In EYFS in 2015 32% of disadvantaged pupils were working at the expected level or above in Writing, and now at the end of Key Stage 1, **47% are working at the expected level or above in Writing**. This is a gain of 15%, a significantly larger gain than that seen for all pupils.
- 38% of non-mobile disadvantaged pupils were working at the expected level or above in Writing in EYFS in 2015, and now at the end of Key Stage 1 62% of this group are working at the expected level or above in Writing. This is a gain of 24% and a figure much closer to the National comparator figure of 70%.
- In addition, 75% of disadvantaged pupils without SEND who are non-mobile are working at the expected level at the end of Key Stage 1 in Writing, 13% are working at Greater Depth. This is above the National Comparator figures of all other pupils working at the expected level (70%) and in line with greater depth (15%).

MATHS

- In EYFS in 2015 63% of disadvantaged pupils were working at the expected level or above in Maths, and now at the end of Key Stage 1, **74% are working at the expected level or above in Maths**. This is a gain of 11%, a significantly larger gain than that seen for all pupils.
- 77% of non-mobile disadvantaged pupils were working at the expected level or above in Maths in EYFS in 2015, and now at the end of Key Stage 1, 77% of this group are still working at the expected level or above in Maths.
- In addition, 100% of disadvantaged pupils without SEND who are non-mobile are working at the expected level at the end of Key Stage 1 in Maths, 39% are working at Greater Depth. This is above the National Comparator figures of all other pupils working at the expected level (77%) and greater depth (20%).