

**Muxton Primary School**

**Pupil Premium Strategy 2016 – 2017**

*'Our Vision is for a highly-educated society in which opportunity is more equal for children and young people no matter what their background or family circumstances.'* (DfE Vision Statement)

The allocation of pupil premium (PP) funding is based on the following key principles:

- School leaders will draw on research evidence to ensure that the funding is allocated to provision which is most likely to have an impact on improving achievement.
- All staff will have a clear understanding of their role in identifying barriers to learning and high achievement for PP children.
- Systematic monitoring and evaluation of provision, interventions and children's attainment and progress will ensure that impact is clearly demonstrated and measured.

Research evidence and materials used to inform the strategy:

- Education Endowment Foundation Toolkit
- Sutton Trust
- The Pupil Premium – *How schools are spending the funding successfully to maximise achievement* (OFSTED 2012)
- The Teaching Schools Council
- Sir John Dunford – 'Pupil Premium Reviews : Using System Leaders' (January 2015)

## Summary Information 2016 / 2017

Total number of pupils on roll (*January census 2016*): **410**

Total number of pupils eligible for PP (*January census 2016*): **76**

- **58** pupils eligible for free school meals (FSM)
- **16** pupils from parents in armed forces
- **2** pupils in care / adopted from care

Total PP Budget:

- April 2016 – March 2017: **£82,117**

Date of most recent PP review: **September 2016**

Date of next interim review: **January 2017**

Lead staff member responsible for PP: **Jenny Pritchard (Headteacher)**

Governors responsible for PP: **Judy Bailey, Jude Felton**

## Key Priorities & Objectives

- To diminish differences between achievement of PP pupils in school and non-PP children nationally
- To ensure that all teaching maximises opportunities for PP pupils to engage and achieve successfully in learning
- To ensure that provision for the most able PP pupils is effective in securing their good and better progress

**2016 / 2017 Strategy**

**PART 1: WHOLE SCHOOL PROVISION AND QUALITY TEACHING FOR ALL**

What is the objective and desired outcome?	What is the provision?  How much will it cost?	What is the evidence and rationale for this choice?  How will we know that it is implemented well?	When will the provision be evaluated and reviewed?
<p><b>INCLUSION MENTOR</b></p> <p><b>A lead member of staff to provide early intervention and support for vulnerable children and families to support successful inclusion and successful outcomes</b></p>	<p>Employment of full time Inclusion Mentor (IM) to work throughout the school to oversee early intervention for PPG / vulnerable children throughout the school</p> <p><b>Cost: £20,000</b></p>	<p>The IM will have an overview of key issues with individual children and plan and implement support programmes. The IM will be a key point of contact with staff, parents / carers and be part of the wider 'Strategic Inclusion Team'.</p> <p>IM will lead and oversee interventions to support behaviour</p> <p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/</a></p> <p>+ 4 months impact</p>	<p>Termly evaluation JP/JF/JP</p>
<p><b>'ACHIEVEMENT FOR ALL' PROGRAMME</b></p> <p><b>Strengthen the leadership and management of the pupil premium grant to meet the needs of all disadvantaged children</b></p>	<p>Subscription to 'Achievement For All' programme.</p> <p><b>Cost: £8000</b></p>	<p>There will be a consistent and cohesive approach to planning, monitoring and evaluating provision for PP children.</p> <p>The school is allocated an external coach who works alongside the school (at least half termly) to review and improve provision.</p> <p>All staff will demonstrate a clear understanding of their role in improving provision and diminishing differences between PP and non-PP children</p> <p><a href="http://afaeducation.org/">http://afaeducation.org/</a></p>	<p>Half termly review meeting AFA coach and JP</p>

<p><b>FEEDBACK</b></p> <p><b>Children receive frequent and high-quality feedback about themselves and their learning</b></p>	<p>Class teachers to have dedicated release time each term meeting with PPG children on a one-to-one basis for learning and progress conversation.</p> <p><b>COST: £10,000</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback/</a></p> <p><b>+ 8 months impact</b></p> <p>Learning conversations will include detailed, focused feedback and dialogue about learning and behaviour and identification and review of targets in an individual action plan.</p>	<p><b>JP/JF/JB to quality assure action plans and learning conversations</b></p>
<p><b>META-COGNITION</b></p> <p><b>Children will improve skills of meta-cognition &amp; self – regulation</b></p>	<p>To provide CPD and monitoring to ensure that strategies are embedded into quality first teaching</p> <p><b>Cost: £5000</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/meta-cognition-and-self-regulation/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/meta-cognition-and-self-regulation/</a> <b>+ 8 months impact</b></p> <p>All staff to use principles of SOLO taxonomy and MAGIC (<i>Motivation, Attitude, Gumption, I Can, Communication</i>) in quality first teaching to increase children’s skills and independence when evaluating their own learning</p>	<p>Termly evaluation JP/JF/JP</p>
<p><b>DIGITAL LEARNING</b></p> <p><b>Children to become confident and proficient in their use of technology to problem solve and attempt more open ended learning.</b></p> <p><b>Children to have access to engaging and motivating software to improve maths fluency</b></p>	<p>Amazing ICT’ coach Richard Smith to deliver weekly whole class sessions</p> <p><b>COST: £5000</b></p> <p>Purchase of mini-ipads</p> <p><b>COST: £5000</b></p> <p>Subscription to ‘SUMDOG’ &amp; ‘Number Gym’ programmes</p> <p><b>COST: £660</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/digital-technology/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/digital-technology/</a></p> <p><b>+ 4 months impact</b></p> <p>Children will be introduced to new technology to support their learning across the curriculum.</p> <p>Ipads will be timetabled and used to support independent learning and to increase motivation and interest.</p>	<p>ICT lead (HA) and JP to monitor and review provision termly</p>

<p><b>ENGAGEMENT IN LEARNING</b></p> <p><b>Ensure that the school's curriculum and quality first teaching maximises opportunities for all pupils to engage effectively in their learning</b></p>	<p>Educational Psychologist to lead CPD for all staff</p> <p><b>COST: £3000</b></p>	<p>An action research project facilitated by the Educational Psychologist and involving all staff will take place over the course of the year. This will focus on applying current theory and pedagogical approaches to:</p> <ul style="list-style-type: none"> <li>• identifying barriers for identified groups of children</li> <li>• planning strategies and interventions to improve learning and outcomes</li> <li>• evaluating impact and adapting future provision</li> </ul>	<p>July 2017</p>
<p><b>MASTERY LEARNING</b></p> <p><b>Ensure that the school's curriculum offers opportunities for pupils to achieve greater breadth and depth in their learning</b></p>	<p>CPD for all staff (led by subject leaders and LA consultants) to increase knowledge and understanding of a mastery curriculum, especially in maths</p> <p><b>COST: £2000</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/mastery-learning/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/mastery-learning/</a></p> <p><b>+ 5 months impact</b></p> <p>Children demonstrate high levels of competency and success and the ability to apply their learning to a broad range of contexts before moving onto new content.</p> <p>Research also shows that impact is greater when children are given opportunities to work collaboratively and take responsibility for supporting each other's progress.</p>	<p>JP/JB/JF termly review</p>

## PART 2: TARGETED SUPPORT & INTERVENTION

What is the objective and desired outcome?	What is the provision? How much will it cost?	What is the evidence and rationale for this choice? How will we know that it is implemented well?	When will the provision be evaluated and reviewed?
<p><b>'EARLY BIRDS' CLUB</b></p> <p><b>To maximise engagement at the start of the day and to provide opportunities for additional learning support emotional and behavioural support where necessary</b></p>	<p>All teaching assistants throughout school to lead early morning sessions for targeted children</p> <p>CPD for teaching assistants and release time for preparation &amp; evaluation</p> <p><b>COST: £2500</b></p>	<p>Targeted children will be invited to school before the start of the day to participate in a 1-to-1 or collaborative learning activity, depending on identified needs. This will include:</p> <ul style="list-style-type: none"> <li>• one-to-one guided reading</li> <li>• small group 'Build To Express' activity</li> <li>• one-to-one dialogue with an adult or peer to set personal goals/targets for the day</li> <li>• one-to-one dialogue with an adult or peer or independent activity to reduce emotional anxiety and ensure readiness for learning</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/one-to-one-tuition/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/one-to-one-tuition/</a></p> <p>+ 5 months impact</p> <p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/</a></p> <p>+ 4 months impact</p>	<p>JP/JF/JB termly review</p>

<p><b>'WISE OWLS' CLUBS</b></p> <p><b>Additional learning support and intervention to accelerate progress and attainment</b></p>	<p>'Wise Owls' After School Homework Clubs (KS1 &amp; KS2)</p> <p><b>COST: £2000</b></p>	<p>Targeted children will be invited to attend a weekly after school session delivered by teaching assistants.</p> <p>The sessions will provide additional support with homework activities or key skills which require over-learning such as reading, spelling or number work and will be delivered on a one-to-one or small group basis as appropriate.</p> <p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/one-to-one-tuition/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/one-to-one-tuition/</a></p> <p>+ 5 months impact</p> <p>Children may participate in specific, structured and well-designed group activities to build teamwork and collaborative skills outside of a larger classroom environment.</p> <p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/collaborative-learning/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/collaborative-learning/</a></p> <p>+ 5 months impact</p>	<p>JP/JF/JB termly review</p>
<p><b>SUBSIDIES FOR EXTRA-CURRICULAR ACTIVITIES</b></p> <p><b>Maximise participation and engagement in a wider range of activities to increase levels of self-esteem and confidence</b></p>	<p>Subsidies for extra-curricular activities</p> <p><b>COST: £5000</b></p>	<p>Subsidies for all PPG children invited to participate in extra- curricular activities including cookery club and sports clubs, to develop wider interests and talents.</p> <p>Discount for all Y2 and Y6 PPG children for annual residential visit to The Pioneer Centre</p> <p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/outdoor-adventure-learning/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/outdoor-adventure-learning/</a> + 3 months impact</p>	

<p><b>EDUCATION WELFARE OFFICER</b></p> <p><b>Diminish difference between absence of PP and non-PP children</b></p>	<p>Contribution to funding of Education Welfare Officer (EWO)</p> <p><b>COST: £3000</b></p>	<p>Regularly monitoring of attendance and support to school and parents/carers to resolve issues relating to school attendance, punctuality and engagement.</p> <p>Early intervention practice for individual children addresses issues around attendance, punctuality and engagement in order to prevent long term barriers to learning and progress.</p> <p>Long term issues may be identified and lead to a wider network of intervention and support where necessary.</p>	<p>Half termly attendance review meeting with EWO, JP, KA(inclusion mentor) &amp; CL (attendance governor)</p>
<p><b>EARLY INTERVENTION WORKER</b></p> <p><b>Ensure targeted early help for children and families</b></p>	<p>Contribution to funding of Early Intervention Worker</p> <p><b>COST: £3500</b></p>	<p>Personalised programmes of support are planned and implemented for individual children and families where necessary to address social, emotional and behavioural needs.</p> <p>More complex needs of the child and wider family will be supported through the common assessment framework.</p>	<p>Half termly review of cases with Early Intervention Worker &amp; JP</p>
<p><b>ONE-TO-ONE READING SUPPORT</b></p>	<p>Reading mentors from 'Beanstalk' charity</p> <p><b>COST: £2000</b></p>	<p>Reading mentors lead a weekly session with individual children to accelerate progress and attainment in reading.</p> <p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/reading-comprehension-strategies/</a></p> <p>+ 5 months impact</p>	<p>Termly review with English subject leader</p>

<p><b>'FOREST SCHOOL' CLUB</b></p> <p><b>Children to improve confidence, resilience and problem-solving skills</b></p>	<p>Forest School leader to lead a weekly session with targeted children</p> <p><b>COST: £1730</b></p>	<p>Opportunities for children to participate in collaborative, outdoor activities beyond the school curriculum will encourage them to take more risks and enhance their resilience and problem solving skills.</p> <p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/outdoor-adventure-learning/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/outdoor-adventure-learning/</a></p> <p>+ 3 months impact</p>	<p>JP/JF/JB termly review</p>
<p><b>'BUILD TO EXPRESS'</b></p> <p><b>Improve emotional literacy for targeted children</b></p>	<p>Purchase of 'Build To Express' (BTE) lego sets and additional CPD for teaching assistants</p> <p>Resources used with individuals and small groups where necessary</p> <p><b>COST: £1000</b></p>	<p>BTE resources to empower children to communicate their thoughts and feelings and overcome social and emotional barriers to learning in a practical, non-threatening manner.</p> <p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/</a></p> <p>+ 4 months impact</p> <p>BTE resources used to overcome barriers with spoken language and verbal interaction for targeted children.</p> <p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/oral-language-interventions/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/oral-language-interventions/</a></p> <p>+ 5 months impact</p>	

<p><b>STRUCTURED CONVERSATIONS WITH TARGETED PARENTS/CARERS</b></p> <p><b>Strengthen partnerships with parents and carers to maximise their engagement and support in children’s learning</b></p>	<p>Termly ‘structured conversations’ involving parents, teachers and children</p> <p><b>COST: £3000</b></p>	<p>Parents / carers will be invited to attend a termly ‘structured conversation’ along with their child, teacher and any other key members of staff. This will enable parents/carers to:</p> <ul style="list-style-type: none"> <li>• improve their knowledge of how the school day and curriculum is structured</li> <li>• become empowered to work in partnership with teachers to secure the best outcomes for their child</li> <li>• engage in a dialogue about their child’s strengths and weaknesses</li> <li>• understand ways in which they can best support their child at home</li> <li>• ensure that school and home have consistent approaches to dealing with any behavioural or learning difficulties</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/parental-involvement/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/parental-involvement/</a></p> <p>+ 3 months impact</p>	
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