

# Pupil premium strategy statement

1. Summary information					
School	Middlefield Community Primary School				
Academic Year	2018-19	Total PP budget	£295,280	Date of most recent PP Review	July 2018
Total number of pupils	308(R-Y6)	Number of pupils eligible for PP	223	Date for next internal review of this strategy	January 19

2. Current attainment (16-17 Key Stage 2SATS)			
	All Pupils (school)	Pupils eligible for PP (school)	Pupils not eligible for PP (national average)
% achieving in reading, writing and maths	68%	63%	Awaiting published data
Progress in reading	2.19	1.43	Awaiting published data
Progress in writing	0.81	0.25	Awaiting published data
Progress in maths	0.48	-0.61	Awaiting published data

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Low attendance
B.	Home Learning Environments/ Parental support and aspiration
C.	Attainment in Phonics by the end of Key Stage 1
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Many children typically enter Early Years with development which is considerably below age related expectations and the development of peers nationally.

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Increased attendance for PP children.	Overall PP attendance rate to improve by minimum of 1%, and minimum reduction of 4% PA rate for all children.
B.	Raised attainment in Phonics from Nursery to Year 2	Attainment in Phonics Screening Check in Year 1 to be in line with National averages in 2019 for all pupil groups. Attainment in Phonics by the end of Year 2 to be in line with National averages.
C.	Increased parental involvement and engagement in children's progress.	Continued and successful Parental Events ie Reading Café, Family Maths Events. Engagement in homework.

		Evidenced through attendance at events and through parent surveys.
<b>D.</b>	More PP children complete Early Years with an overall Good Level of Development.	A further 3% increase in number of pupils achieving GLD at the end of EYFS, including proportionate improvement for PP group, building upon the 11% rise for PP children in 2018.

## 5. Planned expenditure

**Academic year**

**2018-2019**

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?
Continuous improvement in attainment and progress in Maths in all year groups, for all pupil groups.	Subject Lead to continue onto Year 2 of 'Future Leaders' development qualification- Raising attainment in Maths plan designed and implemented, supported by SLT CPD/Leadership qualification for Subject Lead	To build upon the 7% improvement in attainment in Mathematics by the end of Key Stage 2 in 2018 and progress improving from -2.49 to +0.36.	Maths manager supported/monitored by SLT to meet the demands of the Raising attainment in Maths Plan HT acting as mentor during CPD Pupil progress Meetings Data collection SLT monitoring	Mr Lymath	Termly
Continuous improvement in outcomes in Key Stage 2	Deployment of AHT to support English in Year 6. (overall 50% teaching commitment)	Teacher-Pupil Ratio of 1:13. Overall Adult-Pupil Ratio of 1:10.  This approach has led to Reading and Writing outcomes that are above or significantly above National averages in the past 3 years.	Pupil progress Meetings Data collection SLT monitoring	Mr Potter Mrs Crichton	Termly
Continuous improvement in outcomes in Key Stage 2	Deployment of AHT to support Maths in Year 6 (overall 50% teaching commitment)	Teacher-Pupil Ratio of 1:20 Overall Adult-Pupil Ratio of 1:13 In 2018, this approach led to an improvement of 7%points in Maths.	Pupil progress Meetings Data collection SLT monitoring	Mr Potter Mrs Crichton	Termly

Continuous improvement in outcomes in Key Stage 2	Deployment of Reading Recovery teacher to deliver Year 6 English lessons with 6 identified lower attaining pupils (5x PP)	Teacher-Pupil Ratio of 1:13. Overall Adult-Pupil Ratio of 1:10 This approach has led to a significant upward trend in KS2 outcomes for all pupil groups over the past 3 years.	Pupil progress Meetings Data collection	Mr Potter Mrs Price	Termly
Continuous improvement in outcomes in Key Stage 2	Deployment of HLTA to Year 6 to deliver Maths lessons to Higher Attaining group (under guidance and planning of teacher)	In 2017-2018, 4 out of 5 children targeted achieved scaled scores of 110 to 120, including 2/3 PP children. (remaining child scored 109)	Pupil progress Meetings Data collection SLT monitoring	Mr Potter Mr Fewtrell Miss Blake	Termly
Improved EYFS attainment and Progress through staff development.	A continued focus upon CPD for Staff, delivered by SIL and EYFS lead, Including: The role of all adults in facilitating and enhancing learning, including language and expectation; Challenge within continuous provision; The use of data to drive intervention and targeting; Opportunities for Writing.	All Children, including pp, will benefit from the best possible start to their educational journey. In 2018, there was a 2.3%point increase in GLD, including an 11.2% point increase for PP children.	Rolling programme of CPD Pupil progress Meetings Data collection SLT monitoring	Mrs Warner Mr Potter	January 2019

Further investment in whole-school homework scheme which engages all stakeholders in enhancing learning at home.	Purchasing new homework bags for all pupils Purchasing new homework, reading record and spelling/phonics books. Purchasing new Maths homework books.	A consistent approach which contributes to the curriculum and engages parents, particularly those of disadvantaged. New resources to increase appeal and raise profile of learning at home. In 2018, there was an Improved uptake and engagement, evidenced in pupil voice and parent survey in 2018. To be further developed in 18/19.	Evidenced by uptake/returns of homework Pupil Voice Parental Voice	Mrs Crichton	January 2019
P4C Enhance educational attainment and personal/social development of students, especially disadvantaged pupils	Participate in the NFER research project over 3 years. 2 designated INSET days for all teaching staff Support from S.I.L/Sapere throughout the year Compliance with Year 4 control group tasks and deadlines.	It is well documented that P4C has an impact on children's cognitive, social and emotional development. P4C is about getting children to think and communicate well; to think better for themselves. School achieved the Bronze award in 17/18 and has progressed to Year 2, aiming to achieve Silver status.	Children increasingly demonstrate the attributes of P4C evidenced in: Learning Walks, Pod Books, Planning, Pupil Voice, Display. SAPER award at end of Year 2.	Mr Harrop	Termly
Opportunities for children to access an enriched curriculum through visits from theatre companies, mobile farms, drama experts etc	Chatterbox units begin with sessions from drama expert (Chris Ball)  Other visits to include Fisher Mobile Farm, Mad Science Show etc	An enriched curriculum enhances children's experience and offers a cultural entitlement.	SMSC floor books Pupil Voice	Mrs Crichton	Termly
Continued high outcomes for all pupil groups in Reading and Writing	Replenish and supplement Middlefield Chatterboxes and Traditional Tales with a range of high quality resources	Middlefield Chatterboxes continue to be the core of our curriculum offer, driving high standards and progress for all pupils. In 2018, Outcomes at KS2: Reading at EXS+ was 5%points above National. Writing was 2% points above National Outcomes at KS1: Reading EXS+ increased by 3.5% points and Writing by 1.7%points.GDS rose by 4.4%points.	Continued high standards of attainment and progress in writing from Y1 to Y6- evidenced through: SLT monitoring cycles. Evidence of engagement during learning walks/obs.	Mrs Crichton Mr Potter	Termly

Diminished differences in outcomes in Phonics by the end of Key Stage 1 to local and national standards	Support the success of the school's Phonics Action Plan 2018-2019, including the purchase of any new resources (phonics decodable books etc) and training needs	Improve attainment in Phonics in Year 1 and Year 2 Screening checks. Ensure that Phonic skills are embedded and applied across the curriculum.	Compliance with school's Phonics Action Plan 2018-2019	Mrs Beresford Mrs Crichton Mr Potter	Termly
Diminished differences in outcomes in Phonics by the end of Key Stage 1 to local and national standards	Subject Lead to engage in Year 1 of 'Teacher Leaders' development qualification- Raising attainment in Phonics plan designed and implemented, supported by SLT CPD/Leadership qualification for Subject Lead	To build upon the 6% improvement in attainment in Phonics in Year 1 and diminish differences by the end of Year 2/Key Stage 1.	Phonics Lead supported/monitored by SLT to meet the demands of the Raising attainment in Phonics Plan HT acting as mentor during CPD Pupil progress Meetings Data collection SLT monitoring	Mrs Beresford Mr Potter	Termly
<b>Total budgeted cost</b>					<b>£128,961</b>
£ 2400 Teacher Leaders/Future Leaders CPD, £79893 Proportion of salary costs for time spent in additional teacher roles for Year 6 support, £5568, HLTA supporting High Attaining Pupils in Year 6 Maths, £1500 Homework resources, £1600 P4C fee, £8000 Curriculum enrichment , £4000 Early Years CPD, £12,000 English (Chatterbox) budget allowance, £4000 support in successfully delivering the school's Maths Action Plan 2018-2019, £10,000 support in successfully delivering the schools Phonic Action Plan 2018-2019 .					
<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>
Improved rates of progress in Maths in lower Key Stage 2	Children targeted for 'Success @ Arithmetic-Number Sense' Intervention Programme	Some children's progress in Maths in Y3/4 is not as rapid as school expects and is not in line with the 'expected' progress from Key Stage 1 In 17-18, 6 children (5xPP) targeted and 100% made accelerated progress to move in line with ARE	Lead Teacher and LSA provided with ongoing training, resources and support from SIL with diagnostic testing, baseline and end of programme assessments. Provision map Pre and Post data Pupil Progress Meetings Data Collection	Mr Lymath Mrs Keogh	Termly

Improved rates of progress in Maths in Year 5	Children targeted for 'Success @ Arithmetic-Calculation' Intervention Programme	Currently, some children finish Year 5 having not made the 'expected' progress from Key Stage 1 In 17-18, 6 children (4xPP) targeted and 100% made accelerated progress to move in line with ARE	Lead Teacher and LSA provided with ongoing training, resources and support from SIL with diagnostic testing, baseline and end of programme assessments. Provision map Pre and Post data Pupil Progress Meetings Data Collection	Mr Lymath Miss Ashworth	Termly
Targeted individuals to make accelerated progress to move in line with age related expectations in Reading	Reading Recovery teacher working with targeted individuals including those in receipt of Pupil Premium funding.	In 2017- 2018, 16 children (12xPP) targeted. All made accelerated progress and returned to ARE.	Reading Recovery teacher has ongoing CPD (6 sessions) through SIL Provision map Pre and Post data Pupil Progress Meetings Data Collection	Mrs Price Mrs Crichton	Termly
Targeted individuals to make accelerated progress in Maths in Key Stage 1 to move in line with age related expectations. 2 groups of 4, 3 times a week half-termly	Learning Support Officer delivering 'First Class @ Maths' intervention programme to targeted pupils including those in receipt of Pupil Premium funding	In 2017-2018, 8 children (5xPP) targeted. All made accelerated progress and returned to ARE	Provision map Pre and Post data Pupil Progress Meetings Data Collection	Miss Wheelhouse Mrs Crichton	Termly
Targeted individuals to make accelerated progress to move in line with age related expectations in Reading	Funding 3 groups of 3 PP children to take part in the 'Beanstalk' reading programme. 9 targeted PP children.	All children targeted in 2017-18 made accelerated progress and completed the end of the school year at age related standards. 6 children (5xPP) targeted. All made expected progress.	Provision map Pre and Post data Pupil Progress Meetings Data Collection	Mrs Crichton Mr Potter	Termly
Year 6 SATS afternoon intervention groups: HLTA to deliver a rolling programme of 40 minute Spelling and Maths booster sessions for 4 afternoons per week. 8 children per session, a total of 16 children per day.	Children will access support for half a term. In Autumn 1: Spelling, 8 ch including 6xPP Maths, 8 ch including 7xPP	Similar interventions have led to Key Stage 2 outcomes that are at least in line with National Averages for all pupil groups.	Pre and Post data Pupil Progress Meetings Data Collection KS2 SATS	Mr Fewtrell Miss Blake Mr Potter	Half-termly

Reception and Year 1 support staff develop a deeper understanding of how children begin to learn to read and write at the beginning of their literacy journey.	Training in and delivery of Read Write A2Z reading and writing small group sessions in Reception and Year 1 over 6 weeks.	Children, especially pp children, learn to read and write 30 high frequency words. Children use full stops and capital letters in full sentences. Children read 24 booklets.	Pre and Post assessment Observations Pupil Progress Meetings Data Collection	Mrs Aldis Miss O'Sullivan Ms Hunter Mrs Warner	January 2019
School continues to offer exceptional pastoral care to all children through the employment of 2 learning mentors to assist targeted individuals.	Targeted children enabled to overcome a range of barriers to learning including: attendance, welfare, behaviour, esteem and confidence issues.	Learning Mentors play a crucial role in ensuring our children are effectively supported to overcome a range of barriers to their learning.	Effective line management of the Pastoral team from AHT. Evidenced through Provision Map	Mr Harrop Mrs Robinson	January 2019
Further develop the use of the school provision map so that it more effectively evidences impact and supports our pupils	School to use EDUKEY provision map- training for staff. SENCO, DSL, Attendance Lead, AHT etc, align record keeping to Provision map. All teachers update map to reflect interventions, concerns etc Provision map linked to Tracking system to reflect attainment and progress Provision Map continuously monitored to ensure effective support is in place for vulnerable pupils.	Impact of support is captured and evidenced. Support is effective and is not duplicated. Pastoral support is 'joined up'. Vulnerable pupils are identified and supported/challenged	Provision map will be updated and will be used by key stakeholders.	Mr Harrop Ms Hunter Mrs Wood	Termly

<b>Total budgeted cost</b>					<b>£87,370</b>
<p>£3734 LSA/LSO delivering 'Success at Calculation/Arithmetic', £1000 Reading Recovery SLA, £37293 Proportion of salary costs for teacher time in Reading Recovery, £2000 Beanstalk. £4588 Proportion of salary costs for LSO delivering 'First Class @ Maths, £4455 Proportion of salary costs for LSO/HLTA delivering SATS interventions, £28599 x 1 Learning Mentor Salary Costs, £2000 Edukey Provision Map SLA, £675 Read Write A2Z training from SIL and £3026 for LSO/LSA delivery.</p>					

<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>
All children to attend 1 educational trip per term.	Subsidies for educational trips for each class to	In 2017-2018, Chatterbox trips included Chirk Castle, Chester Zoo, Farmer Teds,	Pupil Voice Parent Voice	Mrs Rigby	Termly



Children benefit from curriculum enrichment and have access to wider learning opportunities.	enable children to attend visits linked to the schools curriculum.	Science Museum etc.			
More children in Years 4 and 6 will have access to planned residential at 'PGL' and 'Kingswood, Colomendy'.	Subsidies for Residential trips which promote outdoor learning and positive values and attitudes. The development of positive attitudes including: team building, individual responsibility and overcoming challenges through the wider opportunities of outdoor learning.	In 2017-18, Year 4 and Year 6 enjoyed extremely successful trips. Subsidies helped to enable all children to access this experience.	Pupil Voice Parent Voice	Mrs Rigby	Termly
Mental Health, Wellbeing and Mindfulness: Targeted individuals will receive personalised programmes of support for increased engagement in school. The programmes include: self-esteem, mindfulness and resilience.	To fund the licence fee for 'A Quiet Place' educational therapeutics service. This includes regular CPD for licensed staff and access to resources.	100+ children, including 43pp children and their families had support from AQP and/or THETA to meet individual barriers including self-esteem, emotional difficulties and engagement.	Pre & Post assessments of targeted individuals evidence achievements and progress. AQP provide reports of interventions.	Mr Harrop Mrs Heffron	Termly
All children from Y1 to Y6 to take part in 1 term of weekly cooking programme.	To deliver S.I.L's Healthy Eating Programme for 1 school year.	Children will learn how to prepare a range of healthy meals and snacks, enabling them to lead healthier lifestyles. Parents follow up by cooking/baking the products at home.	Evidenced through class SMSC floor books- KS1 Autumn-LKS2 Spring-UKS2 Summer.	Miss Foulkes	Termly
Children have the opportunity to learn how to play a range of musical instruments, to practice the art of performance, including singing and to develop a love of music.	Funding for 2 after-school music clubs on offer to children from Y2 to Y6 – Guitar Club Percussion Club Use Resonate Music Hub to provide this service.	Cultural experiences are extremely important for all young people. Opening up wider opportunities to learn and develop a love of music	Evidenced through Attendance Registers. Pupil Voice Parental Voice	Mrs Niedzwiecki	Termly
Provide wider opportunities for children to enjoy and develop musical skills.	Funding for Year 4 to have guitar lessons for 1 hour per week for the whole school year. Funding for each year group to have 1 hour Gospel Choir lessons for	Cultural experiences are extremely important for all young people. Opening up wider opportunities to learn and develop a love of music	Pupil Voice Parental Voice	Mrs Niedzwiecki	Termly

	half a term each. Use Resonate Music Hub to provide this service.				
Children have the opportunity to refine skills taught through the curriculum in a fun, activity based after-school club.	Funding for after-school French clubs for children from Year 4-6	MFL is a key skill for life. In 2017-2018, 8pp children attended every week.	Evidenced through Attendance Registers Pupil Voice Parental Voice	Mrs Donald	January 2019
Continue to improve behaviour and behaviour for learning	Continue to invest in the schools effective positive behaviour rewards system	Behaviour interventions have produced large improvements in academic performance along with a decrease in problematic behaviours over the past 3 years. Positive behaviours continually observed, impacting upon improved outcomes. 3 Fixed Term exclusions, as in 16/17, down from 5 in 15/16	Further reductions in recorded incidents of poor behaviour. Further reductions in fixed term exclusions.	Mr Potter Mr Harrop	January 2019
Attendance and punctuality rate for all pupil groups, especially pp, to improve so that it at least in line with local averages in 207-2018.	Funding for the Raising Attendance Plan including prizes and events and additional EWO hours.	Good attendance is incentivised and rewarded through daily, weekly and termly prizes at assemblies and celebratory events. This will result in better attendance and improved punctuality. Improved attainment will also result from increased attendance.	Weekly comparisons to past 2 years figures show increased attendance and reduced PA's for all pupils and especially for pp group. Half-termly figures from LA will demonstrate considerable improvements.	Mr Harrop Mrs Clarke	January 2019
Children in EYFS and KS1 to have access to Forest School throughout the school year to support a broad, balanced curriculum. Children to enjoy and benefit from alternative learning experiences	Support the continuation of Forest school which will be accessed by 149 children.	Children access outdoor learning throughout the year. Self-esteem, independence and resilience are fostered. Children develop key skills of communication, team-work and the ability to overcome challenges. Children have the opportunity to thrive beyond the classroom.	Children's success noted in the assessment of other foundation subjects.- Contributes to pupil progress in those areas. Pupil Voice MH to map curriculum areas covered by Forest School- eg DT skills.	Ms Hunter	January 2019
Year 3-6 to take part in the Children's University programme.	Extracurricular programmes to raise aspirations and encourage lifelong learning. Activities carried out during and after school and by parents and families.	53 children graduated in 17-18, including 29 PP children	Ongoing progress recorded in pupils 'passports' Parental Voice	Mrs C. Smith	July 2019
Safeguarding: Children to have an enhanced provision through a planned programme of events	Support the schools pastoral and welfare care through the provision of workshops, drama etc Safeguarding team to	Children are aware and empowered to make responsible choices and to stay safe. In 17-18, Year 5 and Year 6 both took part in 'Get Away 'n' Get Safe' training- anti gangs and behaviour programme.	SMSC floor books Pupil Voice School Website	Mr Harrop	January 2019

that support their pastoral and welfare care.	source, plan and implement a rolling programme of events that meet school needs ie Online Safety, Prevent and other issues as they arise.	Year 5 accessed 'Safer Skills' programme to promote safe choices, including online dangers. 'Brook' also provided puberty and health lessons to Year 5 and Year 6.			
School continues to offer exceptional pastoral care to all children through the provision of a THETA group led by an LSO/HLTA	Children enabled to overcome a range of barriers to learning including: mental health, mindfulness and well-being.	Targeted individuals and groups will receive personalised programmes of support for increased engagement in school. The programmes include: self-esteem, empathy, mindfulness and resilience. In 2017-2018, 70+ ch accessed AQP or THETA support for mental health and wellbeing inc 43 PP ch.	Pre & Post Assessments Pupil Voice Parent Voice AQP annual report	Mr Harrop	January 2019
Children have a healthy and structured start to the school day, enabling them to reach their potential every day.	Continue to offer a free charge breakfast club every morning. As a PFI school, a member of Chartwells catering team has to be employed to allow the use of kitchen.	The effects of a good, nutritious breakfast are long established. The benefits to health, well-being, concentration and behaviour are enormous. On average, in 2017-18, over 60 children per day attended Breakfast Club.	Breakfast club register.	Mrs Clarke	January 2019
<b>Total budgeted cost</b>					<b>£78,826</b>
£4000 trips, £2000 Residentials, £5657 Resonate Music Hub, £1200 French Club, £8000 Healthy Eating Programme , £4500 AQP Licence Fee, £4500 Behaviour incentives, £4000 Attendance, £4500 Forest School, £825 Children's University, £2500 Pastoral events, £34044 Theta Salary Costs, Breakfast Club Salary £3100					

