

Pupil premium strategy statement

1. Summary information					
School	Middlefield Community Primary School				
Academic Year	2017-18	Total PP budget	£282,400	Date of most recent PP Review	July 2017
Total number of pupils	314(R-Y6)	Number of pupils eligible for PP	213	Date for next internal review of this strategy	January 18

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	65%	64%	67%
Progress in reading	3.10	2.32	0.33
Progress in writing	0.81	0.54	0.18
Progress in maths	-2.49	-2.34	0.28

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 attendance
B.	Home Learning Environments/ Parental support and aspiration
C.	Attainment in Mathematics by the end of Key Stage 2
External barriers (<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 PP children.
B.	Raised attainment in Maths	Attainment in Maths to at least match local averages in 2018 and to at least match national average by 2019. PP attainment and progress rates to move in line with non PP at Middlefield in all year groups.
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.

D.	More PP children complete Early Years with an overall Good Level of Development.	5% increase in number of pupils achieving GLD at the end of EYFS, including proportionate improvement for PP group.
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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?
Raised attainment and progress in Maths in all year groups, for all pupil groups.	New Subject Lead Raising attainment in Maths plan designed and implemented, supported by SLT CPD/Leadership qualification for Subject Lead Potential new schemes purchased Potential new resources purchased	Attainment in Mathematics by the end of Key Stage 2, and progress from Key Stage 1, remain the school's key area for development. PP group are proportionately effected.	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	Mr Lymath	January 2018 Maths attainment at end of KS2 rose by 7%points and gap to Reading closed to 2%points
Continuous improvement in outcomes in Key Stage 1	Deployment of AHT to support English and Maths in Year 2.	Teacher-Pupil Ratio of 1:15. Overall Adult-Pupil Ratio of 1:7.5 This approach has led to a significant upward trend in KS1 outcomes for all pupil groups over the past 2 years	Pupil progress Meetings Data collection	Mr Potter Mr Harrop	Termly Reading EXS+ increased by 3.5% points and Writing by 1.7%points. Maths remained stable. RWM at GDS rose by 4.4%points.
Continuous improvement in outcomes in Key Stage 2	Deployment of AHT to support English in Year 6	Teacher-Pupil Ratio of 1:11 Overall Adult-Pupil Ratio of 1:7.2 This approach has led to Reading and Writing outcomes that are above or significantly above National averages in the past 2 years.	Pupil progress Meetings Data collection	Mr Potter Mrs Crichton	Termly Attainment in RWM rose by 3% points to 68%, 4% points above national average.

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 (all PP)	Teacher-Pupil Ratio of 1:15. Overall Adult-Pupil Ratio of 1:7.5 This approach has led to a significant upward trend in KS1 outcomes for all pupil groups over the past 2 years In 2016-17, 3 out of 6 children from similar group met expected standards in Reading, whilst 2 achieved the expected standard in Writing. Children's prior KS1 data indicated that this was highly unlikely.	Pupil progress Meetings Data collection	Mr Potter Mrs Price	Termly Outcomes: Reading at EXS+ is 5%points above National. Writing is 2% points above National
Improved EYFS environments resulting in more effective continuous provision and high quality child initiated learning. 2018: 5% increase in all of the 17 areas leading to a minimum of 5% increase in children achieving GLD from	Refurbishment and reconfiguration of Reception classrooms to provide a stimulating, accessible environment.	Previous layout of classrooms did not provide opportunities for children to access areas of learning. Resources were not always accessible or of high quality.	Pupil progress Meetings Data collection Learning Walks and Lesson Obs will focus upon child initiated learning within the continuous provision.	Mrs Warner Mr Potter	Termly 2.3% point increase in GLD from 2017, for PP children, there was an increase of 11.2% points.
Improved EYFS attainment and Progress through staff development.	An on-going programme of CPD for Staff, delivered by SIL, including: Block Play; Early Mark Making; Head Teacher Monitoring; Improving Outcomes in Writing; New to EYFS	All Children, including pp, will benefit from the best possible start to their educational journey.	Pupil progress Meetings Data collection	Mrs Warner Mr Potter	January 2018 2.3% point increase in GLD from 2017, for PP children, there was an increase of 11.2% points.
Create and implement a 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 scheme	A consistent approach which contributes to the curriculum and engages parents, particularly those of disadvantaged. New, branded resources to increase appeal and raise profile of learning at home.	Evidenced by uptake/returns of homework Pupil Voice Parental Voice	Mrs Crichton	January 2018 Improved uptake and engagement, evidenced in pupil voice and parent survey. To be further developed in 18/19.

<p>P4C Enhance educational attainment and personal/social development of students, especially disadvantaged pupils</p>	<p>Participate in the NFER research project over next 3 years. 3 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.</p>	<p>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.</p>	<p>Children increasingly demonstrate the attributes of P4C evidenced in: Learning Walks, Pod Books, Planning, Pupil Voice, Display. SAPER award at end of Year 1</p>	<p>Mr Harrop</p>	<p>Termly School achieved Bronze status and will work towards Silver status in 18/19. School also achieved School of Sanctuary status.</p>
<p>Opportunities for children to access an enriched curriculum through visits from theatre companies, mobile farms, drama experts etc</p>	<p>Chatterbox units begin with sessions from drama expert (Chris Ball) Other visits to include Fisher Mobile Farm, Mad Science Show etc</p>	<p>An enriched curriculum enhances children's experience and offers a cultural entitlement.</p>	<p>SMSC floor books Pupil Voice</p>	<p>Mrs Crichton</p>	<p>Termly Completed</p>
<p>Continued high outcomes for all pupil groups in Reading and Writing</p>	<p>Replenish and supplement Middlefield Chatterboxes and Traditional Tales with a range of high quality resources</p>	<p>Middlefield Chatterboxes continue to be the core of our curriculum offer, driving high standards and progress for all pupils.</p>	<p>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.</p>	<p>Mrs Crichton Mr Potter</p>	<p>Termly Outcomes at KS2: Reading at EXS+ is 5%points above National. Writing is 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.</p>
<p>Diminished differences to in-school, local and national variations in outcomes in Maths by the end of Key Stage 2</p>	<p>Support the success of the school's Maths Action Plan 2017-2018, including the purchase of new resources ie Numicon and potential new schemes.</p>	<p>Standards and progress in Maths at the end of Key Stage 2, is the schools key area for improvement. The attainment of all groups, including pp, is not at the standard of Reading and writing in school. It is also behind local and national measures.</p>	<p>Compliance with school's Maths Action Plan 2017-2018</p>	<p>Mr Lymath Mrs Crichton Mr Potter</p>	<p>Termly Maths attainment at end of KS2 rose by 7%points and gap to Reading closed to 2%points. School results 5% points above local and 2% points above National.</p>

Total budgeted cost					£114,383
<p>£ 1200 Teacher Leaders, £61950 Proportion of salary costs for time spent in additional teacher roles for SATS year groups, £6000 Reception classes refurbishment and resources, £1452 Homework resources, £1600 P4C fee, £6000 Curriculum enrichment , £1025 Early Years CPD, £17,000 English (Chatterbox) budget allowance, £ 17,456 support in successfully delivering the school's Maths Action Plan 2017-2018.</p>					
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?
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	Lead Teacher and LSA provided with ongoing training, resources and support from SIL with diagnostic testing, baseline and end of programme assessments.	Mr Lymath Mrs Keogh	6 children (5xPP) targeted and 100% made accelerated progress to move in line with ARE
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	Lead Teacher and LSA provided with ongoing training, resources and support from SIL with diagnostic testing, baseline and end of programme assessments.	Mr Lymath Miss Ashworth	6 children (4xPP) targeted and 100% made accelerated progress to move in line with ARE
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 2016-17, 10x PP children working below age related standard were targeted. All met or exceeded targets and are now at age related standard.	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	16 children (12xPP) targeted. All made accelerated progress and returned to ARE.
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 2016-17, 6 out of 7 PP target children in KS1 met targets. 1 child did not due to extended holiday. More PP children to be targeted in 17-18.	Provision map Pre and Post data Pupil Progress Meetings Data Collection	Miss Wheelhouse Mrs Crichton	8 children (5xPP) targeted. All made accelerated progress and returned to ARE.

Targeted individuals to make accelerated progress to move in line with age related expectations in Reading	Funding 3 groups of children to take part in the 'Beanstalk' reading programme. 9 targeted PP children.	All children targeted in 2016-17 made accelerated progress and completed the end of the school year at age related standards.	Provision map Pre and Post data Pupil Progress Meetings Data Collection	Mrs Crichton Mr Potter	6 children (5xPP) targeted. All made expected progress.
Reception and Year 1 support staff develop a deeper understanding of how children begin 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 Warner Ms Hunter	23 children inc 14 pupil premium children completed this programme.
Year 1 support staff develop deeper understanding and knowledge of Phonic progression and pedagogy to enable more children in Year 1 to succeed in Phonics.	LSA's to attend SIL training session for increased subject knowledge, pedagogical approaches and ideas for games and multi-sensory activities.	LSA's will be more confident and empowered to deliver planned sessions which impact upon pupils progress, including pp children.	Observations Pupil Progress Meetings Data Collection	Ms Hunter Mrs Crichton	All Actions Complete. 79% of Year 1 ch passed the phonics screening check, an improvement of 5% from 2017
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	All Actions Complete

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 All Actions Complete
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Total budgeted cost					£84,338
£3840 Maths Intervention Training and resources, £1000 Reading Recovery SLA, £39949 Proportion of salary costs for teacher time in Reading Recovery, £2000 Beanstalk. £5286 Proportion of salary costs for LSO delivering 'First Class @ Maths, £27938 x 1 Learning Mentor Salary Costs, £2000 Edukey Provision Map SLA, £2025 Read Write A2Z, £300 Phonics					

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?
All children to attend 1 educational trip per term. Children benefit from curriculum enrichment and have access to wider learning opportunities.	Subsidies for educational trips for each class to enable children to attend visits linked to the schools curriculum.	In 2016-17 Chatterbox trips included Chirk Castle, Chester Zoo, Science Museum etc.	Pupil Voice Parent Voice	Mrs Rigby	Termly Completed- All children attended a range of educational trips linked to chatterbox themes and/or wider curriculum
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 2016-17, 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 Residential attended by Year 4 and Year 6.

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	97 children, including 63 xPP children, had personalised support from the Schools Pastoral team
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- UKS2 Autumn-LKS2 Spring-KS1 Summer.	Miss Foulkes	Termly Successfully implemented and continuing in 18/19
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 3 after-school music clubs on offer to children from Y.2-Y6Children	In 2017-18, 5 pp children attended all 3 lessons, every week. Cultural experiences are extremely important for all young people.	Evidenced through Attendance Registers. Pupil Voice Parental Voice	Mrs Niedzwiecki	Termly Numbers accessing clubs were low due to lack of engagement- school has sourced new provider for 18/19 and expects greater engagement.
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, 8 pp children attended every week.	Evidenced through Attendance Registers Pupil Voice Parental Voice	Mrs Donald	12 ch, inc 7 xPP, attended French Club each week.
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 2 years.	Further reductions in recorded incidents of poor behaviour. Further reductions in fixed term exclusions.	Mr Potter Mr Harrop	January 2018 Positive behaviours continually observed, impacting upon improved outcomes. 3 Fixed Term exclusions, as in 16/17, down from 5 in 15/16
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,	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 2016-17 figures show increased attendance and reduced PA's for all pupils and especially for pp group. Termly figures from LA will demonstrate considerable improvements.	Mr Harrop Mrs Clarke	January 2018 Attendance improved by 1.06% points to 94.44%. PA's fell by 4.45% points to 18.08%

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 2018 Successfully implemented and continuing in 18/19
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.	This was hugely successful in 106-17. Over 30 children graduated on 20th June 2017, inc 20 PP children.	Ongoing progress recorded in pupils 'passports' Parental Voice	Mrs C. Smith	July 2018 53 children graduated this year, including 29 PP children
'Anchor Education' will be running 9 'play in a day' workshops throughout the school year for all age groups.	Supporting the schools SMSC provision through a programme of theatrical workshops and performances which promote British values. Children will work on a theatrical performance which they will deliver to parents at the end of the school day. These will be based upon our core values.	Children's understanding of community and values will be enhanced.	SMSC floor books Parent Voice Pupil Voice	Mrs Crichton	Termly Each year group has taken part in a play relating to British Values
Safeguarding: Children to have an enhanced provision through a planned programme of events that support their pastoral and welfare care.	Support the schools pastoral and welfare care through the provision of workshops, drama etc Safeguarding team to source, plan and implement a rolling programme of events that meet school needs ie Online Safety, Prevent and other issues as they arise.	Children are aware and empowered to make responsible choices and to stay safe.	SMSC floor books Pupil Voice School Website	Mr Harrop	January 2018 Year 5 and Year 6 both took part in 'Get Away 'n' Get Safe' training- anti gangs and behaviour programme. 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	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 2016-17, 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	62 children, including 45 xPP children, accessed high quality pastoral support from AQP/THETA
Healthy Eating impacting upon health and well-being	School is funding a free salad and fruit bar during lunch service, to those children having school dinners.	The effects of additional healthy food upon well-being, behaviour and concentration are well known.	Monitoring of uptake of additional fruit/salad Invoices from PFI catering partner-Chartwells.	Mr Potter	January 2018 Discontinued in Spring Term due to rising PFI costs.
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 2016-17, over 50 children per day attended Breakfast Club.	Breakfast club register.	Mrs Clarke	January 2018 Up to 70 children per day now attending Breakfast Club.
Total budgeted cost					£84,379
£4000 trips, £1000 Residentials, £4095 Music Clubs, £1170 French Club, £8000 Healthy Eating Programme , £7800 AQP Licence Fee, £3500 Behaviour incentives, £5000 Attendance, £5000 Forest School, £500 Children's University, £3300 Anchor Education, £2500 Pastoral events, £33264 Theta Salary Costs, Fruit/Salad bar £2500, Breakfast Club Salary £2750					

