

# Pupil premium strategy statement

1. Summary information					
School	Middlefield Community Primary School				
Academic Year	2019-20	Total PP budget	£298,700	Date of most recent PP Review	July 2019
Total number of pupils	306(R-Y6)	Number of pupils eligible for PP	226	Date for next internal review of this strategy	January 20

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	46%	36%	64.8% provisional
Progress in reading	-3.65	-4.1	Awaiting published data
Progress in writing	-0.35	-0.9	Awaiting published data
Progress in maths	-0.32	0.0	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 Reading at the end of Key Stage 2
<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		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
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 Key Stage 2 Reading outcomes in 2020	Attainment in Reading in 2019 dropped considerably from previous 3 years, impacting upon combined attainment for ALL pupil 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.

<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.
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## 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 in Phonics in Year 1 and Year 2	Subject Lead to continue onto Year 2 of 'Future Leaders' development qualification- Phonics Action plan designed and implemented, supported by SLT CPD/Leadership qualification for Subject Lead	Year 1 Phonics now 84.8% (6% increase from 2018( Local 77.8, National 81.9%) Year 2 Phonics now 93.8% (9% increase) Local 89.5% This significant improvement over last 2 years needs to be embedded.	Phonics lead supported/monitored by SLT to meet the demands of the Phonics Action Plan HT acting as mentor during CPD Pupil progress Meetings Data collection SLT monitoring	Mrs Beresford Mrs Crichton	Termly
Improvement in English outcomes in Key Stage 2	Deployment of AHT to support English in Year 6. 5x lessons	Teacher-Pupil Ratio of 1:13. Overall Adult-Pupil Ratio of 1:10.  This approach had led to Reading and Writing outcomes that are above or significantly above National averages over 3 years, prior to 2019.	Pupil progress Meetings Data collection SLT monitoring	Mr Potter Mrs Crichton	Termly
Improvement in English outcomes in Key Stage 2	Deployment of AHT to support additional English in Year 6 3x Reading sessions 1x Additional cross-curricular writing. This will create 5 Reading Groups.	Teacher-Pupil Ratio of 1:13. Overall Adult-Pupil Ratio of 1:8.  Similar approach had led to Reading and Writing outcomes that are above or significantly above National averages over 3 years, prior to 2019.	Pupil progress Meetings Data collection SLT monitoring	Mr Potter Mrs Crichton	Termly

Improvement in English outcomes in Key Stage 2	Deployment of HLTA to Year 6 to deliver 3x Reading sessions to Higher Attaining group (under guidance and planning of teacher)  This will create 5 Reading Groups.	Teacher-Pupil Ratio of 1:13. Overall Adult-Pupil Ratio of 1:8.  Similar approach had led to Reading and Writing outcomes that are above or significantly above National averages over 3 years, prior to 2019.  HLTA Higher attainer group also had significant impact in Maths in 2019.	Pupil progress Meetings Data collection SLT monitoring	Mr Potter Mrs Crichton Mr Fewtrell Miss Blake	Termly
Improvement in English outcomes in Key Stage 2	Deployment of Reading Recovery Teacher to Year 6 to deliver 3x Reading sessions to Lower Attaining Group.  This will create 5 Reading Groups.	Teacher-Pupil Ratio of 1:13. Overall Adult-Pupil Ratio of 1:8.  Similar approach had led to Reading and Writing outcomes that are above or significantly above National averages over 3 years, prior to 2019.	Pupil progress Meetings Data collection SLT monitoring	Mr Potter Mrs Crichton Mr Fewtrell Miss Blake	Termly
Continuous improvement in Maths 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)	GDS rose from 10% in 2018, to 18% in 2019. HLTA led lessons for 6 children (5xPP) All achieved GDS	Pupil progress Meetings Data collection SLT monitoring	Mr Potter Mr Fewtrell Miss Blake	Termly

<p>Improved EYFS attainment and Progress through staff development.</p>	<p>A continued focus upon CPD for Staff, delivered by SIL and EYFS lead, Including: Development of the outdoor provision; 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.</p>	<p>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. In 2019 there was a further rise in GDS of 0.4% for all pupils. Overall GLD 56.4%, Pupil Premium GLD 65% (Local PP GLD was 52%)</p>	<p>Rolling programme of CPD Pupil progress Meetings Data collection SLT monitoring</p>	<p>Mrs Warner Mr Potter</p>	<p>Termly</p>
<p>Further investment in whole-school homework scheme which engages all stakeholders in enhancing learning at home.</p>	<p>Purchasing new homework bags for all pupils Purchasing new homework, reading record and spelling/phonics books. Purchasing new Maths homework books.</p>	<p>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. Pupil and Parent Voice surveys and uptake of homework show positive trend</p>	<p>Evidenced by uptake/returns of homework Pupil Voice Parental Voice</p>	<p>Mrs Crichton</p>	<p>January 2020</p>
<p>P4C Enhance educational attainment and personal/social development of students, especially disadvantaged pupils</p>	<p>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.</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. School achieved the Bronze and Silver Award in 2018 and 2019 and now working towards Gold.</p>	<p>Children increasingly demonstrate the attributes of P4C evidenced in: Learning Walks, Pod Books, Planning, Pupil Voice, Display and Behaviour- SAPERE award at end of Year 3.</p>	<p>Mr Harrop</p>	<p>Termly</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)</p> <p>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</p>
<p>Embed the use of 'Classics' in Reading from Nursery to Year 6</p>	<p>Ensure appropriate copies of texts are available across the school, including for story time and whole-class readers.</p>	<p>'Classics' are built into school reading cycles</p>	<p>Children have had the opportunity to read and listen to a wide range of recommended texts, evidenced in planning.</p>	<p>Mrs Crichton Mr Potter</p>	<p>Termly</p>
<p>Develop the EYFS outdoor provision to impact upon all 17 areas.</p>	<p>Visit other settings to observe good practice. Source relevant training Purchase any necessary equipment.</p>	<p>Children are more engaged in outdoor provision which supports learning across the 17 areas.</p>	<p>Impact evident in all 17 areas of EYFSP Learning Walks</p>	<p>Mrs Warner Mr Potter</p>	<p>Termly</p>
<p>Foundation Subjects- History: Support learning and engagement</p>	<p>A 3 year planned programme of purchasing resources/artefacts which will boost teaching and learning</p>	<p>Current resources and artefacts are not sufficient to engage and impact.</p>	<p>In year 1, 1 topic area in every year group will receive substantial artefacts, books and resources to support teaching and learning. Impact will then be assessed and further topic areas invested in.</p>	<p>Mr Fewtrell Mr Potter</p>	<p>Spring 2</p>

Senior Leadership Development: Increase the capacity of school's middle and senior leadership to impact positively upon quality of education and leadership and management	1 x NPQH 3 x NPQSL (1 accounted for in Phonics objective)	In recent years school has focused development upon middle leadership. These school leaders are now able to offer more to school and further CPD will maximise their impact	Respective areas of school responsibilities will see performance improvements. Individuals will gain Qualifications	Mr Potter Mr Harrop Mrs Wood Mrs C.Smith Mrs Beresford	Termly
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<b>Total budgeted cost</b>					<b>£73,238</b>
£2438 Teacher Leaders/Future Leaders CPD, £ 24676 Proportion of AHT salary costs for time spent in additional teacher role for Year 6 support, £4654 HLTA supporting High Attaining Pupils in Year 6 Maths, £2792 HLTA supporting High Attaining Pupils in Year 6 Reading, £5264 proportion of Reading Recovery teacher salary costs for time spent in Year 6 support role, £1500 Homework resources,£1600 P4C fee, £10000 Curriculum enrichment , £2000 Early Years CPD, £3,000 English (Classics) budget allowance, £2500 Development of EYFS outdoor Environment, £3500 support in successfully delivering the school's Phonic Action Plan 2019-2020 . £2000 History Curriculum development, £7314 Leadership Development					

**ii. Targeted support**

<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 18-19, 9 children (8xPP) targeted and 7 made accelerated progress to move in line with EXS	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
Improved rates of progress in Maths in Year 5	Children targeted for 'Success @ Arithmetic-Calculation' Intervention Programme	Some children finish Year 5 having not made the 'expected' progress from Key Stage 1 In 18-19, 7 children (5xPP) targeted and 100% made good progress to move in line with EXS	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 Simms	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 2018- 2019, 10 children (7xPP) targeted. All made accelerated progress and returned to EXS.  This year, Reading Recovery aims to target a minimum of 14 children.	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 2018-2018, 8 children (7xPP) targeted. All made accelerated progress and returned to EXS	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 2018-19 made correct progress, with 3 making accelerated progress. This included 9x PP children.	Provision map Pre and Post data Pupil Progress Meetings Data Collection	Mrs C.Smith 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. (Starting in Autumn 2)	Children will access support for half a term. In Autumn 2: 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. In 2019: Spelling- (9 ch, all PP) 9/9 achieved EXS in GSP  Maths- (8ch, all PP) 6/8 achieved EXS	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.	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 Mrs Bagan Ms Hunter Mrs Warner	Half-termly



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	Termly
Use of the school provision map so that it more effectively evidences impact and supports our pupils	School to use EDUKEY provision map- used by 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>£130,787</b>
<p>£2022 LSA's delivering 'Success at Calculation/Arithmetic', £1000 Reading Recovery SLA, £48472 Proportion of salary costs for teacher time in Reading Recovery, £1000 Beanstalk. £1837 Proportion of salary costs for LSO delivering 'First Class @ Maths', £1343 Proportion of salary costs for LSO/HLTA delivering SATS interventions, £69944x 2 Learning Mentor Salary Costs, £2000 Edukey Provision Map SLA, £3169 for LSA/LSO delivery of RWA2Z.</p>					

**iii. Other approaches**

<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. 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 2018-2019, Chatterbox trips included Chirk Castle, Chester Zoo, Farmer Teds, Science Museum and Spaceport.	Pupil Voice Parent Voice	Mrs Rigby Key Stage Leaders	Termly
More children in Years 4 and 6 will have access to planned residential at	Subsidies for Residential trips which promote outdoor learning and	In 2018-2019, Year 4 and Year 6 enjoyed extremely successful trips. Subsidies helped to enable all children to access this	Pupil Voice Parent Voice	Mrs Rigby Key Stage Leaders	Termly

'PGL' and 'Kingswood, Colomendy'.	positive values and attitudes. The development of positive attitudes including: team building, individual responsibility and overcoming challenges through the wider opportunities of outdoor learning.	experience.			
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.	99 children, including 70pp 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. In 2019, 40 children attended music clubs, including 18PP children	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 half a term each. 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	Pupil Voice Parental Voice	Mrs Niedzwiecki	Termly
Children have the opportunity to refine skills taught through the curriculum in a fun,	Funding for after-school French clubs for children from Year 4-6	MFL is a key skill for life. In 2018-2019, 9ch attended every week including 4xPP	Evidenced through Attendance Registers Pupil Voice Parental Voice	Mrs Donald	Termly

activity based after-school club.					
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 4 years. Positive behaviours continually observed, impacting upon improved outcomes. 3 Fixed Term exclusions, as in 16/17, down from 5 in 15/16. 0 fixed term or permanent exclusions in 2018-19. Behaviour is good or outstanding throughout the school	Further reductions in recorded incidents of poor behaviour. Further reductions in fixed term exclusions.	Mr Potter Mr Harrop	January 2020
Attendance and punctuality rate for all pupil groups, especially pp, to improve so that it at least in line with local averages in 2018-2019.	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. This approach led to a 2% point drop in PA's in 2018-2019.	Weekly comparisons to past 3 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 Potter Mr Harrop Mrs Clarke	January 2020
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 approx. 150 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 2020
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.	64 children graduated in 18-19, including 43 PP children	Ongoing progress recorded in pupils 'passports' Parental Voice	Mrs C. Smith	July 2020
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	Children are aware and empowered to make responsible choices and to stay safe. In the past 2 years, a 2 year planned cycle of "Get Away 'n' Get Safe' training- anti gangs and behaviour programme. In Year 6. 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.	SMSC floor books Pupil Voice School Website	Mr Harrop	January 2020

	other issues as they arise.				
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 2018-2019, 25 ch accessed AQP or THETA support for mental health and wellbeing inc 16 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 2018-19, over 60 children per day attended Breakfast Club.	Breakfast club register.	Mrs Clarke Mrs Robinson	January 2019
<b>Total budgeted cost</b>					<b>£90,672</b>
£6000 trips, £3000 Residentials, £7035 Resonate Music Hub, £7089 SIL MFL Service Level Agreement, £8102 Healthy Eating Programme , £4500 AQP Licence Fee, £4500 Behaviour incentives, £4000 Attendance, £4500 Forest School, £1200Children's University, £2500 Pastoral events, £34946 Theta Salary Costs, £3300 Breakfast Club Salary					

