

1. Summary information					
School	Florence Melly Primary School				
Academic Year	2017-18	Total PP budget	£220440	Date of most recent PP Review	April 2017
Total number of pupils	447	Number of pupils eligible for PP	167	Date for next internal review of this strategy	December 2017

## Pupil premium strategy statement

2. Current attainment end EYFS (16 - 17)		
	Pupils eligible for PP: 25 (44.6%)	All Pupils: 56
% achieving Good Level of Development	52%	60.7%
% achieving at least expected in all 17 ELGs	52%	60.7%

3. Current attainment end KS1 (16 - 17)		
	Pupils eligible for PP: 20 (34.5%)	All Pupils: 58
% achieving expected standard RWM	45%	50%
% achieving expected standard in reading	45%	55.2%

<b>% achieving expected standard in writing</b>	50%	51.7%
<b>% achieving expected standard in maths</b>	55%	62.1%

<b>3. Current attainment end KS2 (16 - 17)</b>		
	<b>Pupils eligible for PP</b>	<b>All Pupils</b>
<b>% achieving expected Standard RWM</b>	57% (+38%)	65% (+25%)
<b>% achieving expected standard in reading</b>	65.2% (+19%)	70.6% (+6%)
<b>% achieving expected standard in writing</b>	73.9% (+26%)	78.4% (+4%)
<b>% achieving expected standard in maths</b>	87% (+64%)	88.2% (+45%)

<b>4. Barriers to future attainment (for pupils eligible for PP)</b>		
<b>In-school barriers</b>		<b>Evidence Base</b>
<b>A</b>	Poor language skills on entry to school	NfER Baseline
<b>B</b>	Low attainment on entry to school	NfER Baseline
<b>C</b>	Lack of resilience	High percentage of PP pupils demonstrate low resilience levels to issues they face during school life e.g. accepting consequences of misbehaviour
<b>D</b>	Mental health issues	High % of SEND register pupils have mental health concerns
<b>E</b>	Low expectations	Lack of ambition evident in some pupils for their future prospects during PSHE and SMSC work as well as during class discussion
<b>F</b>	SEND	High % of PP pupils on SEND register
<b>External barriers (issues which also require action outside school, such as low attendance rates)</b>		<b>Evidence Base</b>
<b>A</b>	Low attendance	Attendance data and reports
<b>B</b>	Poor punctuality	Punctuality data and reports
<b>C</b>	Parent and/or safeguarding concerns	Number of families on CFC, EHAT, CIN, CP register, known to SS, attendance and punctuality
<b>D</b>	Lack of enrichment activities	Lack of life experiences evident during the class discussions across the curriculum including PSHE and SMSC

<b>5. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success Criteria</b>
<b>A</b>	Close gaps in attainment in reading throughout the school	Attainment gap in reading to close as a whole school
<b>B</b>	Close gaps in attainment in writing throughout the school	Attainment gap in writing to close as a whole school
<b>C</b>	Improve attendance and punctuality of PP pupils, specifically persistent absentees	Attendance gap to close as a whole school, punctuality rate to improve for PP pupils, persistent absentees to reduce for PP pupils.
<b>D</b>	Improve wider school and life experiences of PP pupils	PP pupils attendance in before and after school clubs to increase, PP pupils selected for competitions to increase

<b>6. Planned expenditure</b>					
<b>Academic year</b>		<b>2017 - 18</b>			
The three headings below focus on demonstrating how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
<b>i. Quality of teaching for all</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>Review</b>
Improve achievement in reading across all year groups	Interventions (daily, weekly, long term)	Rationale All targeted pupils given the opportunity to fill gaps in knowledge Evidence Interventions support the closing of gaps in achievement across the school	Book scrutiny Lesson observation Learning walks Pupil interviews Data analysis	BW PM	Dec 2017 Feb 2018 Apr 2018 June 2018
	Use of ERIC, 'reading corners' and wider variety of books in class	Rationale Expose pupils to wide variety of high quality texts; maintain, promote and enjoy dedicated quiet reading time every day Evidence Enthusing pupils about reading increases	Learning walk Pupil interviews Data analysis	BW PM	Dec 2017 Feb 2018 Apr 2018 June 2018

		engagement and provides greater chance as academic achievement			
Improve achievement in writing across all year groups	Interventions (daily, weekly, long term)	Rationale All targeted pupils given the opportunity to fill gaps in knowledge Evidence Interventions support the closing of gaps in achievement across the school	Book scrutiny Lesson observation Learning walks Pupil interviews Data analysis	BW PM	Dec 2017 Feb 2018 Apr 2018 June 2018
	Implementation of writing teaching sequence	Rationale Consistent and enthusing process of teaching writing across the school, engaging the pupils in their work, provides greater opportunities for improving writing Evidence Consistently good or outstanding teaching which follows the same process term on term gives pupils the best chance of improving their writing	Book scrutiny Lesson observation Learning walks Pupil interviews Data analysis	BW PM	Dec 2017 Feb 2018 Apr 2018 June 2018

<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>Review</b>
Improve reading progress and attainment for PP pupils	PP pupils targeted for extra reading by teachers, teaching assistants and online systems e.g. accelerated reader	Rationale All targeted pupils given the opportunity to fill gaps in knowledge, to celebrate individual successes and to give a sense of achievement to the pupils Evidence Interventions support the closing of gaps in achievement across the school	Book scrutiny Lesson observation Learning walks Pupil interviews Data analysis	BW PM	Dec 2017 Feb 2018 Apr 2018 June 2018
	Targeted support in place for PP pupils to work in	Rationale Pupils regularly working in smaller groups	Book scrutiny Lesson observation	BW PM	Dec 2017 Feb 2018

	small groups	have a greater opportunity to make good progress due to increased attention from staff, gaps in knowledge being filled and repetition of current year group curriculum Evidence Interventions support the closing of gaps in achievement across the school	Learning walks Pupil interviews Data analysis		Apr 2018 June 2018
Improve achievement in writing across all year groups	PP pupils targeted for extra writing by teachers, teaching assistants and online systems e.g. 'Lexia'	Rationale All targeted pupils given the opportunity to fill gaps in knowledge, to celebrate individual successes and to give a sense of achievement to the pupils Evidence Interventions support the closing of gaps in achievement across the school	Book scrutiny Lesson observation Learning walks Pupil interviews Data analysis	BW PM	Dec 2017 Feb 2018 Apr 2018 June 2018
	Targeted support in place for PP pupils in smaller group work	Rationale Pupils regularly working in smaller groups have a greater opportunity to make good progress due to increased attention from staff, gaps in knowledge being filled and repetition of current year group curriculum Evidence Interventions support the closing of gaps in achievement across the school	Book scrutiny Lesson observation Learning walks Pupil interviews Data analysis	BW PM	Dec 2017 Feb 2018 Apr 2018 June 2018

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	Review

Further improve attendance of PP children	Employment of attendance officer and EWO as necessary	Rationale Employment of dedicated staff monitoring and leading the improvement of attendance has a positive impact on attendance percentages Evidence Impact seen in attendance data 2016 – 2017 for PP pupils	Pupil interviews School attendance data	BW PM	Dec 2017 Feb 2018 Apr 2018 June 2018
	Incentive scheme using class DoJo put in place to promote attendance	Rationale Pupil engagement in Class DoJo system is excellent and the children thoroughly enjoy this, this has a huge positive impact of attendance Evidence Impact seen in attendance data 2016 – 2017 for PP pupils	Pupil interviews School attendance data	BW PM	Dec 2017 Feb 2018 Apr 2018 June 2018
Further improve punctuality of PP children	Employment of attendance officer and EWO as necessary	Rationale Employment of dedicated staff monitoring and leading the improvement of attendance has a positive impact on attendance percentages Evidence Impact seen in attendance data 2016 – 2017 for PP pupils	Pupil interviews Parental surveys School attendance data	BW PM	Dec 2017 Feb 2018 Apr 2018 June 2018
	Alarm calls for targeted pupils who are persistently late	Rationale Pupils who are persistently late usually cite 'not waking up/being woke up' as their reason Evidence Alarm calls can significantly improve lateness in targeted pupils	Pupil interviews Parental surveys School punctuality data	BW PM	Dec 2017 Feb 2018 Apr 2018 June 2018

Further improve engagement of PP children in wider life of school	Target PP pupils not attending before/after school clubs, promote inclusion of PP pupils in school competitions	<p>Rationale Attendance at before/after school clubs and in school competitions gives pupils a sense of belonging and achievement, it also increases their life experiences, general health and well-being</p> <p>Evidence Impact of accessing these clubs and competitions has given pupils a positive outlook about themselves through discussions with staff</p>	<p>Pupil interviews After school club attendance data School competition attendance data</p>	BW PM	Dec 2017 Feb 2018 Apr 2018 June 2018
	Use wider variety of after-school clubs to engage more PP pupils in after school clubs	<p>Rationale Attendance at before/after school clubs and in school competitions gives pupils a sense of belonging and achievement, it also increases their life experiences, general health and well-being</p> <p>Evidence Pupil engagement in school clubs which they otherwise would not take part in gives pupils a sense of skills and ability which improves their self-belief and confidence.</p>	<p>Pupil interviews After school club attendance data School competition attendance data</p>	BW PM	Dec 2017 Feb 2018 Apr 2018 June 2018

## 7. Review of expenditure

Previous Academic Year 2016 - 2017				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Impact: Did we meet the target? No Include impact on pupils not eligible for PP, if appropriate.	Lessons learned	Cost
Improved outcomes in achievement across reading, writing and maths	Appointment of 5 TAs to support teachers	<p>Target met. TAs supported teaching and learning in Y1, 2 and 6 with a positive impact on 'diminishing the difference' across reading, writing and maths outcomes for PP pupils compared to all pupils.</p> <p>In 15-16 our current Y2 class left EYFS with gaps between PP attainment and that of all pupils. In reading this was -18%, in writing -14% and in maths -14.5%. These gaps were closed in 16-17. By the end of 16-17 PP attainment in reading outperformed that of all pupils by 18.8% (a swing of 36.8%), in writing they outperformed all pupils by 5% (a swing of 19%) and in maths the gap closed by 11.4%.</p> <p>In 15-16 our current Y3 class left Y1 with gaps between PP attainment and that of all pupils. In reading this was -18.9% and in writing -11.7%. These gaps were closed in 16-17. By the end of 16-17 PP attainment in reading outperformed that of all pupils by 5.7% (a swing of 24.6%) and in writing they outperformed all pupils by 12.1% (a swing of 23.8%).</p> <p>Last year our Y6 cohort also closed gaps between PP attainment and that of all pupils. At the end of 15-16 the gaps in reading this was -18.4%, in writing -26.5% and in maths -20.2%. These gaps were closed in 16-17. By the end of 16-17 PP attainment gaps had been closed in reading by 13%, in writing by 21.1% and in maths the gap closed by 19%.</p>	Entry and exit point needs to be identified where appropriate	£80000
	Appointment of 0.6 teacher in Y6 for Maths and English	Target met. Julie Foley employed to support targeted pupils including PP, significant increases evident in attainment and progress across reading, writing and maths, and RWM combined. (See Section 3 above)	Highly effective use of PP, teachers to support in each class are very good	£27000
	Deployment of Deputy	Target met. Aaron Leach planned, delivered and	Time for strategic	£8840



	Head to strategically lead pastoral and behaviour support	instilled high expectation of pupils, staff and parents across the whole school improving the culture and ethos of the school community in regard to behaviour, attitude to learning and autonomy. This was achieved through the introduction of DREAMS as our new school values, Class DoJo being used as a reward system, leading staff CPD on INSET days and twilights. Incentive schemes were set up through Keiran Baillie to reward good behaviour involving Liverpool FC under the 'Red Neighbours' initiative. Impact was evident in the reduction of repeat misbehaviour offenders and the reduction in CIN and CP cases during the first year.	work is essential for support in these areas to be effective	
	Proportion of Assistant Head timetable and 0.2 Inclusion Support Worker to strategically support attendance, self-esteem, academic provision	Target met. Catherine McDermott supported staff in the production of provision maps, led staff CPD on PIVATs and its effective use of assessment and worked with our SEND Co in producing the SEND register. Impact was seen through implementation of PIVATs for continuous assessment of SEND pupils supporting their academic progress. Provision maps are continually updated and give an accurate picture of support for PP pupils.	Time for strategic work is essential for support in these areas to be effective. Catherine McDermott appointed as Deputy Head so this will not continue.	£6310
Improve attendance	Full time attendance officer and learning mentor employed	Target met. Attendance improved from 86.6% to 93.8% for PP pupils.	Variety of methods to improve attendance must be used	£21000
	Free breakfast club on a daily basis	Target partially met. Breakfast club is attended regularly by around 140 pupils, 35.6% of these are PP pupils (31.7% of PP across the whole school) who enjoy a healthy breakfast, improving their social and emotional skills through craft activities, lego and board games.	Encourage more pupils to use this as a method of improving punctuality and attendance, target specific pupils including PP, who are	£5850

			persistently absent or at risk of persistent absence.	
	Pastoral support officer employed to provide support for children's mental health and well-being, being more resilient and managing emotions	Target met. Joe Doyle worked with numerous pupils including PP to develop their social, emotional, physical and mental well-being. Impact of this work was seen through individual cases where pupil behaviour and attitude to school improved over time.	Continue this next year, develop process through which pupils are identified for support, ensure the use of pupil interviews provides quantifiable data.	£9600
	More-Able boosters in maths and English after school	Target met. Neil Barber employed to run an after school club for more able pupils running alongside boosters from the class teachers. Impact was seen in the results from year 6 SATs. MA writers	This will be looked at for viability at the necessary time.	£8000
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Impact:</b> Did we meet the target? No Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b>	<b>Cost</b>
Improve RWM outcomes for PP children	SENDCo time spent completing intervention support for PP children	Target met. Rose Findell completed numerous interventions with PP & SEND (combined) over the year in reading, writing and maths. Impact was evident in the progress and attainment scores across all year groups.	Continue this target next year, ensure accurate targeting of PP pupils for support throughout 2017 - 2018	£13440
	Designated teacher and teaching assistant supporting SEND & PP children who are underachieving	Target partially met. Julie Doyle (teacher) and Maureen Dean (teaching assistant) worked with targeted pupils, including PP, with a demonstrable impact on standards across reading, writing and maths in specific year groups.	Continue this target next year, ensure accurate targeting of PP pupils for support throughout 2017 - 2018	£11440
	IT support for 2 LAC	Target met. I-Pads were purchased for 2 LAC so	Positive impact on the	£500

	children	that they could access online work at home. 'Mathletics' and 'Lexia' were also purchased so that all pupils, including PP, could reinforce learning at home. Also to ensure parents were included in the education process. Impact is evident in the number of pupils accessing these programmes and positive feedback from parents during meetings.	enjoyment of these two pupils at home, any such use of PP funding in a similar way will have to be assessed as and when the situation and opportunity arises.	
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Impact:</b> Did we meet the target? No Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b>	<b>Cost</b>
Enrichment activities and raise self-esteem	10 after school clubs run by external providers	Partially met. Pupils attended after school clubs very well, including PP children. This had a positive impact on pupils' engagement in physical activity and general physical health, improvement in the confidence and self-belief our pupils have. Impact	Continue this year, try to maximise number of PP pupils attending through a wider variety of different clubs including academics	£1560
	Resonate employed to provide specialist tuition on musical instruments	Target met. All pupils, including PP pupils, in years 3 – 6 access high quality musical lessons improving their musical abilities as well as increasing their self-esteem. Impact is evident in the consistent progress made through the musical grades and improving performance levels.	Continue next year as pupil engagement, enjoyment and musical abilities are progressing well	£2000
	Subsidise trip to Colomendy for Y2 and Y6	Target met. PP pupils were fully subsidised for the trip. Impact was seen in the number of pupils attending the trip, positive feedback from pupils and parents regarding their enjoyment of Colomendy and improving levels of teamwork and confidence in these pupils.	Very successful as it was widely enjoyed. Continue this year with possible reduction in the % of subsidised families	£16400
	New School Blazers for Y6	Target met. All pupils, including PP, bought new blazers for school. Impact seen in the increase in	Increased pupils self-esteem, self-	£1000

		pride and self-esteem of children once having been bought the blazer.	confidence and improved behaviour. Continue this year with greater emphasis on it being a reward for consistent good behaviour	
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