

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
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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