



PUPIL PREMIUM STRATEGY 2018/19



DETERMINATION. RESILIENCE. EMPOWERMENT. APPRECIATION. MOTIVATION & SAFETY

1. Summary information			
School	Florence Melly Community Primary School		
Academic Year	2018/19	Total PP budget	£220,440
Total number of pupils	451	Number of pupils eligible for PP	167 (37.0%)

1. Planned expenditure (2018/19 Academic Year)

i. Quality of teaching for all (Classroom Pedagogy)

Intended outcome	Key Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review
<p>Close the attainment gap at GLD/ Target pupils transitioning from EYFS to Year 1</p>	<p>Improve the quality and consistency of first teaching in the EYFS and Year 1 - focussing specifically on feedback.</p>	<p>The Sutton Trust found that, 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers. Smaller class sizes mean disadvantaged pupils can access more of teachers' time with tightly focused direct teaching.</p> <p>Reducing class size appears to result in around three months' additional progress for pupils, on average https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/).</p> <p>There is a substantial number of reviews and meta-analyses of the effects of feedback. Feedback has effects on all types of learning across all age groups and pupils can gain +8 months (https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/). Research suggests that it should be specific, accurate and clear (e.g. "It was good because you..." rather than just "correct"); compare what a learner is doing right now with what they have done wrong before (e.g. "I can see you were focused on improving X as it is much better than last time's Y...")</p>	<p>Allocate an additional 0.6 class teacher to support communication, speech and language development in the EYFS. £9,920</p> <p>High quality provision with well-qualified and well-trained staff is essential.</p> <p>High quality provision is likely to be characterised by the development of positive relationships between staff and children and by engagement of the children in activities which support pre-reading, the development of early number concepts and non-verbal reasoning.</p> <p>Monitoring reveals that staff provide specific guidance to pupils on how to improve and not just tell students when they are wrong.</p> <p>Staff to be supported with effective professional development.</p>	<p>Assessment Lead</p> <p>EYFS Lead</p> <p>KS1 Lead</p>	<p>October 2018</p> <p>December 2018</p> <p>February 2019</p> <p>April 2019</p> <p>June 2019</p> <p>July 2019</p>

Intended outcome	Key Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review
<p>Close the attainment gap at GLD/ Target pupils transitioning from EYFS to Year 1</p>	<p>PP pupils to make (or exceed) expectations for progress and attainment.</p>	<p>Evidence from the EEF Teaching and Learning Toolkit (https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/early-years-intervention/) suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families.</p> <p>Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to an average impact of four additional months' progress, with the most effective approaches improving learning by as much as six months.</p> <p>Studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p>	<p>Utilise the resources from the Talk Boost/Talk for Writing/Time to Talk/ Motor and Perceptual Skills Development initiatives.</p> <p>Intelligent analysis of hard and soft data through the school's robust school monitoring cycle, provision will be continuously evaluated.</p> <p>EYFS baseline assessments are accurate and robust.</p> <p>Allocate sufficient time for all staff to engage with the data themselves: they input, analyse and use it to underpin their teaching £27,299</p>	<p>Assessment Lead EYFS Lead KS1 Lead</p>	<p>December 2018 April 2019 July 2019</p>
<p>Diminish the differences in attainment between PP and all pupils across the school; particularly those in Year 4 and Year 6</p>	<p>Teacher to pupil ratio to be increased in Reception, Year 4 and Year 6 to close the attainment gap between PP and all pupils.</p> <p>To enhance CPD to ensure high quality first teaching.</p>	<p>The Sutton Trust found that, 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers.</p> <p>Reducing class size appears to result in around three months' additional progress for pupils, on average https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/).</p> <p>Leaders of more successful schools emphasise the importance of 'quality teaching first'. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. This approach is supported by a body of research (See Sutton Trust (2011) and Social Mobility Commission (2014b) which has found that good teachers are especially important for pupils from disadvantaged backgrounds (Supporting the attainment of disadvantaged pupils - Briefing for school leaders, 2015)</p> <p>Leaders in more successful schools ensure their staff have the skills and training to take on more specialist roles (Supporting the attainment of disadvantaged pupils - Briefing for school leaders, 2015)</p>	<p>Appoint an additional, full-time class teacher for Year 4. £14,580</p> <p>Set up three Year 4 classrooms, using the pastoral room as the third room.</p> <p>Purchase new resources and equipment for the new room. £3,000</p> <p>Audit of staff skills to distinguish strengths and areas for development.</p> <p>Develop a new system for identifying, recording and monitoring CPD training and the dissemination of materials.</p> <p>Develop a strategic plan for high-quality Staff INSET.</p>	<p>Headteacher DHT £19,106 Lead Practitioner</p>	<p>December 2018 April 2019 July 2019 October 2018 December 2018 February 2019 April 2019 June 2019 July 2019</p>

<p>Improve the rates of accelerated progress made by targeted PP pupils across the school</p>	<p>Appoint an AHT to oversee Pupil Premium at the school.</p>	<p>Senior leaders in more successful schools ensure that staff are willing to do whatever it takes to help each pupil to succeed. They hold every staff member accountable for pupils' progress. They train staff to provide high quality feedback to pupils and adopt the same approach themselves when providing feedback to staff (Supporting the attainment of disadvantaged pupils - Briefing for school leaders, 2015).</p> <p>More successful schools also monitor the success of their support strategies and make evidence-based decisions about whether these are proving effective, need adjustment or should be replaced (Supporting the attainment of disadvantaged pupils - Briefing for school leaders, 2015).</p>	<p>Appoint a new AHT in Autumn Term 2018. £14,787</p> <p>Allocate sufficient time for the newly appointed AHT to monitor and evaluate the effectiveness of the PP strategy.</p> <p>Allocate sufficient time for all staff to engage with the data themselves: they input, analyse and use it to underpin their teaching.</p> <p>Intelligent analysis of hard and soft data through the school's robust school monitoring cycle, provision will be continuously evaluated.</p>	<p>AHT Teaching Staff TAs</p>	<p>December 2018 April 2019 July 2019</p>
<p>Quality of teaching for all (Classroom Pedagogy) Budget:</p>					<p>£88,692</p>

ii. Targeted support

Intended outcome	Key Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review
Improve the rates of accelerated progress made by targeted PP pupils across the school	Varied interventions (according to need) to be provided before (and sometimes during) school. £63,518	<p>More successful schools see pupils as individuals, each with their own challenges, talents and interests. Staff work to identify what might help each pupil make the next steps in their learning, whether they are performing below, at, or above expectations. They focus on providing targeted support for under-performing pupils during curriculum time (as well as providing learning support outside school hours) (Supporting the attainment of disadvantaged pupils - Briefing for school leaders, 2015).</p> <p>Successful schools ensure that teaching assistants (TAs) are well trained in supporting pupils' learning as well as in specific learning interventions, so TAs can provide effective support to individual pupils or small groups. They also ensure strong teamwork between teachers and support staff (Supporting the attainment of disadvantaged pupils - Briefing for school leaders, 2015).</p>	<p>Analysis of the short/long term provision maps.</p> <p>Allocate sufficient time for all staff to engage with the data themselves: they input, analyse and use it to underpin their teaching.</p>	SENCO £14,580	<p>October 2018 December 2018 February 2019 April 2019 June 2019 July 2019</p>
	Improve the robustness of the monitoring cycle, increasing the frequency of monitoring and moderation across all subject areas.	<p>More successful schools use data to identify pupils' learning needs at every opportunity – when pupils join the school, during regular reviews of progress and during day-to-day teaching. They review progress every few weeks, spot any signs of underperformance and address them quickly. Teachers engage with the data themselves: they input, analyse and use it to underpin their teaching.</p>	<p>Intelligent analysis of hard and soft data through the school's robust school monitoring cycle, provision will be continuously evaluated.</p> <p>Robust and frequent Pupil Premium/Pupil Progress Reviews.</p>	DHT AHT	<p>October 2018 December 2018 February 2019 April 2019 June 2019 July 2019</p>
	Provide bespoke additional one to one/small group support for targeted individuals.	<p>More successful schools make sure they have really effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management. They also have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>More successful schools see pupils as individuals, each with their own challenges, talents and interests. Staff work to identify what might help each pupil make the next steps in their learning, whether they are performing below, at, or above expectations. They focus on providing targeted support for under-performing pupils during curriculum time (as well as providing learning support outside school hours). They seek out strategies best suited to addressing individual needs, rather than simply fitting pupils into their existing support strategies. These schools tend to provide both individual support for pupils that have very specific learning needs, and group support for pupils with similar needs.</p>	<p>Designate specific staff to support individuals.</p> <p>Provide bespoke CPD opportunities for staff designated to working with specific individuals.</p>	SENCO £6,649 Pastoral Team	<p>October 2018 December 2018 February 2019 April 2019 June 2019 July 2019</p>

<p>Improve the attendance of PP pupils, particularly those who are persistently absent</p>	<p>Strengthen pastoral support.</p>	<p>More successful schools make sure they have really effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management. They also have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families. Similarly, more successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school.</p> <p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p>	<p>Appoint an additional Pastoral Support Officer to lead EHATs.</p> <p>Further develop the school behaviour system/Class Dojo rewards. £3,000</p> <p>Frequent short and long term analysis of attendance data.</p> <p>Evidence of joined-up approaches with external agencies.</p>	<p>Attendance Lead Pastoral Team</p>	<p>December 2018 April 2019 July 2019</p>
<p>Targeted Support Budget:</p>					<p>£87,747</p>

iii.Other approaches (Whole-School Approaches)					
Intended outcome	Key Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review
Pupils are exposed to a wide range of social/ cultural and sporting experiences and provide opportunities and experiences which would normally be 'out of reach'.	Provide memorable opportunities and experiences which would normally be 'out of reach'.	Leaders in more successful schools make decisions based on a detailed understanding of their pupils' needs. They adopt the strategies that they think will have the greatest impact, rather than prioritising their ability to account for their school's spending on disadvantaged pupils (Supporting the attainment of disadvantaged pupils - Briefing for school leaders, 2015).	Allocate appropriate staff and resources to facilitate a range of enrichment trips.	DHT Pastoral Team	October 2018 December 2018 February 2019 April 2019 June 2019 July 2019
	Target disadvantaged pupils to partake in enrichment/ cultural visits.	The school serves an area of considerable disadvantage showing a very high level of overall deprivation with almost all (96.2%) of the ward falling into the most deprived 10% nationally. This is significantly higher than the city-wide average (49.6%) and means that over 15,000 local residents live in some of the most deprived areas in England.	Purchase a new mini bus to facilitate transporting the children to and from events. £5,000	Pastoral Team	October 2018 December 2018 February 2019 April 2019 June 2019 July 2019
	Pupils in Year 2 and Year 6 to participate in Outdoor Adventure Learning Residential trips.	Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. Additional, Evidence from the EEF Teaching and Learning Toolkit (https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/) claims that collaborative learning produces results of +5 months progress. The impact of collaborative approaches on learning is consistently positive.	Appoint an additional Pastoral Support Officer to lead the enrichment activities £16,456	Pastoral Team	October 2018 December 2018 February 2019 April 2019 June 2019 July 2019
Further develop an ethos of high attainment for all pupils	Use our school values and vision to challenge our pupils to achieve and hold high aspirations.	According to the EEF, there is very limited research into aspirations and the impact of aspiration intervention on progress. However, as a school we have noticed a significant improvement in the culture since the establishment of our DREAMS core values. According to 'Supporting the attainment of disadvantaged pupils - Briefing for school leaders' (2015): more successful schools have an ethos of high attainment for all pupils. They view each pupil as an individual and consciously avoid stereotyping disadvantaged pupils by referring to them as a group – they never assume that all disadvantaged pupils face similar barriers or have less potential to succeed.	Collect and analyse pupil and parent voice.	Pastoral Team	July 2018
			Provide exciting residential trips and capture pupil and parent voice to quantify the impact £8,288		
			Weekly core values awards. £2,500	Lead Practitioner All Staff	October 2018 December 2018 February 2019 April 2019 June 2019 July 2019
			Rigorous performance management and monitoring of staff performance.		

<p>Further develop an ethos of high attainment for all pupils</p>	<p>Purchase bespoke exercise books which promote higher expectations of the pupils and allow staff to easily identify gaps in pupils learning.</p>	<p>Leaders of more successful schools emphasise the importance of 'quality teaching first'. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. At Florence Melly we see the pupils' exercise books as a vital part of the teaching and learning process and have invested in bespoke designs for all subjects across the curriculum. £4,583</p>	<p>Intelligent analysis of hard and soft data through the school's robust school monitoring cycle, provision will be continuously evaluated.</p> <p>Collect and analyse pupil voice.</p>	<p>Lead Practitioner £13,966</p> <p>Subject Leaders</p>	<p>December 2018</p>
<p>Other approaches (Whole-School Approaches) Budget:</p>					<p>£50,793</p>
<p>Total Pupil Premium Spend 2018/19</p>					<p>£227,232</p>

