



1. Summary information			
School	Florence Melly Community Primary School		
Academic Year	2017/18	Total PP budget	£220,440
Total number of pupils	451	Number of pupils eligible for PP	167 (37%)

2. Current attainment - End of Academic Year 2017/18 (Averages from Year 1 - Year 6)			
	Pupils eligible for PP	Pupils not eligible for PP	Gap
% achieving expected standard or above in reading	52%	62%	-10%
% achieving expected standard or above in writing	50%	59%	-9%
% achieving expected standard or above in maths	58%	65%	-7%
% making expected progress in reading (as measured in the school)	89%	91%	-2%
% making expected progress in writing (as measured in the school)	91%	94%	-3%
% making expected progress in mathematics (as measured in the school)	93%	93%	=

3. Summative Attainment Data Overview (End of Academic Year 2017/18)

EYFS	% Achieving GLD			KS1 (Y2)	At Expected or Above			Higher Standard/Greater Depth			KS2 (Y6)	At Expected or Above			Higher Standard/Greater Depth		
	All	PP	Gap		All	PP	Gap	All	PP	Gap		All	PP	Gap	All	PP	Gap
GLD	68%	31%	-37%	Reading	62%	63%	+1%	16%	7%	-9%	Reading	76%	69%	-7%	30%	19%	-11%
Prime	72%	39%	-33%	Maths	67%	67%	=	12%	7%	-5%	EGPS	78%	73%	-5%	39%	31%	-8%
Specific	68%	31%	-37%	Writing	55%	59%	+4%	9%	7%	-2%	Maths	78%	73%	-5%	33%	27%	-6%
				RWM	52%	56%	+2%	7%	7%	=	Writing	78%	73%	-5%	19%	15%	-4%
											RWM	72%	65%	-7%	11%	12%	+1%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (issues to be addressed in school, such as poor oral language skills)	
1	Poor communication, speech and language skills on entry to school
2	Low prior attainment
3	Lack of resilience
4	Mental health issues
5	Poor behaviour/personal development
6	Low expectations and aspirations
7	Special educational needs/disabilities

Additional barriers (including issues which also require action outside school,	
8	Low attendance and poor punctuality
9	Instability at home/Safeguarding concerns/Family circumstances/Poverty
10	Lack of opportunities/life experiences

4. Intended outcomes (2018/19 Academic Year)		Success criteria
1	Close the attainment gap at GLD/Target pupils transitioning from EYFS to Year 1	<ul style="list-style-type: none"> • Improvements in the % of PP children achieving a Good Level of Development in 2019. • Improvements in the % of PP pupils working at the expected standard or above in Year 1. • Gap closed between PP and Non-PP attainment in the Year 1 Phonics Screening Check
2	Diminish the differences in attainment between disadvantaged and all pupils across the school; particularly those in Year 4 and Year 6	<ul style="list-style-type: none"> • Improvements in the % of PP children working at the expected standard or above in 2019 and the gaps closed (taken from the school tracking system and summative end of key stage data). • Better rates of progress made in Year 4 and Year 6 are evident.
3	Improve the rates of accelerated progress made by disadvantaged pupils across the school	<ul style="list-style-type: none"> • Disadvantaged pupils make better rates of progress compared to all pupils. • Disadvantaged pupils make better rates of progress in 2019 compared to the progress made in 2018.
4	Improve the attendance of PP pupils, particularly those who are persistently absent	<ul style="list-style-type: none"> • Improvements in disadvantaged pupils' attendance. • A reduction in PP persistent absenteeism.
5	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'.	<ul style="list-style-type: none"> • Increased confidence/self-esteem taken into academic situations. • Positive pupil/parent voice capturing
6	Further develop an ethos of high attainment for all pupils	<ul style="list-style-type: none"> • Improvements in the % of PP pupils working at the expected standard or above in all year groups.

1. Review of expenditure (2017/18 Academic Year)

i. Quality of teaching for all (Classroom Pedagogy)

Desired Outcome	Chosen Action/ Approach	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Improve attainment and progress in reading across all year groups, particularly those in Year 6.	Improve the quality and consistency of first teaching in reading.	<p>Highly Successful - Pupils attainment in Year 6 improved in 2018. The % of pupils achieving the expected standard or above increased to 76% from 71% in 2017 and was above the national average (75%) in 2018. PP attainment also improved in 2018 to 69% (4% higher than in 2017 and 23% higher than in 2016). The percentage of all pupils achieving a high standard also improved (+10%) and PP pupils (+6% to 19%).</p>	<p>This approach was successful and will be modified and used in future. The impact of a third, qualified teaching in Year 6 ensured that high quality interventions supported those pupils who needed to make accelerated progress. The addition of a HLTA in Year 6 also contributed significantly to ensuring the school's results were above national average for reading in 2018.</p> <p>However, the impact of interventions in other year groups did not yield the same results as in Year 6. The school will be proactive in sharing the good practice in Year 6 across the school during the 2018/19 academic year. The school will allocate more funding to provide additional staff in underperforming year groups in 2018/19.</p>	<p>£73,969 £19,106</p>
	Develop the use of 'ERIC' time, reading corners and provide a wider variety of books for pupils to access in class.	<p>Variable Success - Pupil achievement in reading was variable across the school. It was the highest attaining area only in Year 1. In Year 5, reading was the lowest attaining area despite considerable time being allocated to ERIC time in Year 5 as part of the Accelerated Reader initiative. On average, disadvantaged pupils made the lowest rates of progress in reading (89% making expected progress or better).</p>	<p>The success of this approach proved variable and will be modified for the future. In the most successful cases, ERIC time was provided daily and reader corners were utilised to their potential but the use was inconsistent across the school. The classes where 'Accelerated Reader' was used during ERIC time (Year 4, 5 and Year 6), greater enthusiasm towards reading activities was evident - but this did not always equate to higher rates of achievement. The school will look into allocating more funding to Accelerated Reader, rolling it out in more classes next academic year to help develop a 'reading for pleasure' culture.</p> <p>Progress was strongest in one Year 6 class (58% and 54% for all and PP pupils respectively) and this can be credited to high quality guided reading, led by both the class teacher and HLTA. This model will be utilised next year and the reading aspect of the curriculum revamped.</p>	<p>£1,932</p>
Improve attainment in writing across all year groups	Increase the frequency of interventions to plug 'gaps in learning' (daily, weekly, long term)	<p>Successful - Improvements were made to the % of pupils achieving the expected standard or above in writing and EGPS at the end of KS2. Results were in-line with national averages. Since 2016, a 35% improvement has been made in EGPS by PP pupils and a 23% improvement in writing. The school has also seen a 6% improvement since 2017 in the % of PP pupils working at greater depth in writing.</p>	<p>This approach proved successful. The school's tracking system allows for accurate identification of underperforming pupils and staff have taken ownership of the system. A more robust cycle of monitoring, moderation and pupil progress reviews has been established and will be implemented in the 2018/19 academic year.</p> <p>The school has invested in a new system for evidencing short-term interventions and staff will be issued with the resources at the start of the new academic year.</p>	<p>£4,583</p>

Improve attainment in writing across all year groups	Improve the quality and consistency of first teaching in writing.	<p>Successful - Higher quality teaching and learning experiences resulted in improving outcomes for the pupils. However, the quality of teaching remains variable and the outcomes reflect this. The best performing year groups bring about rapid improvements e.g. In Year 6, 54% of PP pupils made accelerated progress in writing resulting in 78% of all pupils and 74% of PP pupils achieving the expected standard or above. These writing judgements at the end of KS2 were also externally moderated. Writing remains the lowest performing area in all year groups apart from Year 5 and 6.</p>	<p>Focussing on high quality first teaching has led to an improved culture and focus on writing this academic year. This has not yet however led to significant gains in all year groups in the % of pupils working at the expected standard or above in writing and further work in this area is required next year. Writing remains a whole-school target and will form part of the performance management process in 2018/19</p> <p>The appointment of a Lead Practitioner has helped boost the performance of underperforming staff and led to better outcomes for pupils. This needs to be utilised to its full potential next year.</p> <p>A new monitoring cycle will also be implemented in 2018/19 to bring about further improvements in this area next year. Significant funding will be made available for staff CPD to further improve the quality and consistency of first teaching in writing next year.</p>	£50,048
	Implement a new teaching sequence for writing.	<p>Variable Success - There is now a greater consistency in the teaching of writing and the exercise books show that all staff are following the agreed teaching sequence. Far more engaging activities are being planned for and the quality of cross curricular writing has improved significantly. Pupils engagement in writing activities is improving steadily.</p> <p>However, this has not resulted in better outcomes in many year groups. E.g. the % of PP pupils achieving the expected standard in Year 2 was lowest in writing (59%) pulling in the RWM combined results down considerably.</p>	<p>Although the % of good (or above) teaching has increased, this has not always resulted in significantly improved outcomes for our pupils. Further investment in this area is required next year. We are not happy with the rates of progress in this area and a new sequence and long-term plans have been adopted for the 2018/19 academic year. A more robust cycle of monitoring will be introduced to ensure that teaching remains good or above and that weaker teaching can be eradicated.</p>	£18,687

ii. Targeted support

Desired Outcome	Chosen Action/ Approach	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Improve reading and writing progress and attainment for PP pupils	PP pupils targeted for extra writing by teachers, teaching assistants and online systems e.g. 'Lexia' and Accelerated Reader	<p>Variable Success - Improvements were made to the % of pupils achieving the expected standard or above in reading, writing and EGPS at the end of KS2. Results were in-line with national averages. Results from in-house data are variable. PP pupils still perform best in maths in all year groups. This subject gap needs to be closed next year. Staff confidence in teaching and plugging gaps in maths is far better than it is in English. This needs to be developed next year and CPD provided.</p>	<p>The success of this approach proved variable and will be modified for next year, particularly the use of online systems to help support PP pupils. Accelerated reader proved to be popular amongst the pupils and has helped develop a stronger 'reading for pleasure' culture but this has not always translated into better outcomes for the pupils (Year 5 for example, where reading remains the weakest subject area (53% of pupils working at the expected standard or above). The school will continue to utilise Accelerated Reader next year and expects outcomes to improve over time. Highly effective TAs provided well planned interventions which resulted in better rates of progress (Year 6 for example) but the effective deployment of TAs is an area which needs exploring next year.</p>	£16,038

<p>Improve reading and writing progress and attainment for PP pupils</p>	<p>1:1 or small group support for PP pupils who require it.</p>	<p>Successful - When this approach has been deployed, it has proved successful. The use of a skilled TA to work alongside low attaining PP pupils in small groups has yielded improving results. PIVATS assessments are used effectively to measure the improvements, regardless of how small they are.</p> <p>Skills such as resilience and independence have improved and the children speak positively about working in the small group structure.</p> <p>A greater focus has been placed on challenging the more-able PP pupils. A new MA Lead has been appointed to help bring about further improvements in this area.</p> <p>The school has strengthened its pastoral support to help develop self-esteem and confidence of targeted pupils. This has had a positive impact, particularly the establishment of a lunchtime social skills club. The children talk enthusiastically about this support.</p>	<p>This approach proved successful but is costly in term of deploying staff on a one to one basis. Providing small group work, led by a skilled TA, will continue to be offered next year.</p> <p>Further work is required when provision mapping to ensure the effective practice is being captured.</p> <p>Time needs to be allocated to the new More-Able Lead to develop the role and bring about further improvements in this area. The MA Lead will take responsibility for developing the use of tracking short-term interventions.</p> <p>The school will further strengthen its pastoral capacity next year.</p>	<p>£6,649 £9,920</p>
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iii. Other approaches (Whole-School Approaches)

Desired Outcome	Chosen Action/ Approach	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
<p>Improve the attendance and punctuality of PP children</p>	<p>Employment of Attendance Lead and EWO as necessary</p>	<p>Variable Success - The appointment of an Attendance Lead designated to improving attendance outcomes has proved successful. Attendance has a far higher profile in school but this has not yet resulted in better rates of attendance for pupils (95.66% in 2016/17 and 95.50% in 2017/18). So far, this academic year the whole-school attendance is 95.7%, a small improvement. The attendance of PP children is 96.99%, above that of non-PP children.</p>	<p>Aspects of this approach proved successful and will be used again next year, with the profile and time allocated to this role raised further. The school will not be using an EWO from Easter 2019, when the current SLA expires. The EWO did not have the expected impact on raising attendance and reducing persistent absenteeism.</p> <p>Punctuality is no longer a priority. The school's breakfast club and the pastoral support on offer has addressed this issue.</p>	<p>£4,377</p>
	<p>Incentive scheme using Class Dojo put in place to promote attendance</p>	<p>Successful - The use of Class Dojo has proved successful and has contributed to the improvements in attendance rates. The highest amounts of Dojos are awarded for good attendance - giving it the highest profile in school. Children talk enthusiastically about the Dojo rewards and enjoy earning points and spending them in the Dojo cabinet. The school council have been consulted regarding the prizes available.</p>	<p>This approach proved successful and will be used again next year. Small amendments will be made e.g. Double-Dojos for good attendance and new prizes purchased for next year.</p> <p>The leadership of the Dojo system will be moved to the Pastoral Team next year, who will allocate more time to driving improvements.</p>	<p>£3,000</p>

<p>Further improve engagement of PP children in the wider life of school.</p>	<p>Use wider variety of extra-curricular activities to engage more PP pupils and provide them with experiences they would not normally have access to.</p>	<p>Highly Successful - After-school clubs were well attended and proved popular amongst all pupils, including those who are in receipt of the PPG. The clubs had a positive impact on pupils' engagement in physical activity, their health and well being. Pupils engaged in clubs which they otherwise would not have access to like Brazilian Samba for example. The school also developed effective links with the local football clubs, in order to provide memorable experiences for our children, particularly the PP pupils. This has resulted in greater engagement. For example, 30% of PP children have attended live football matches at Anfield (63% of all pupils who attended). Nine targeted PP children had the opportunity to watch football matches in an executive box. 36% of PP children have participated in workshops and other memorable experiences with Liverpool Football Club.</p>	<p>This approach proved highly successful and will be used again next year. Offering memorable experiences to our pupils is important to the school and this is an area the school has strengthened considerably over the past 12 months. The school has well established links with both local football teams and the children have participated in memorable experiences such as: Collapsed Curriculum Day at Anfield featured on BBC Match of the Day; creating a mosaic that is now a permanent piece of art at Anfield stadium; training with LFC player Sadio Mané; attending Q&A sessions with LFC players and meeting and greeting the Liverpool team before a Premier League match. The school intends to further invest in the quality of experiences it offers its pupils, particularly the PP children next academic year.</p>	<p>£8,288 £16,456</p>
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<p>Total Pupil Premium Spend 2017/18</p>	<p>£233,053</p>
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