



Pupil Premium Impact Statement 2017-2018

Context of the school

Micklehurst All Saints CE Primary School had 213 pupils on roll from 3-11 in September 2017, with a PAN of 30. Classes are single-aged with class sizes ranging from 20-33. The school is a Church of England Primary School in the Manchester Diocese and its pupils are predominantly white British although the ethnicity of the school is increasingly diverse.

The school serves a mixed catchment area that includes social housing, owner-occupied and private-rented. There are 33% of pupils in receipt of Pupil Premium with variations between cohorts. This percentage has been increasing steadily in recent years. The percentage of pupils in receipt of Pupil Premium varies widely between cohorts (R 25%, Y1 30%, Y2 42%, Y3 30%, Y4 50%, Y5 33%, Y6 48%). We believe the Universal Free School Meals has had a negative impact on the numbers of children being identified as eligible for free school meals/pupil premium in key stage 1. Attainment on entry is below national figures.

Objectives of the Pupil Premium Funding

We aim to ensure that every child leaves Micklehurst All Saints CE Primary excited about learning and determined to succeed. We want to equip them with good Literacy and Numeracy skills, as well as self-confidence and resilience. We target the use of Pupil Premium to address the barriers to learning and successfully bridge the gap in levels of attainment between PP pupils and non-PP pupils. For our high prior attaining PP pupils interventions are targeted to provide extra challenge to move them towards greater depth standard. Careful analysis of internal and external pupil data, historical attainment and progress rates were undertaken to ensure that these funds are used to maximum effect. We also used the Education Endowment Fund's Toolkit to consider the most effective use of this funding when delivering interventions as well as evidence from joint working with colleagues in our local partnership to identify what works well. In school we have used evidence collated from the Lesson Study model and discussion with parents to ensure funding is used to maximum effect. Through pupil progress meetings we identified additional opportunities for children to have an enriched and enhanced experience of the curriculum including musical tuition, school trips/residentials and out of school activities and learning opportunities. For some PP pupils funding may be used to support them with their basic needs, e.g. uniform and equipment, to ensure that they are learning ready and comfortable amongst their peers.

Initial funding summary (Feb 2017) for financial year 2017-2018

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll @ September 2017	213
Total number of pupils in school @ Sept 2017 and eligible for pupil premium funding	71
Total pupil premium funding	£93,720
Total number of current LAC	5
Total amount of current LAC funding	£8,700
Total number of former LAC	1
Total amount of former LAC funding	£1,900
Total number of ex-service pupils	2
Total amount of ex-service pupils funding	£600
Total Pupil Premium Funding	£104,920
Date of next review of PP strategy	March 2018

Final funding summary (July 2018) for academic year 2017-2018

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll @ September 2017	213
Total number of pupils in school @ Sept 2017 and eligible for pupil premium funding	71
Total pupil premium funding	£85,140
Total number of current LAC	6
Total amount of current LAC funding	£3,800
Total number of former LAC	1
Total amount of former LAC funding	£5,900
Total number of ex-service pupils	2
Total amount of ex-service pupils funding	£600
Early Years Pupil Premium funding	£477
Total Pupil Premium Funding	£95,917

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Impact of Spend	Budget Allocated	Actual Spend
Focus in Nursery allows children to be more ready for full time schooling in Reception. Children in Reception will make better than average progress so that the difference is diminishing with others.	<p>Nursery Teacher to lead 'Play to Learn Sessions' for the last summer half term to children starting Nursery in September to model activities to parents/carers.</p> <p>Home visits to get to know children and identify any needs.</p> <p>Transition mornings for children to experience Nursery/Reception routines.</p> <p>Close liaison with local EY providers for transition.</p> <p>New Parent/Carer Meeting to set out expectations.</p>	<p>Early engagement with families ensures that staff are aware of any needs our new starters may have so specific strategies can be introduced or put in place in preparation for a smooth start/transition.</p> <p>Parents/carers are fully aware of our school expectations.</p> <p>'Play to Learn' Sessions are a good way of modelling positive learning behaviours and demonstrate the kinds of activities parents/carers can do with their children in preparation for school.</p> <p>Parents/carers have the opportunity to talk to staff and develop positive relationships so that support can be offered/signposted at an early stage.</p> <p>Close liaison with early years providers will ensure smooth transition but also the opportunity to assess pupils abilities and areas for development. For future establish non negotiables for end of Nur/Rec.</p>	<p>Play to Learn sessions were well attended.</p> <p>Transition was much more successful as children started school more prepared for the routines, learning activities and expectations.</p>	N/A	N/A
Children are able to communicate their basic needs clearly so that their oral language skills improve in line with non-pp children.	To employ a speech and language teacher for a morning a week.	<p>Specialist support is needed to improve speech and language and it was felt that this would be a good use of our pupil premium funding.</p> <p>Teachers will then act on the recommendations of the specialist teacher.</p> <p>Referrals to LA SaLT services will also be completed if needed.</p>	Children requiring SaLT received the appropriate support and worked on individual targets with success.	<p>£1,500 – EYFS</p> <p>£2,500 – KS 1</p>	<p>£1,000</p> <p>£2,360</p>
PP children will meet the expected standard in the Phonics Screening Check in Y1.	<p>Purchase of new scheme No Nonsense Phonics for Y1 and Y2 initially.</p> <p>SLT member (Miss Wheeldon) to address this area as part of her NPQML project. This will include an</p>	<p>Phonics results have been inconsistent over the last 5 years and we have tried a range of different strategies to improve these results.</p> <p>We have looked into Read, Write Inc and No Nonsense Phonics and decided that the latter was the most appropriate approach for our children as there is a lot of repetition and</p>	<p>67% of Y1 Pupil Premium children achieved the expected standard in the Phonics Screening Check.</p> <p>The children that didn't achieve the expected standard were either LAC, Former LAC or on the SEND register.</p>	<p>Resource Cost £1,200 TA Support</p> <p>£3,907</p>	<p>£812</p> <p>£3,907</p>

	<p>audit on how phonics is taught from Nursery – Y2, leading on new scheme, introducing new planning approach, training, modelling excellent teaching and learning, monitoring phonics teaching and monitoring the impact of the new scheme.</p> <p>Pupil progress meetings will inform how the children are achieving.</p> <p>Further interventions will be put in place for PP pupils who need further support in reaching the standard in Y1 and then for the screening re-check in Y2.</p> <p>Small group or 1:1 reading support will focus on developing basic reading skills and recognition of tricky and key words.</p>	<p>it is a very structured scheme. Some of our PP children need to over learn in order to retain information. It was an appropriate initiative for Miss Wheeldon to complete her NPQML project on and this enabled staff to have a very structured plan to implement this change. It also meant that the approach would be closely monitored and any issues that arose would be addressed quickly and thoroughly.</p> <p>TA support will be given to any pupils who need further support to meet phonics screening expected standard in Y1 and Y2.</p> <p>TA support will be given to further develop and practice reading skills and strategies including recognition and spelling of key and tricky words.</p>		<p>TA Support £5,200</p>	<p>£5,200</p>
<p>PP children's Maths knowledge and skills improve in line with non-pp children.</p>	<p>Small group intervention to develop basic numeracy skills to address gaps in learning e.g. dynamo maths, Numicon, overcoming barriers materials.</p> <p>Specialist maths consultant to work with children in Year 4, 5 and 6. Small group and 1:1 maths support weekly to ensure that children are secure at age related expectations and some working securely at greater depth.</p>	<p>Basic skills is an area that our pupils lack on entry into Nursery/Reception and throughout school. Data and observation shows that this is becoming a bigger issue every year. We have found that the additional intervention from TAs and our Maths consultant enables our PP children to address the gaps in their knowledge and skills and thus helps them to make average and above progress over the academic year so that by the end of KS 2 the majority of our PP children meet the expected standard in Maths.</p>	<p>91% of Pupil Premium children reached the expected standard in Maths at the end of KS 2 and 9% reached the higher score.</p>	<p>Maths Consultant £7,800</p> <p>TA Support £13,776</p>	<p>£4,513</p> <p>£13,776</p>

Children make expected or better attainment and talk with enthusiasm about their academic future.	Pupil progress meetings half termly will inform how the children are achieving. Assemblies and lessons will share with the children the purposeful learning and how it can lead to a desired career. Children will complete aspiration activity at the beginning of the academic year. Children will be inspired by visitors who talk about their jobs/careers.	Children who are not on track to meet their end of year target will gain support from intervention (subject support, nurture and 1:1 specialist support). Assemblies are an opportunity to showcase careers and inspirational people allowing the children to see that it is also achievable for them too. This allows them to be inspired to believe they can achieve the same and gives them the opportunity to ask questions about how they got to where they did. Class Displays of their aspirations.	Ofsted Inspection March 2018 noted that "Pupils enjoy school. They appreciate the considerable leadership opportunities the school offers" "The overwhelming majority of pupils display consistently positive attitudes to learning."	N/A	N/A
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	PHSE lessons are regular Circle time etc. Class ethos is agreed on a classroom charter to ensure all children feel safe to talk about their feelings. Small group intervention for targeted pupils if needed.	Circle time allows a child to share anything on their mind and seek support or advice from children and adults in the room. It creates an emotionally safe ethos in the classroom and the children will always feel happy to share their thoughts/fears/worries. This will mean the teacher is aware of concerns early on before they become a catalyst for anger. If children need additional support then support will be bought in or provided by Pastoral Manager.	Strong Ethos across school. Ofsted Inspection March 2018 noted that "Together leaders, governors and staff have created a haven where pupils thrive." Visitors into school comment on how the children talk enthusiastically about school and their learning.	£2,500	£1,510
Some children who are eligible for pupil premium also have Special Educational Needs and/or Disabilities.	Pupils with SEND and in receipt of PP are supported to meet their personal targets.	Additional part time resource to assist across Reception, Year 1 and Year 2 to provide further intervention for PP and a number of children with additional needs. Specialist support from Tutor Trust to address specific areas of learning in Y5 and follow pupils into Y6. Specialist educational psychologist to work with pupils with SEND. Purchase of Clicker 7 to support SEND pupils and lower achieving pupils as per recommendations from Pupil Support Services and Ed Pysch.	End of KS 1 results show 57% of Pupil Premium children achieved the expected standard in at least 2 out of 3 core subjects. Of the 6 children that did not make EXS in at least 2/3 core areas, 3 of the children are LAC/Former LAC, 1 is on the SEND register and 1 is EAL. 67% of Y1 Pupil Premium children achieved the expected standard in the Phonics Screening Check. Of the 4 Pupil premium children in Reception, 2 of them reached Expected at the end of EYFS and the	£17,873 £1,200 £5,225 Clicker 7 Resource £1,200	£15,447 £2,091 £5,225 Billed in previous financial year.

			2 that didn't both have significant developmental delay.		
Data analysis shows in school gaps against non PP in particular year groups	Improved outcomes for all pupils in receipt of PP in Maths and English	Pupils make good progress towards age related expectations from their starting points	Progress of PP pupils has been tracked closely on a half termly basis and appropriate interventions with TAs have been in place throughout the year. Additional resources purchased and used.	Resource £583 (Twinkl) £1,245 (My Maths)	£583 £325
The attendance of PP children improves.	<p>Topics will interest all children and especially PP children.</p> <p>They will include WOW days and visits to places related to their topics, Art/DT work and exciting activities throughout the term.</p> <p>MCSP Attendance officer will support monitoring of attendance of pupils.</p>	<p>When a child cares about the topics learned and their purpose this can be a hook to want them to come to school.</p> <p>WOW days and exciting activities throughout the term will be fun and the children will want to be part of them.</p> <p>Our PP children enjoy hands on activities and outdoor learning.</p>	<p>Curriculum overviews have been shared with parents and have included children in planning to ensure they are interested in their learning.</p> <p>Wow days have taken place and parents are informed in advance of these days. The impact of the day is also shared after the events on the weekly newsletter.</p> <p>Outdoor learning is regular with Y2 taking part in a half term of growing activities linked to their science unit. Children in each class are also responsible for helping to take care of outdoor learning area and our ducks.</p>	£5,250 £600	£3,837 £660

<p>Families engage with school and other agencies to provide the best opportunities for their children.</p>	<p>School will work hard to provide early intervention and support to vulnerable families.</p> <p>Referrals to outside agencies will be completed to access appropriate support for our families.</p> <p>Involvement of the Pastoral Manager</p> <p>Provide children with milk at break time.</p>	<p>In the current economic climate many of our families in the local community are struggling financially. It is an area of high deprivation and unemployment and some of our parents have difficulties reading and writing. When parental engagement is high pupils make good progress and achieve well. Some parents do work in partnership with school and when they do we are able to support them as necessary so that their children reach their potential and do not suffer the consequences of a chaotic family life.</p> <p>Ensuring that children are ready to learn.</p>	<p>The number of CAFS open to school has been monitored and reported termly to the LA.</p> <p>Review meetings have monitored impact of actions regularly.</p> <p>Observations and record keeping by staff has informed us of the impact of support. Some CAFs have been able to be closed because support has been successful.</p>	<p>£19,983</p> <p>£1,200</p>	<p>£19,983</p> <p>£715</p>
<p>Limited opportunities for children to access enrichment opportunities.</p>	<p>Increased participation in enrichment activities within and outside school.</p>	<p>Pupils who are in receipt of pupil premium do not generally have opportunities to access a wide range of enrichment opportunities which will enhance their learning and experiences including TMBC Music Tuition.</p> <p>Children will be able to attend extra-curricular activities to support their emotional wellbeing and health.</p> <p>Children will visit a range of places and enjoy visitors in school linked to their topics which will enhance their learning.</p> <p>Y6 residential to Robinwood.</p>	<p>Children attended extra-curricular activities, music lessons etc. We continue to monitor the uptake of these clubs.</p> <p>Staff have planned a range of visits and visitors to school throughout each term over the year. These have included trips to Imagine That, Sea Life Centre, Museum of Science and Industry, Portland Basin, Staircase House, Saddleworth Museum and the Air Raid Shelters in Stockport. We have also had visits by Owls, Meerkats and a Travelling by Tuba Musical show.</p>	<p>£4,072</p> <p>£5,250</p> <p>£2,000</p>	<p>£4,359</p> <p>£1,019</p> <p>£3,843</p>
			<p>Contingency</p>	<p>£10,597</p>	<p>£5,844</p>
				<p>£114,661 *</p>	<p>£97,099</p>

*Includes £12,420 underspend from 2016 - 2017

Final Pupil Premium funding for 2017-2018 plus the under-spend from 2016-2017 totals £108,337. Actual spend was £97,099 leaving an under-spend of £11,238:

- Maths Consultancy support – This was due to less children in Y6 cohort needing support
- PSHE Circle Time groups with Pastoral Manager – Pastoral Manager is on long term sick leave
- Additional teacher for EYFS and KS 1 – Teacher in a serious car crash and didn't work summer term 2
- Wow days – PTFA have paid for a number of these this year
- Trips – Error in forecast as Robinwood is itemised separately but was also included in £5,250
- Former LAC – funding of £4,000 was only confirmed in July 2018

July 2018 Outcome	Reading at or above ARE		Writing at or above ARE		Maths at or above ARE	
	PP	Non PP	PP	Non PP	PP	Non PP
Reception (5 PP / 15 Non PP)	60%	60%	60%	60%	60%	60%
Year 1 (9 PP / 21 Non PP)	11%	67%	33%	67%	22%	62%
Year 2 (14 PP / 19 Non PP)	57%	84%	57%	89%	64%	95%
Year 3 (9 PP / 21 Non PP)	78%	86%	67%	81%	56%	86%
Year 4 (11 PP / 11 Non PP)	73%	82%	64%	82%	73%	82%
Year 5 (11 PP / 22 Non PP)	82%	82%	73%	82%	82%	86%
Year 6 (11 PP / 12 Non PP)	82%	83%	82%	83%	73%	92%