

Mansfield Primary Academy's Pupil Premium Strategy 2017- 18

1. Summary Information

School	Mansfield Primary Academy				
Academic Year	2017 18	Expected total PP budget	£157,000	Date of last pupil premium review	September 2016
Total number of pupils	219	Number of pupils eligible for Pupil Premium	119 (55%)	Date of next pupil premium review	July 2018

2. Current Attainment (Results 2017)

At end of 2016-17 in Key Stage 2 – the results are as follows:	Pupils eligible for PP	National results all pupils
% achieving ARE in reading, writing & maths	21%	62%
% achieving ARE in reading	30%	71%
% achieving ARE in writing	52%	76%
% achieving ARE in maths	30%	75%
Progress Measures 2017 KS2		
Reading	0.09	
Writing	1.59	
Maths	1.49	

3. Barriers to future attainment (for pupils eligible for PP including high ability)

A.	Oral language skills in EYFS are low. This slows phonics development and then reading progress in subsequent
B.	Richness of language is often limited due to lack of first hand experiences. This results in reading and writing comprehension at a higher order being challenging.
C.	Poor comprehension skills / reasoning impact on mathematical understanding and attainment
External Barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
A.	Pupils dietary, health and social + emotional welfare needs are not always met
B.	Attendance is low for certain pupils
C.	Serving an area recognised as the most deprived nationally – poor home conditions

Desired Outcomes (Desired outcomes and how they will be measured)

A.	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>Impact/Outcomes</i>
	1. Improve oral language and mathematical skills for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations	77% of PP pupils meet GLD which is a drop from the last 2 years.
	2. Phonological awareness improves Reading / Writing attainment and progress in KS1	An increase in the percentage of Pupil Premium Pupils in Yr 1 passing the Phonics Screening test An increase in the percentage of Pupil Premium Pupils Yr 2 passing the retake of the Phonics Screening test The percentage of Pupil Premium Pupils at ARE in Reading, Writing and Maths will increase, diminishing the gap with other pupils. KS 1 results in RW are in line with National	In year 1 100% of PP pupils passed the Phonics screening. End of KS1 SATS 79% of PP passed the mats SAT, 57% passed the writing and 64% passed the reading SAT.
	3. Attainment in RW across KS2 improves Progress across the KS is good or better than good.	% of pupils achieving ARE increases. Pupil make expected or better than expected progress	Year 6 PP progress was above nationals. 93% in reading, 80% in writing. Progress for Year 6 PP pupils was Other KS2 classes had improved and was largely in line with progress against all pupils. However, this could still be improved further and needs to continue to be a priority next year.
	4. Attainment in M across KS2 improves Progress across the KS is good or better than good.	% of pupils achieving ARE increases. Pupil make expected or better than expected progress	Year 6 PP progress was 87% in maths. Progress for Year 6 PP pupils in maths was Other KS2 classes had improved and was largely in line with progress against all pupils. However, this could still be improved further and needs to continue to be a priority next year.
B.	Pupils develop a wide vocabulary and language skills which are reflected in their RW	End of Year KS results for reading /writing in KS1 and 2 improve. Internal tracking data for RW shows good or better than	Year 1 and Year 3 which had a tumultuous year with a range of supply staff and year 4 did not have good progress last year. The other classes showed improved results from the previous year, particularly in year 6. Classes developed displays to show word of the day/week to develop children's vocabulary. Talk for Writing was used across most classes to encourage children to develop their language skills. This needs to be a priority again to ensure all classes have good or better attainment and progress.
C.	Improved comprehension skills	End of Year KS results for reading in KS1 and 2 improve. Internal tracking data for reading shows good or better than good progress	Again, apart from Year 1, 3 and 4 all other classes show improvement in comprehension skills and have good or better progress, particularly in year 6. This needs to be a priority again to ensure all classes have good or better attainment and progress.
D.	Pupils' health, dietary and social+ emotional needs are addressed.	Families access provision offered through school to support their needs.(school nurse/ Attendance + Behaviour mentor/ EWO etc) Pupils are more emotionally prepared for learning-progress is made and needs met	Attendance / welfare officer appointed. She works with the families to raise the profile of participation in school life for children and their families.

E.	Pupils attendance improves to maximise progress and attainment	Improvement in attendance overall. Specific pupils targeted to attend in line with National expectations.	The appointment of a new Attendance Officer has begun to deal with attendance issues. 9.5% of PP are persistent absentees compared to 18.1% nationally.
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4. Planned Expenditure					
Academic Year		2017-18			
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	Estimated cost for 2017-18
A:1 Improved oral language skills in Reception	1 additional teaching assistant working across the unit to focus on additional communication and language support – Fun Time/ Listening Group/ Circle Time/ Talking Tables	Internal tracking identifies communication and language to be poor for PP and other pupils in FS. Children enter with significantly lower than average baselines in C+L. This affects initial progress as well as subsequent attainment.	Data tracking of pupil progress. Drop in observation of groups. QA by SLT.	SLT Jan 2017	£15,000
	Enrich outdoor learning environment to promote language and parental involvement.	F2 and 1 outdoor play area does not currently reflect the indoor learning environment – opportunity not maximised for parents to engage with pupils to develop language in this setting. Consultation with parents and children to improve outdoor learning environment.	Review/ audit of existing space. Parents/ pupil questionnaire to suggest improvements. Visit other schools to review provision.	SLT Jan 2017	£2000
D /E. early engagement of parents and families in language support	Range of language activities to raise awareness and support parents in providing quality opportunities for their child- story sacks/ phonics workshops / Stay and Play/ Family Learning	Low baselines in communication and language indicate poverty of oral experience for many families. By offering a range of supportive and engaging activities it will enrich parents' understanding and confidence in supporting their child to progress in language development	Monitoring take-up and engagement of specific families – target. Exit surveys /questionnaires to assess effectiveness. End of FS results.	CA FS staff	£1500
Estimated Total budget cost					£18,500
A:2 Phonological awareness improves Reading / Writing attainment and progress	Additional TA to carry out a range of phonic interventions across KS1.	Number of pupils in Y2 not passed Phonics screen.	Tracking pupil progress Data Drop in observation of groups SLT monitoring QA by SEA Informal feedback	CA LM	£14,000
	D /E. early engagement of parents and families in language support	INSET training for TAs and teacher to refresh. Series of phonic workshops for parents to raise awareness	Discussion with parents during parent evening sessions show there is a further need for developing understanding.		£2,000

A:3 Attainment in RW across KS2 improves Progress across the KS is good or better than good.	Additional teacher in year 2 teach teaching to provide additional support in smaller groups.	Significant number of pupils below ARS in R and W. Internal tracking analysis shows number of pupils need to develop skills in reading.	Tracking pupil progress Data Drop in observation of groups SLT monitoring QA by SEA Informal feedback	CA LM	£29,500
A:4 Attainment in RW across KS2 improves Progress across the KS is good or better than good	Additional teachers carry out intervention groups targeting RW.	Significant number of pupils below ARS in R and W. Internal tracking analysis shows number of pupils need to develop skills in writing. Specific needs identified for number of pupils	Tracking pupil progress Data Monitoring intervention groups	CA LM SMART Interventions every 6 weeks	£15,800
	Additional teacher in year 6 teach teaching to provide additional support in smaller groups. (Part Time)	Significant number of pupils below ARS in R and W. Internal tracking analysis shows number of pupils need to develop skills in reading.	Tracking pupil progress Data Drop in observation of groups SLT monitoring QA by SEA Informal feedback	CA LM	£24,000
Estimated Total budget cost					£85,300
B. Pupils develop a wide vocabulary and language skills which are reflected in their RW. Pupils develop R, W and	Wide variety of enrichment opportunities and first hand experiences planned throughout the curriculum across all year groups. Implementing a curriculum which is board and balanced and build on learning in R, W and M.	Many pupils lack first hand experiences. Many pupils have not travelled beyond the locality or accessed cultural/sporting opportunities. Widen vocabulary and enhance reading and writing through understanding a range of different experiences and contexts Enrichment and Employability strand developed throughout KS1 and 2	100% of all PP pupils attend trips throughout the year beyond the locality All pupils have the opportunity to attend 3 residential trips (Yr 2, 4 and 6)	CA LM Monitor external opportunities in each Yr.	£5,000 £548 (£1,645 over 3 years) £3,000
	Subsidising the cost of school trips to widen the experiences and aspirations of all pupils				
Estimated Total budget cost					£8,548
C. Improved comprehension skills and reasoning in maths.	Additional reading resources to provide opportunities for children to read a wider variety of challenging text and deepen increase their comprehension skills.	Internal tracking data shows many pupils are below ARE in reading – opportunities for reading often lacking at home. Children are not in possession of	End of Year KS results for R,W & M in KS1 and 2 improve. Internal tracking data shows good or better than good progress.	LM Implement new reading strategy and monitor use	£5,000

	Purchase Accelerated Reader and reading books	reading books at home unless they are form school.		and pupil progress	
Estimated Total budget cost					£5,000
E. Pupils attendance and behaviour improves to maximise progress and attainment	<p>Full time Behaviour and Attendance Mentor employed to support pupils with behaviour- individual pupils targeted and tracked for behaviour issues.</p> <p>Attendance monitored and targeted – for individuals.</p> <p>Reward system in place for attendance</p>	<p>Poor attendance impacts on attainment and progress. Pupils/ families supported with attendance issues – raise awareness and consistent approach to challenging absence.</p> <p>Poor behaviour impacts on attainment and progress. Pupils monitored and supported to modify behaviour in conjunction with families.</p>	<p>SLT to monitor impact of Behaviour and Attendance Mentor on individual pupils.</p> <p>Attendance data monitored. PA s tracked and monitored.</p> <p>Behaviour of individuals improves. Attendance of individuals improves. Internal data shows improvements in attainment and progress</p>	<p>CA LM AF</p>	<p>£38,000</p> <p>£1000</p>
Estimated Total budget cost					£39,000
Estimated Total Budget					£156,348