

Mansfield Primary Academy's Pupil Premium Strategy 2018- 19

1. Summary Information					
School	Mansfield Primary Academy				
Academic Year	2018 19	Expected total PP budget	£142,560 (£1320 per p) 2 LAC (£2,300)	Date of last pupil premium review	September 2018
Total number of pupils	214	Number of pupils eligible for Pupil Premium	109 (51%)	Date of next pupil premium review	July 2019

2. Current Attainment (Results 2018)		
At end of 2017-18 in Key Stage 2 – the results are as follows:	Pupils eligible for PP	National results all pupils
% achieving ARE in reading, writing & maths	80%	64%
% achieving ARE in reading	93%	75%
% achieving ARE in writing	80%	78%
% achieving ARE in maths	87%	76%
Progress Measures 2018 KS2		
Reading		
Writing		
Maths		

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

4. Desired Outcomes (Desired outcomes and how they will be measured)		
A.	Desired outcomes and how they will be measured	Success criteria
	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
	2. Phonological awareness improves Reading / Writing/Maths 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
	3. Attainment in RW at the end of KS2 continues to stay above nationals Attainment in RW across KS2 improves Progress across the KS is good or better than good.	% of pupils achieving ARE at the end of KS2 continues to stay above nationals or increases. % of pupils achieving ARE across KS2 improves Pupil make expected or better than expected progress
	4. Attainment in M at the end of KS2 continues to stay above nationals Attainment in M across KS2 improves Progress across the KS is good or better than good.	% of pupils achieving ARE at the end of continues to stay above nationals or increases % of pupils achieving ARE across KS2 improves Pupil make expected or better than expected progress
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
C.	Improved arithmetic skills	End of Year KS results for arithmetic in KS1 and 2 improve. Internal tracking data for arithmetic shows good or better than good 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 Lunch boxes become healthier. Parents and children need educating on healthy foods.
E.	Pupils attendance improves to maximise progress and attainment	Improvement in attendance overall. Specific pupils targeted to attend in line with National expectations.

5. Planned Expenditure					
Academic Year		2018-19			
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 2018-19
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 2019	£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 2019	£2500
A:1. 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 EYFS staff	£1500
Estimated Total budget cost					19000
A:2a 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. Discussion with parents during parent evening sessions show there is a further need for developing understanding.	Tracking pupil progress Data Drop in observation of groups SLT monitoring QA by SEA Informal feedback	CA LM	£14,000
A:2b 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				£2,000
A:3a Attainment in RW across KS2 improves Progress across the KS1 is good or better than good.	Each class has a TA who: Runs booster sessions in the afternoons In year 2 and year 6 run specific R, M and S booster sessions	Significant number of pupils below ARE 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	**£40,000
A:3b A greater proportion of children will make at least good progress and meet ARE	The full range of PiXL assessment resources to be used effectively in classes to identify gaps in understanding for future learning.	Raising progress rates and the proportion of children working at ARE across the Academy requires closely-targeted teaching and sharp assessment practices. PiXL introduced in year 6 last year which will provide the framework for this.	Tracking pupil progress Monitoring of QLA groups	LM	Provided by the Trust

A:4a Attainment in Maths across KS2 improves Progress across the KS is good or better than good	Additional teachers carry out intervention groups targeting Maths	Significant number of pupils below ARE in Maths. 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
A:4b Attainment in maths arithmetic and times tables skills will develop across both key stages	Subscription to Times Tables Rock Stars	Increased knowledge and recall of times tables. Percentage of children in year 4 passing the Times Tables test is	Tracking pupil progress Data	JL	Free trial
A:4c A greater proportion of children will make at least good progress and meet ARE	The full range of PiXL assessment resources to be used effectively in classes to identify gaps in understanding for future learning.	Raising progress rates and the proportion of children working at ARE across the Academy requires closely-targeted teaching and sharp assessment practices. PiXL introduced in year 6 last year which will provide the framework for this.	Tracking pupil progress Monitoring of QLA groups	LM	Provided by the Trust
Estimated Total budget cost					£71,850
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. Subsidising the cost of school trips to widen the experiences and aspirations of all pupils	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, Careers 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) £4,000
Estimated Total budget cost					£9,548
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	Internal tracking data shows many pupils are below ARE in reading – opportunities for reading often lacking at home.	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, NH, RO Implement new reading strategy and	£5,000

