

Mottingham Primary School Pupil Premium Strategy Statement



1. Summary information

School	Mottingham Primary School				
Academic Year	2018/2019	Total PP budget	£191,400	Date of most recent PP Review	Jan 2019
Total number of pupils	367	Number of pupils eligible for PP	128	Date for next internal review of this strategy	April 2019

2. KS2 Attainment 2017-18

	<i>PPG & Non-PPG combined</i>	<i>Pupils eligible for PP (your school) Inc. EAL/SEND</i>	<i>Pupils not eligible for PP (your school) Inc. EAL/SEND</i>
% achieving in reading, writing and maths	55%	46%	60%
% achieving in reading	79%	86%	76%
% achieving in writing	74%	68%	78%
% achieving in maths	66%	57%	71%

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

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	SEN support – lowest achieving KS1 and 2
B.	KS2 Disadvantaged Maths – an area of underperformance as identified by ASP Summary IDSR;
C.	EYFS and KS1 underperformance in all areas including Phonics screening and EYFS

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Improving parental engagement support for those identified as PP
E.	Attendance – reducing the Persistent Absenteeism

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	KS2 Increased attainment and progress for disadvantaged children	<ul style="list-style-type: none"> Pupils eligible for PPG make as much progress as non-PPG across Key Stage 2 in maths, reading and writing. Percentage of PPG children reaching expected or more to increase, further narrowing the gap between PPG and Non – PPG Monitored in each assessment window and effective support strategies established.

B.	Higher rates of progress across KS2 for high prior attainers (HPA) eligible for Pupil Premium Raising combined scores in Reading, Writing and Maths to at least National (10%) difference at current results)	Gap between national narrowing significantly.
C.	Improved phonic skills for pupils eligible for Pupil Premium in Y1 classes	Pupils eligible for PP in Year 1 classes make rapid progress by the end of the year so that more pupils eligible for PP meet age related expectations. PPG children achieve in line with national.
D.	Increased attendance rates and punctuality for pupils eligible for Pupil Premium Attendance and Punctuality	Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance improves in line with 'other' pupils.

5. Planned expenditure

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Academic year	2018/2019		
Desired outcome	Chosen action / approach & Estimated cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?
Employing highly effective Teaching Assistants	TA support and specific targeting of children. £44,919.19	Our on-entry levels are below age related expectations, therefore trained teaching assistant are employed across the school, giving extra support to narrow the gap. Specific target groups are identified and supported in a range of core subjects. This supports closing gaps and providing targeted support.	Pupil progress meetings to monitor
To understand that children need to be able to feel safe and cared for so they can remove the barriers to learning which can be environmental.	Place2Be Counselling Service £38,452.00	Mental wellbeing is very important and is now a key focus for government strategy. Children are less likely to suffer from serious mental health difficulties in later life if they receive support at an early age, providing a cost saving to adult mental health services. Growing evidence indicates that promoting positive mental health also improves a range of positive school outcomes, including attitudes to learning, better attendance and lower exclusion rates.	Termly Programme reviews carried out by Place2Be and discussed weekly in pastoral meetings. Weekly updates with the safeguarding team.
To increase parental engagement	Family Worker £21,000 Resources for workshops and family events £2000 Total: £23,000	Parental engagement is reported by teachers to be one of the biggest barriers to pupils' progress and attainment. For many of our parents, they do not hold particularly fond memories of education and may have anxiety about coming in to a school setting. We have a highly trained Family Worker who offers support, advice and information to the families within our school community, focussing on education, behaviour and wellbeing. In addition to this. through informal workshops, family events and child-led sessions, we hope to remove some of these barriers and begin to work more closely with some of our more unfamiliar families	Monitoring of impact Pupil voice Parent voice Analysis of numbers attending events
Increase in children having the opportunity to access music lessons. Specific groups can have instrumental lessons	Bird College Music Service – Year 5 and 3 £6,100 Drumtonics for Year R – 3 £9,500 Total: £14,500	The impact of music participation on academic learning appears to be positive and improved outcomes have been identified in English, mathematics and science. Greater benefits have been for younger learners and for disadvantaged pupils. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.	Highly trained music teachers will deliver training and this will be monitored by lesson observations from SLT. Pupil Voice

Desired outcome	Chosen action / approach & Estimated cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?
<p>Pupils will have increased access to educational visits off-site which will also support their imagination and writing skills due to increased exposure and links with personal experiences.</p>	<p>Subsidising trips which otherwise wouldn't be able to go ahead due to restricted parental voluntary contributions.</p> <p>Minibus upkeep costs to continue to reduce costs to parents as coaches are at least</p> <p>£14,500</p>	<p>Despite already subsidising the costs of the trips to make them more affordable for parents and families to contribute – we tend to have a large number of visits where there are very few payments made.. Using the pupil premium grant, we are able to offset any losses enabling trips to go ahead as much as is reasonably possible. Most notable, this includes our Year 6 School journey and theatre trips for KS2</p>	<p>Regular review of the school trips payment records; specifically identifying it is pupil premium children who are benefiting from the subsidised costs.</p>
<p>Speech and Language Therapy Sessions</p>	<p>Identified children need support to access curriculum and getting a deeper understanding from their learning.</p> <p>£11,700</p>	<p>Boost children's confidence when communicating verbally and in writing. Training of staff to regularly provide SALT with individuals.</p>	<p>SALT sessions Staff training to reinforce the sessions and continue the learning and improvements Pupil Progress Meetings. Children making progress</p>
<p>Enhancing quality first teaching through high quality resources, enriching the curriculum</p>	<p>Maths manipulatives Cracking Comprehension Rising stars On Track Maths Accelerated Reader On Track Comprehension and Writing Music Express Online £10,864.30</p>	<p>Specific resources to support the curriculum, particularly English and Maths.</p> <p>The resources include manipulatives, resources to target particular needs and visual aids to assist with understanding across all subjects. Resources support quality first teaching.</p> <p>Provision is enhanced through specific resources using tried and tested intervention strategies.</p>	<p>Resourcing of lessons improved and subject content and specifics are motivational and current.</p> <p>Resources used to enrich learning.</p>

Desired outcome	Chosen action / approach & Estimated cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?
<p>KS1 children have milk and fruit. KS2 children have fruit or vegetables.</p> <p>Raised awareness healthy eating and leading a healthy lifestyle</p> <p>Attendance and punctuality improved</p> <p>Improved focus and concentration from children</p>	<p>Fruit, bagel and milk for children for all pupils</p> <p>£8,200.00</p>	<p>Many of our children come to school without having breakfast. Research has proved that our brains cannot function as well without this meal, so the milk and fruit go some way to providing this. Milk is a powerful boost to providing the nutritional requirements for children. Fruit supports the need to eat five a day and the bagels or toast encourages better attendance and punctuality.</p>	<p>Monitoring of attendance and punctuality percentages</p>
<p>Targeted On line learning subscriptions, used to supplement QFT</p>	<p>Bug Club, Education City, Espresso, First news iHub, Grammar Bug Phonics Play 2Smiple software Testbase</p> <p>£6,900</p>	<p>Children are very keen to learn on-line and these subscriptions have proved invaluable in improving skills, particularly in reading (Also linking into iPads). Children have access to the internet before, during and after school using unique logins and passwords enabling teachers to support and monitor understanding.</p>	<p>Children will be engaging with their learning outside of school as well as inside. Skills will develop and standards improve.</p>
<p>Additional Educational Psychologist</p>	<p>Identifying children requiring support and being able to apply for further funding to support them further to reach their expected levels</p> <p>£4,250</p>	<p>Support with identifying pupils' needs and initiated new interventions, support and additional focus areas throughout the curriculum.</p>	<p>Weekly Pastoral/safeguarding meetings Children's progress improves Building parent relationships to improve outcomes for children.</p>

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A greater number of pupils achieve combined in Year 6 and a greater % reach expected in the core subjects.	Targeted interventions/therapies with experienced teacher £4,121.91	Programmes that provide small group tutoring by qualified and well-trained teachers have been proven to be very effective. This arrangement enables the teacher to focus exclusively on a small number of learners and can support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.	Pupil progress meetings to monitor
High quality teacher and teaching assistant training; enhancing depth of professional knowledge and practice.	Training in high quality support strategies Including: Power of Reading, Numicon Pobble White Rose Mastery Opening Doors £3,592.50	A range of approaches raise expectations and standards in the teaching of groups and whole classes. The support strategies introduce a range of manipulatives, techniques and challenge elements, demonstrating how to use them to assist with learning difficult concepts. TAs will be given high quality training in specific areas of need such as phonics and ways to use manipulatives to effectively support in Maths lessons.	Monitoring of impact Pupil voice Learning Walks Lesson Observations Staff Training and Meetings
Pupils will make at-least expected progress and the % of pupils achieving ARE and AARE will increase.	PIXL £2,900	By using the training, resources and systems provided by PiXL – school staff will have an indepth 'forensic' level analysis of needs of all pupils in their classrooms. As part of the teaching and learning cycle and quality first teaching strategies, pupils can then receive targeted and personalised support to overcome barriers and make accelerated progress. Using the systems combined trackers, we will also be able to effectively monitor vulnerabilities in certain subjects which can be targeted to increase overall combined percentages for the PPG group.	Pupil Progress Comparisons Monitoring and discussions during pupil progress meetings which highlight use and impact.
Incentives for children attending school regularly and punctually	Range of rewards and incentives to encourage consistency. £2,039.89	Prompt start to the day with children arriving on time consistently enable standards to improve. Rewards encourage children to maintain this high level if attendance and recognises achievement.	Attendance surgery. Letters home about percentage attendance Punctuality letters Certificates and rewards weekly, half termly and termly. Home Visits. IPad raffle

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Improvement in children's recall of times table facts in preparation for 2020 Year 4 testing.	Times table Rock stars Maths manipulatives £2,010	Fluency in times tables is one of many important aims of the UK 2014 National Curriculum, and from 2020 there will be a compulsory Year 4 online test to assess children's' knowledge. Having a good understanding of multiplication facts supports, and in many ways underpins, further mathematical learning and understanding. It helps children to develop their learning in maths as they can take times table knowledge for granted, which frees up cognitive space for them to learn new mathematical ideas and apply maths to solve problems.	Resources used to enrich learning. Monitoring of impact on KS1 & KS2 maths data Pupil voice
Education Shows	All children attend without constraints of family finance. £1,531.90	Informing children of a range of important issues through memorable experiences and raising awareness of specific scientific skills. Deepens vocabulary and understanding.	Pupil evaluations Teacher evaluations Improving ethos of awareness and aspirations.
Pupils will have access to extra-curricular opportunities from external providers that they wouldn't be able to access due to financial restraints.	Pupils to attend external clubs such as FizzPop Science Company and Taekwondo for enrichment. £500	Pupils will be able to enjoy and achieve as well as socialise in an effective learning environment being run by specialist teachers, with specialist equipment and resources. This also improves aspirations for pupils who are exposed to different jobs/roles that they might not otherwise know about.	Qualitative data collected from pupils, parents and staff
Children to be incentivised to read at home and to express their opinion, ensuring that their voice is heard	Reading incentives, pupil voice opportunities and a house point system to underpin school values £450	The house system encourages children to work together as a team and has a focus on achieving your personal best. The reward system offers a range of cultural/real life opportunities. Pupil voice is an integral part of the school and the children lead a range of pupil voice opportunities. These range from online surveys, learning walks and School Council.	Children will be integral to implementation. School council will have an essential input. House lead and English lead will review.
Total expenditure: £194,431.69			