



MPS Pupil Premium Funding Expenditure 2016/17

Pupil premium funding (PPF) received 2016/17	
Amount of PPF received per pupil	£1,320
Total amount of PPF received	£117,931

Nature of support in 2016/17
<p>There were 12 Pupil Premium children in KS1 and 59 in KS2. The funding from the Pupil Premium funding was allocated in the following ways:</p> <p>Key Stage 2</p> <ul style="list-style-type: none">• Both Deputy Head teachers teaching in KS2 50% of the week• Intervention teacher in Upper KS2 part year• Intervention teacher in Y3• Teaching assistant supporting with reading• Beanstalk reading support <p>Key Stage 1 and Foundation Stage</p> <ul style="list-style-type: none">• Additional teaching assistant to support individuals and groups• Everyday Magic Storytellers• Teaching Assistant supporting with reading <p>The Achievement for All programme supported pupil premium children across the school during the year.</p>

Curriculum focus of PPF spending 2016/17
<p>KS2</p> <ul style="list-style-type: none">• The school prioritised use of Pupil Premium funding to deploy both Deputy Head teachers to teach 50% of the week in Upper Key Stage 2 to ensure high quality first teaching in maths and literacy and support for key children.• The Inclusion Manager supported children across Year 3 with literacy and maths each day.• Beanstalk volunteer readers supported target children from Y3 to Y6 with reading each week. <p>Foundation Stage and KS1</p> <ul style="list-style-type: none">• In Foundation Stage and Key Stage 1 the Pupil Premium funding was used to employ a Teaching Assistant who read with all children individually during the week.

- The school worked in partnership with Everyday Magic to provide regular story telling sessions enriching theme learning and supporting speech and language development and creative writing.

Measuring the impact of PPF spending 2016/17

Foundation Stage

The table below shows the percentage of children reaching a good level of development at the end of the Foundation Stage in 2017. There were 4 Pupil premium children at the end of Foundation Stage.

	Pupil Premium MPS	Not Pupil Premium at MPS
Good level of development	50%	70%

Key Stage 1

The table below shows the percentage of children reaching the expected standard or above at the end of Key Stage 1 in 2017. There were 12 Pupil premium children at the end of KS1.

	Pupil Premium MPS	Not Pupil Premium at MPS
Reading	67%	79%
Writing	67%	58%
Maths	50%	74%

- 75% of **pupils in receipt of Pupil Premium** funding passed the phonics check compared to 87% of children not in receipt of Pupil Premium
- At the end of Key Stage 1 MPS pupils in receipt of the Pupil Premium funding did better than children at MPS not in receipt of pupil premium in writing.

Key Stage 2

The table below shows the percentage of pupils at the end of KS2 who reached the expected standard or above at the end of KS2 in 2017. There were 24 Pupil Premium children at the end of KS2.

	Pupil Premium MPS	Pupil Premium national	Not Pupil Premium MPS	Not pupil premium national
Reading	75%	59%	88%	76%
Writing	67%	66%	76%	80%
Maths	71%	63%	100%	79%

Reading, writing & maths combined	54%	47%	71%	67%
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Pupil Premium children at MPS did better than Pupil Premium children nationally and better than non-pupil premium children nationally in reading and maths.

MPS Average scaled scores (100 is the expected score)

	Pupil Premium MPS	Pupil Premium national	Not Pupil Premium MPS	Not Pupil Premium national
Reading	103.5	101.3	104.0	105.2
Writing	-3.4	-0.3	-2.5	0.1
Maths	103.4	101.7	104.6	105.2

Breakdown of expenditure 2016 -17

Intervention teacher Upper KS2	£19,670
Deputy Head teachers 50% teaching load	£65,795
Teaching assistant reading support	£11,292
Intervention teacher Lower school	£18,719
Everyday Magic storytellers	£3,000
Achievement for All	£2,200
Beanstalk Volunteer readers	£3,424
TOTAL SPENT	£124,100
TOTAL RECEIVED	£117,931
TOTAL SUBSIDISED FROM SCHOOL BUDGET	£6,169

Pupil Premium Funding Strategy 2017/18

Number of pupils and pupil premium funding (PPF) received 2017/18	
Amount of PPF received per pupil	£1,320
Total amount of PPF received	£116,160

Main barriers faced by eligible pupils
<p>There are 88 children entitled to Pupil Premium funding in 2017/18, a similar number to 2016/17.</p> <p>An analysis of children at MPS eligible for pupil premium shows that there are a number children for whom additional barriers impact on attainment and progress with some children having more than one barrier. The possible barriers identified are:</p> <ul style="list-style-type: none"> • Well-being/mental health • SEN, including speech and language • Family circumstances • Behaviour for learning • Poor attendance • EAL • New arrival in MPS • Belonging to the following ethnic groups - White British/Moroccan/Bangladeshi Black African/Black Caribbean

How the allocation is to be spent to address the barriers and reason for the approach
<p>The funding enables the school to employ two non-class based deputy head teachers who work 8 days across the school week. Some of their time is spent in class support target groups of children across the school which include those in receipt of Pupil premium.</p> <p>The school employs a number of teaching assistants who run small group interventions for speech and language, phonics, reading and maths across the school.</p> <p><i>At MPS using the pupil premium to fund high quality support has a direct and positive impact on pupil's self-esteem and progress as learners.</i></p> <p>Achievement for All programme – focusses on target children across the school. This is the fourth year of MPS being involved in this programme. In 2017/18 the programme will focus on coaching teachers to support positive outcomes for target children.</p> <p><i>The data we have collected over time shows the difference the programme makes to pupil progress.</i></p> <p>Pastoral Support Officer – the PSO supports children whose behaviour may be interfering with their learning. This support may be in class or the playground. PSO works with parents around improving attendance. <i>The PSO is very successful in supporting pupils who are having difficulty regulating their behaviour for learning in the classroom. Early intervention, and understanding issues around attendance improves attendance and learning outcomes.</i></p>

Speech and Language Therapy – small group work run by support staff and HLTA SALT champion and the nursery nurse support speech and language development in the early years. An HLTA is a SALT champion in the school. *Many pupils at MPS have speech and language needs which interfere with all aspects of learning including the social and emotional aspects.*

Everyday Magic storytellers – work every 2 weeks with two year groups (plus nursery) each term to develop confidence with spoken English, story structure and the history of stories. *The school has a long partnership with Everyday Magic who introduce children to oral storytelling and the English language in an interactive and imaginative way which has a direct impact on story writing and vocabulary and widens an understanding of the world, other cultures and traditions.*

How will the impact be measured?

Pupil progress meetings each term – HT and DHT meet with every teacher to review each child, looking at the impact of any interventions – both in a qualitative and quantitative way and looking at pupil well-being and outcomes for reading, writing and maths.

Phase reviews each take place each term with a team made up of the HT, DHT, phase leader, a governor and an external person (HT or local authority advisor). The review is of teaching and learning across a phase with a particular focus on Pupil Premium children and reading.

Weekly monitoring of Pupil Progress children by the Senior Leadership Team. Questions that are asked link with the School Development Plan objective of ensuring that all children at all levels are challenged throughout lessons resulting in good progress. Are children being challenged? Are children making progress?

Phase leaders review Pupil Progress children progress and provision with their team every 2 weeks.

Achievement for All – data for each child in the programme is collated each term and analysed. Evaluations on the impact of the programme are collected from parents and children

Pastoral Support Officer – attendance of all pupils is monitored monthly with Headteacher, Early Help referrals are made when it is appropriate, in school meetings with parents are held which are reviewed.

Date of review of strategy: March 2018