

Pupil Premium Strategy Statement Mill Dam School

Summary information					
School	Mill Dam				
Academic Year	2019-20	Total PP budget	£20,400	Date of most recent PP Review	26.6.19
Total number of pupils	181	Number of pupils eligible for PP	22 (incl EYPP) 12%	Date for next internal review of this strategy	26.6.20

School context

Mill Dam is a small school serving an area of low to moderate social disadvantage. The PAN for the school has just increased to 30 but in some classes numbers are as low as 17. There is a nursery provision from 3 years onwards which offers 15 and 30 hours places. The deprivation indicator for the school is low and most families include at least one working parent. Within the three primary schools in the village of Ackworth Mill Dam has the highest proportion of pupils eligible for disadvantaged funding but this is still below the national average. 13% of children are eligible for this funding.

The school is graded Good by Ofsted and was last inspected in February 2017.

Current attainment EYFS

Total number of pupils	23	Number of pupils eligible for PP	1	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
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% achieving GLD	0%	72%
% achieving all learning goals	0%	70%
% achieving all prime areas of learning	0%	86%
% achieving all specific areas of learning	0%	74%

Current % achieving the expected standard in phonics at KS1					
% achieving the expected standard at Y1				<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Total number of pupils	19	Number of pupils eligible for PP	3	0%	82%
% achieving the expected standard at Y2				<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Total number of pupils	4	Number of pupils eligible for PP	0	N/A	92%
% achieving the expected standard at the end of KS1				<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Total number of pupils	17	Number of pupils eligible for PP	5	40%	92%

Current attainment KS1					
Total number of pupils	17	Number of pupils eligible for PP	2	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE in reading, writing and maths				50%	65%

Current attainment KS2			
Total number of pupils	12	Number of pupils eligible for PP	3
		<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE in reading, writing and maths		33%	65%
Progress score in reading		-2.6	0
Progress score in writing		0.1	0
Progress score in maths		-1.1	0

Quality First Teaching (<i>Issues such as teaching initiatives, professional development, recruitment/retention, support for early careers teaching</i>)			
		Person/Team Responsible	Cost
A	Feedback is not always effective in helping children know how to improve their work and therefore does not maximise progress.	SLT, ST and CS as lead practitioners.	£4205 – training and release for collaboration
B	Expectations of all teachers, for all children at all times can vary and need to be consistently maintained at the highest levels for all children. This includes the small number of children with social, emotional and behavioural barriers to learning, higher attaining pupils and those with special educational needs.	SLT, AS as lead practitioner	£4205 – training and release for collaboration
C	Teaching of phonics and early reading requires further development and rigour.	ST and OA	£3140.00 resources + £2660 training

Targeted Academic Support (<i>Structured interventions - small group tuition, one-to-one support</i>)			
		Person/Team Responsible	Cost
D	One to one and small group support is required for children in KS2 who haven't met the phonics screening standard and for children in KS1 at risk of not meeting this. This is an essential requirement to enable them to develop as readers and promote access to the full curriculum.	OA and CS	£410 resources + £160 training + £1710 staffing

Wider Strategies (<i>issues which also require action such as low attendance, behaviour, parental engagement</i>)			
		Person/Team Responsible	Cost
E	Social, emotional and behavioural interventions require further development to address the range of vulnerabilities that some children within this group present and to remove these as barriers towards their learning. This includes promoting and subsidising attendance at clubs, on residential etc.	ST and AS	£200 training + £1710 staffing +£2000 subsidy

A. Planned Expenditure

Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>Feedback is not always effective in helping children know how to improve their work and therefore does not maximise progress. EEF toolkit effective feedback has a positive impact of +8 months</p> <p>Staff workload- teachers are spending too much time marking and this is not having a proportional impact on learning.</p> <p>Pupils do not have sufficient opportunities to collaborate with their peers. EEF toolkit – collaborative learning has a positive impact of +5 months.</p> <p>Pupils are not developing a clear understanding of what they need to do to improve their learning and therefore aren't improving their metacognition. EEF toolkit – metacognition has a positive impact of + 7 months.</p>	<p>Active Ingredient 1- Feedback policy will be discussed and reviewed.</p> <p>Active Ingredient 2- Opportunities will be given for staff to feedback verbally to groups, individuals or the whole class at the beginning of lessons as required.</p> <p>Active Ingredient 3- Staff will create opportunities to actively mark in consultation with children during the lesson as frequently as possible</p> <p>Active Ingredient 4- Pupils will be given regular opportunities to discuss their work with their peers and feedback to each other.</p> <p>Active Ingredient 5- Pupils will be given the opportunity to redraft their work in response to feedback/critique received from peers and from staff.</p>	<p>CPD will be given to all staff around effective feedback and all staff will be involved in evaluating and reviewing practice.</p> <p>Opportunities for staff to collaborate, watch and share practice and develop feedback will be planned into the timetable. Joint book scrutinies with peers will also become a regular part of staff meetings to allow sharing of good practice. Formal communication will take place through staff meetings, EFs and nudge emails. Staff will be encouraged to communicate informally to maintain momentum.</p> <p>Follow up support in terms of coaching will be provided by SLT and trust maths and writing leads as required.</p>	<p>Short term:</p> <p>Fidelity: All staff are able to clearly articulate the principles of effective feedback and the active ingredients. Staff are incorporating active marking and verbal feedback into their pedagogy.</p> <p>Acceptability: The majority of staff experience a growing confidence in planning and delivering active feedback and staff feedback is positive.</p> <p>Medium term</p> <p>Fidelity: There is a body of evidence in terms of pupils work and monitoring activities that active marking and verbal feedback is being used on a daily basis to improve feedback.</p> <p>Pupils and staff are clearly able to articulate the pedagogy of active marking to others.</p> <p>Reach:</p> <p>All Staff and pupils are confident in terms of giving effective feedback that enables peers to improve their work.</p>	<p>Short term.</p> <p>Staff and Pupils will gain a greater understanding of how to give effective feedback to move learning on.</p> <p>Teacher workload will reduce as feedback at the point of delivery becomes the norm.</p> <p>Medium term- The quality of pupil's work will improve as a result of effective feedback from peers and from staff. Pupil's ability to collaborate and communicate effectively will improve as they become more confident with peer critique.</p> <p>Long term- Outcomes for pupils will increase as collaborative ways of working become the norm.</p>
Review Progress at the end of the autumn term	Review Progress at the end of the spring term	Review Progress at the end of the summer term		
<p>Active marking is used in most lessons and remote marking has decreased. Some areas for further CPD have arisen, particularly in larger classes where the impact is not consistently seen. There is not yet enough evidence to prove full impact across school.</p>	<p>Some impact can be seen but this is not yet consistent across and within classes. Further development is required when school resumes fully following lockdown.</p>	<p>Unable to review due to partial closure.</p>		

B. Planned Expenditure

Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>Expectations for all children at all times during the school day are not consistently high enough and so, though outcomes are strong overall, books, learning environments and behaviour for learning don't always fully reflect these.</p> <p>Staff The fast pace of lessons and enthusiasm of staff delivery sometimes means that attention to detail lapses and 'good enough' expectations are applied to the quality and quantity of work and to behaviour for some groups of children.</p> <p>Pupils do not always give their full effort to written tasks. Pupils do not always treat books and some areas of learning environments with pride, care and respect. Pupils can sometimes be accepting of 'good enough' work and don't always challenge themselves to exceed their own expectations.</p>	<p>Active Ingredient 1- Expectations will be discussed and clarified with all staff.</p> <p>Active ingredient 2 – All staff will model high expectations through their own presentation, dress, learning environments, classroom tidiness, communication with each other and with children etc.</p> <p>Active Ingredient 3- Children will remain fully aware of the expectations for their work and conduct through assemblies as well as in class reinforcement from teachers.</p> <p>Active Ingredient 4- Staff will create opportunities to actively notice and positively reward high expectations from children in terms of presentation, uniform, respect and behaviour for learning.</p> <p>Active Ingredient 5- Pupils will be encouraged to notice and praise high expectations in each other.</p> <p>Active Ingredient 6- Support staff will have the same high expectations of children.</p> <p>Active ingredient 7 – Support staff will actively notice and praise high expectations in children.</p> <p>Active ingredient 8 – Parents will be informed of the expectations through regular letters, texts, social media and discussions at parent voice sessions.</p>	<p>CPD will be given to all staff around expectations and how to maintain and achieve these. Further CPD will be given to support staff to ensure that they model and expect positive behaviours and attitudes towards learning.</p> <p>Collaboration opportunities will be made available so that staff can observe good practice. Staff meetings sessions to share good practice in books from within our school and across the academy trust will take place regularly.</p> <p>Communication will take place through staff meetings, support staff meetings, staffroom noticeboards and emails where needed.</p> <p>Follow up support in terms of coaching and individual peer observation will be provided as needed.</p>	<p>Short term: Fidelity: All staff understand the expectations of the school and begin to show evidence of modelling these. Acceptability: The majority of staff demonstrate this and expectations across school can be seen to be more consistent. Medium term Fidelity: Evidence in books shows consistency of high expectations from staff and children. The learning environments show continual promotion of respect for school and expectations for excellence. Children's uniform and behaviour around school personify these expectations. Reach: All staff and pupils are consistent in their demonstration of high expectations for all.</p>	<p>Short term – the quality of work in children's books will improve without compromising quantity. The positive 'feel' of the school will be further evident through the presentation, behaviour and attitudes of the children.</p> <p>Medium term – children from all abilities and from all groups will feel a greater sense of pride in their work and their school engendering further improvement of positive attitudes and learning behaviours.</p> <p>Long term – expectations and behaviours will be established. Outcomes will show that all groups achieve their full potential.</p>
Review Progress at the end of the autumn term	Review Progress at the end of the spring term		Review Progress at the end of the summer term	
<p>In general there have been some improvements here but this requires further consistency.</p>	<p>Some improvements continue and evidence from books shows pleasing progress. This is not fully consistent to all children and all groups and specific targeted support and development was beginning before lockdown.</p>			

C. Planned Expenditure				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>Teaching of early reading and phonics is not fully consistent or as robust as it could be to enable that all children enter KS2 able to fully access the curriculum. Staff teach phonics daily but their in depth understanding of the most effective methods for this is variable and requires development. Pupils a good number of pupils reach the necessary standard to pass the phonics screening check and this is improving however, this alone does not enable full access to the range of reading within the KS2 curriculum. Some pupils don't reach the phonics screening standard by the end of Y2 or the KS1 expectations for reading and so are disadvantaged when entering KS2. Some pupils often, but not always, those from disadvantaged backgrounds, enter school with lower literacy levels and so require additional support. EEF toolkit has a positive impact of +4 months.</p>	<p>Active ingredient 1 – The system and expectations for phonics teaching from N to Y2 will be clarified. Active ingredient 2 – resources will be purchased to ensure delivery of the improved lessons. Active ingredient 3 – phonics sessions will be delivered daily in the same time slot as previously and in addition to other reading activities but they will follow the new strategy. Active ingredient 4 – one to one and small group intervention will be delivered to those children at risk of not attaining as required (see element D below) Active ingredient 5 – parents will be informed about the changes through letters and meeting and given access to the online support materials.</p>	<p>CPD core staff will attend full. 2 day RWI phonics training externally and the reading lead will attend full one day reading lead training. All other staff in school will receive CPD from training sessions led by the head teacher and reading lead, interventions from the development day lead and peer collaboration / observation etc. Staff will collaborate with planning and the preparation of resources as well as team teaching and modelled lessons to share good practice. Communication will take place through staff meetings, parents' meetings, newsletters and emails. Informal discussions between staff in different classes will also be facilitated by the reading lead. Follow up support in terms of coaching and individual peer observation will be provided as needed.</p>	<p>Short term: Fidelity: All staff follow the RWI format and teach the lessons as planned and as needed by their group Medium term Fidelity: All RWI sessions are delivered consistently and accurately with clear routines established. Additional support, pinny words and one to one catch up activities are in place. Development day evaluations show good progress. Reach: All staff are consistent in their teaching of phonics and early reading.</p>	<p>Short term – pupils show more confidence when reading and blending sounds and show engagement with the system. Medium term – Progress through the RWI levels is established and maintained with evidence of children applying these skills in reading and writing activities throughout the school day. Long term – attainment at Y1 in the phonics screening check and at Y2 in reading continues to improve. Attainment and progress in KS2 across the curriculum continues to improve and children are more able to effectively access the curriculum leading to improved attainment in all subjects.</p>
Review Progress at the end of the autumn term		Review Progress at the end of the spring term		Review Progress at the end of the summer term

<p>The new phonics system has been introduced and key staff have been trained. The reading lead is liaising with development days and finding positive progress as a result of these as well.</p>	<p>Further training has partially been completed due to lockdown and this will be continued and strengthened as soon as this is possible.</p>	
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D. Planned Expenditure

Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>One to one and small group support is required in EYFS for pupils who enter the school with language deficit, in Y1 for children at risk of not meeting the phonics screening threshold and in Y2 and KS2 for those who have gaps and barriers in their phonics knowledge or early reading skills. Staff require training, support and resources to deliver this. EEF toolkit – phonics has a positive impact of +4 months, small group tuition has a positive impact of +4 months and one to one tuition has a positive impact of +5 months.</p>	<p>Active ingredient 1 – one to one sessions will be delivered during assembly times by trained staff. Active ingredient 2 – small group intervention sessions will be delivered during afternoons led by trained support staff and after school led by the reading lead. Active ingredient 3 – Ongoing, on the spot one to one catch up sessions will happen with all staff using ‘pinny time’ for this. Active ingredient 4 – clear communication between the teacher who leads the main phonics session for these children, the class teacher and the intervention lead must be established and maintained.</p>	<p>CPD for teaching staff and for the support staff leading the intervention. This will be delivered by the school reading lead and the development day lead from RWI. Collaboration between the staff working with these individuals in class, groups and individually leading to improved communication. Follow up support from SENCO, reading lead and development day lead as required.</p>	<p>Short term Fidelity: teachers ensure that children are able to consistently attend the intervention sessions and relate the learning from these to class and group teaching. Medium term: Fidelity: All sessions are delivered and fully followed up by teaching staff. Children progress through the sessions and improve their phonics knowledge and understanding.</p>	<p>Short term: Pupils feel more confident and more able to access phonics teaching. Medium term: Pupils make sufficient progress to return to class and group phonics teaching without the need for further intervention. Long term: Pupils reach their full potential in terms of phonics and reading assessments and are able to fully access the KS2 curriculum.</p>

Review Progress at the end of the autumn term	Review Progress at the end of the spring term	Review Progress at the end of the summer term
<p>The RWI interventions have begun in EYFS and KS1 and are showing some initial impact.</p>	<p>Children in KS2 are now also accessing these interventions. Full impact cannot be assessed due to the lockdown but the online resources have been made available for parents to work with their children during home learning.</p>	

E. Planned Expenditure				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>Some children have social circumstances or emotional / behavioural needs which impact on their ability to attain their full potential. This includes some children with diagnosed communication and interaction conditions and low self confidence as well as those whose emotional and behavioural needs result from home circumstances.</p> <p>Staff need support to raise the aspirations of these children and ensure that they account for these needs when planning and delivering teaching.</p> <p>Teachers will develop programmes to focus on specific need where applicable which will be led by support staff.</p> <p>Pupils need to believe in themselves and develop strategies to manage their emotions, behaviour or confidence levels. EEF toolkit – behaviour interventions have a positive impact of +3 months.</p>	<p>Active ingredient 1 – staff need training to ensure that the needs of these children are met.</p> <p>Active ingredient 2 – specific, focused, short term interventions need to be established according to need and to be followed up within class. These will happen at least once per week during afternoon sessions on the timetable and more frequently according to need. They will be delivered by trained support staff.</p> <p>Active ingredient 3 – provision needs to be subsidised to ensure that these children are fully able to access extra curricular provision and, for example, residential visits which will all support their personal and social development thus improving their engagement with the full curriculum within school.</p>	<p>CPD for staff working with these groups and individuals.</p> <p>Collaboration between these staff, SENCo and class teachers to ensure that the needs of these children are fully met.</p> <p>Collaborate with parents to promote attendance at extra curricular clubs and events such as residential visits. This will also ensure they are fully informed of the financial support that school will offer for these.</p> <p>Collaborate with other schools who have shown progress and improvements in this area of work.</p>	<p>Short term Fidelity: staff will ensure that the emotional needs of these children are considered and actively planned for. Interventions, where needed, will be in place.</p> <p>Medium term Fidelity: All staff will demonstrate effective provision to cater for the emotional and behavioural needs of the children. Reach: the number of children with these needs and from disadvantaged backgrounds attending clubs and residential will continue to grow.</p>	<p>Short term Pupil self confidence and awareness will increase.</p> <p>Medium term Attendance at additional activities will improve and confidence and self control will be managed individually with less need for intervention.</p> <p>Long term Positive impact on social and emotional welfare will be evident through improved outcomes. Improved self esteem and confidence leading to improved academic outcomes and a greater ability to access secondary school provision effectively.</p>
Review Progress at the end of the autumn term		Review Progress at the end of the spring term		Review Progress at the end of the summer term
Some initial impact seen – more individualised focus still needed.		Further work needed.		

Review of Expenditure				
Previous Academic Year				
Problem	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Attainment in basic numeracy and in reading accuracy and fluency was not high enough.	TA led interventions in reading and basic maths skills. Directed intervention support within class as needed.	<p>2/3 PP children in Y6 attained ARE in writing, 1/3 in reading. 1/3 in maths.</p> <p>Overall attainment at ARE in Y6 improved to 75% combined ARE with positive progress measures in all subjects. This represents a 3 year improving trend.</p> <p>100% of children in Y2 attained at ARE and 50% attained at GD combined.</p> <p>Overall attainment at ARE in Y2 improved to 71%.</p>	Interventions don't have enough impact on their own. More focus is needed on improving whole class quality first teaching and ensuring that class teachers have the skills and knowledge to support this group to ensure that progress and attainment improves further next year.	£6765
Problem	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To develop and improve communication, speech and language.	TA support in class in addition to that funded through EHCP.	EYFS child improved in communication and Y1 child passed the phonics screening check and is on track to reach ARE at the end of Y2.	This support has led to improvements and needs to be continued alongside developments in teaching staff skills and understanding of the needs of these children.	£3317
Problem	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

To improve social and emotional development	Appointment of 2 additional lunchtime / 1 additional after school club member of staff with strengths in nurture / thrive provision. Support sessions to be accessed as part of play provision during these times.	Behaviour incidents have lessened during the year and the focus children have improved their attainment. The overall positive ethos in school has continued to improve and develop.	Further development of class teacher knowledge and understanding to enable greater improvement here is required. Further development of lunchtime and after school club provision is also underway and requires further development next year.	£6496
Problem	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To improve confidence leading to greater attainment and levels of challenge.	Third Space learning. Additional TA support within classes to extend and challenge.	Excellent progress with the middle ability children in this group as evidenced from the attainment outcomes above. During the year this support was moved from Y6 to Y5 to enable the benefits to be gained more widely across school. Improvements within the teaching of maths and reading in particular have supported this outcome.	Moving forward these strategies will be further developed within quality first teaching, removing the need to catch up interventions.	£3222
Problem	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Additional Information

