



Pupil premium strategy statement: Mount Charles School

1. Summary information					
School	Mount Charles				
Academic Year	2017/18	Total PP budget	£165,000	Date of most recent internal review	September 2017
Total number of pupils	420	Number of pupils eligible for PP	125	Date for next internal review of this strategy	Jan 2018

2. Current attainment			
	Pupils eligible for PP (Mount Charles)	Pupils not eligible for PP (Mount Charles)	National Non-PP (Y6 2016)
% at expected in reading	55%	79%	72%
% at expected in writing	55%	72%	79%
% at expected in maths	56%	79%	76%

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.	Speech and language development in EYFS
B.	Children lack resilience in learning
C.	Slow progress and low attainment particularly in KS2.
D.	Lack of engagement in healthy lifestyle, extracurricular clubs and residential trips.
External barriers (issues which also require action outside school, such as low attendance rates)	
E.	Attendance rates for PP pupils were 93.6% for 2016/17, which is lower than 95.5% non PP children. Persistent absence – PP – 13.6% Non – PP 9.4%

F.	SEMH related to home issues.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children starting school with language delay receive SALT and reach ELG.	EYFS HLTA focuses on PP children to recognise their barriers to learning for targeted support. Increased GLD for PP from 38% to 50%
B.	Children learn to be resilient when faced by challenges in their learning. This will be measured by attendance data and teacher surveys.	New Learning Mentor targets PP children for mentoring and targeted behaviour support. This impacts on behaviour for learning. Fewer behaviour incidents are shown for these pupils. Case studies will show greater engagement in learning. Attendance improves.
C.	Accelerated progress and at least national attainment particularly in KS2. This will be measured by half-termly data, monitoring of pupil progress towards targets set, internal and MAT moderation and as part of monitoring process.	Pupils eligible for PP make as much progress as ‘other’ pupils, across Key Stage 2 in maths, reading and writing. Measured in Y3, 4, 5 and 6 by teacher assessments, testing and successful moderation practices established across the multi-academy trust (MAT). Previously high attaining children achieved Greater Depth in all 3 areas at year end. Children not achieving GLD in EYFS attain EXS in Y1 – Target 25% increase.
D.	Increased engagement of PP children in extracurricular clubs and residential trips.	PP Children take part in at least 2 weekly club with 1 being after school. Increase the number of PP children taking part in residential trips from 62% to at least 85% by engaging parents in value of trip and offering partial funding and flexible payment.
E.	Increased attendance rates for pupils eligible for PP.	Early engagement of Learning Mentor with PP families where attendance is an issue. Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 92% to 96% in line with ‘other’ pupils.
F.	Children needing mentoring receive the support they require. Measured by attendance, punctuality.	SEMH related to home issues is dealt with effectively with mentoring and pastoral support resulting in increased attendance.

5. Planned expenditure					
Academic year	2017/18				
The headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching (In school barriers)					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
EYFS Increased GLD for PP from 38% to 50%	Quality first teaching for all PP children. Continue focus on RWInc phonics in EYFS. GB involvement in Maths Hub for best EYFS methods. Targeted support EYFS HLTA. Newly appointed phase leaders impact on quality of teaching and learning in their phase. Maths INSET with a focus on fluency and reasoning Gill Behennah EYFS lead on board of Early Maths Hub to further research best practice for EYFS maths.	A number of children enter EYFS significantly below National expected level. In the 2017 cohort, only 4 children (7% of the cohort) were assessed on entry as being in the age-typical 40-60+ Entering phase or above across the twelve ELGs which contribute to the Good Level of Development (GLD) measure. We have appointed an EYFS HLTA this year to focus solely on targeted support for these children. Observations will inform interventions and engagement with parents. EEF toolkit shows early interventions to have high impact on progress +5 Previous data shows impact of RWInc Phonics. School focus on maths requires early start on mastery methods. New EYFS HLTA to focus on PP children. Mastery training across the year will focus on Fluency and Reasoning which was where evaluation of last year's assessments showed most need.	Daily phonics learning walks inform subsequent training. Hold regular parent workshops to ensure engagement at home. Evaluate impact of PP initiatives. School Monitoring programme led by SLT and phase leaders including learning environment audit, work scrutinies, lesson observations, pupil progress meetings, learning walks and Performance Management for all staff. Half-termly pupil progress meetings will focus on progress made by PP children against targets. Monitoring of all aspects of maths teaching will show impact of investment in increased progress and attainment with particular focus on fluency and reasoning.	Jo Knuckey – PP Lead	Jan 2018
Year 1 90% PP children meet Phonics screening standard. 25% of children who did not reach GLD in EYFS	Quality first teaching for all PP children and targeted marking and feedback.	Previous data shows impact of RWInc Phonics. We recognise that rather than aiming to narrow the gap between non-PP and PP	Daily phonics learning walks and subsequent training School Monitoring programme led by SLT and phase leaders including learning environment audit, work	Jo Knuckey – PP Lead	Jan 2018

reach EXS at the end of Year 1.	Continue focus on RWInc phonics from EYFS. Focused support and intervention for those children who did not meet GLD in EYFS. Newly appointed phase leaders impact on quality of teaching and learning in their phase. Maths INSET Investment in programmes proven to improve Maths fluency – Sum Dog	children we need to eliminate it as early as possible. Mastery training across the year will focus on fluency and Reasoning which was where evaluation of last year's assessments showed most need.	scrutinies, lesson observations, pupil progress meetings, learning walks and Performance Management for all staff. Half-termly pupil progress meetings will focus on progress made by PP children against targets. Monitoring of all aspects of maths teaching will show impact of investment in increased progress and attainment with particular focus on fluency and reasoning.		
Year 2 50% of children who did not meet Phonics screening in Year 1 will meet in Y2. Percentage of PP children meeting combined EXS at the end of the year will increase from 56% to 63%	Quality first teaching for all PP children and targeted marking and feedback. Continue focus on RWInc phonics from Y1. Focused support and intervention for those children who did not meet EXS by the end of the previous year. Newly appointed phase leaders impact on quality of teaching and learning in their phase. Maths INSET Investment in programmes proven to improve Maths fluency – Sum Dog, Disraeli maths..	Previous data shows impact of RWInc Phonics. Mastery training across the year will focus on Fluency and Reasoning which was where evaluation of last year's assessments showed most need.	Daily phonics learning walks and subsequent training School Monitoring programme led by SLT and phase leaders including learning environment audit, work scrutinies, lesson observations, pupil progress meetings, learning walks and Performance Management for all staff. Half-termly pupil progress meetings will focus on progress made by PP children against targets. Monitoring of all aspects of maths teaching will show impact of investment in increased progress and attainment with particular focus on fluency and reasoning.	Jo Knuckey – PP Lead	Jan 2018
Year 3 Percentage of PP children meeting combined EXS at the end of the year will	Quality first teaching for all PP children and targeted marking and feedback. Focused support and intervention for those	Mastery training across the year will focus on fluency and reasoning which was where evaluation of last year's assessments showed most need.	School Monitoring programme led by SLT and phase leaders including learning environment audit, work scrutinies, lesson observations, pupil progress meetings, learning walks	Jo Knuckey – PP Lead	Jan 2018

increase from 44% to 50%	<p>children who did not meet EXS by the end of the previous year.</p> <p>Focus on High Previous Attainers to ensure that they are on track to meet Greater Depth.</p> <p>Newly appointed phase leaders impact on quality of teaching and learning in their phase.</p> <p>Maths INSET</p> <p>Investment in Accelerated Reader</p> <p>Use of RWInc</p> <p>Phonics/Fresh Start in small teacher/TA led groups for children who need this input.</p> <p>Investment in programmes proven to improve Maths fluency – Sum Dog, Disraeli maths and Times Table Rock Stars.</p>	Data proves that AR impacts on reading engagement, enjoyment and progress.	<p>and Performance Management for all staff.</p> <p>Review AR data to show that teachers are focusing on children who need support and that the programme is impacting on all.</p> <p>Half-termly pupil progress meetings will focus on progress made by PP children against targets.</p> <p>High previous attainers to reach GDS in end of year assessments.</p> <p>Monitoring of all aspects of maths teaching will show impact of investment in increased progress and attainment with particular focus on fluency and reasoning.</p>		
Year 4 Percentage of PP children meeting combined EXS at the end of the year will increase from 41% to 59%	<p>Quality first teaching for all PP children and targeted marking and feedback.</p> <p>Focused support and intervention for those children who did not meet EXS by the end of the previous year.</p> <p>Focus on High Previous Attainers to ensure that they are on track to meet Greater Depth.</p> <p>Newly appointed phase leaders impact on quality of teaching and learning in their phase.</p> <p>Appointment of new Teaching and Learning lead to begin in January 2018.</p> <p>Maths INSET</p>	<p>Mastery training across the year will focus on fluency and reasoning which was where evaluation of last year's assessments showed most need.</p> <p>Data proves that AR impacts on reading engagement, enjoyment and progress.</p>	<p>School Monitoring programme led by SLT and phase leaders including learning environment audit, work scrutinies, lesson observations, pupil progress meetings, learning walks and Performance Management for all staff.</p> <p>Review AR data to show that teachers are focusing on children who need support and that the programme is impacting on all.</p> <p>Half-termly pupil progress meetings will focus on progress made by PP children against targets.</p> <p>High previous attainers to reach GDS in end of year assessments.</p> <p>Monitoring of all aspects of maths teaching will show impact of investment in increased progress and attainment with particular focus on fluency and reasoning.</p>	Jo Knuckey – PP Lead	Jan 2018

	<p>Investment in Accelerated Reader Use of RWInc Phonics/Fresh Start in small teacher/TA led groups for children who need this input. Investment in programmes proven to improve Maths fluency – Sum Dog, Disraeli maths and Times Table Rock Stars.</p>				
<p>Year 5 Percentage of PP children meeting combined EXS at the end of the year will increase from 58% to 75%</p>	<p>Quality first teaching for all PP children and targeted marking and feedback. Focused support and intervention for those children who did not meet EXS by the end of the previous year. Focus on High Previous Attainers to ensure that they are on track to meet Greater Depth.</p> <p>Reduced class sizes in Y5 and 6. Newly appointed phase leaders impact on quality of teaching and learning in their phase. Appointment of new Teaching and Learning lead to begin Jan 2018 Maths INSET Investment in Accelerated Reader Use of RWInc Phonics/Fresh Start in small teacher/TA led groups for children who need this input. Investment in programmes proven to improve Maths fluency – Sum Dog,</p>	<p>Classes of no more than 20 in Y5 and 6 ensure focus on PP children in English and Maths and rapid teacher response to those falling behind. Mastery training across the year will focus on fluency and reasoning which was where evaluation of last year's assessments showed most need. Data proves that AR impacts on reading engagement, enjoyment and progress.</p>	<p>School Monitoring programme led by SLT and phase leaders including learning environment audit, work scrutinies, lesson observations, pupil progress meetings, learning walks and Performance Management for all staff. Review AR data to show that teachers are focusing on children who need support and that the programme is impacting on all. Half-termly pupil progress meetings will focus on progress made by PP children against targets. High previous attainers to reach GDS in end of year assessments. Monitoring of all aspects of maths teaching will show impact of investment in increased progress and attainment with particular focus on fluency and reasoning.</p>	<p>Jo Knuckey – PP Lead</p>	<p>Jan 2018</p>

	Disraeli maths and Times Table Rock Stars.				
Year 6 Percentage of PP children meeting combined EXS at the end of the year will increase from 43% to 64%	<p>Quality first teaching for all PP children and targeted marking and feedback. Focused support and intervention for those children who did not meet EXS by the end of the previous year.</p> <p>Focus on High Previous Attainers to ensure that they are on track to meet Greater Depth.</p> <p>Reduced class sizes in Y5 and 6.</p> <p>Newly appointed phase leaders impact on quality of teaching and learning in their phase.</p> <p>Appointment of new Teaching and Learning lead to begin Jan 2018</p> <p>Maths INSET</p> <p>Investment in Accelerated Reader</p> <p>Use of RWInc</p> <p>Phonics/Fresh Start in small teacher/TA led groups for children who need this input.</p> <p>Investment in programmes proven to improve Maths fluency – Sum Dog, Disraeli maths and Times Table Rock Stars.</p>	<p>Classes of no more than 20 in Y5 and 6 ensure focus on PP children in English and Maths and rapid teacher response to those falling behind.</p> <p>Mastery training across the year will focus on Reasoning which was where evaluation of last year's assessments showed most need.</p> <p>Data proves that AR impacts on reading engagement, enjoyment and progress.</p>	<p>School Monitoring programme led by SLT and phase leaders including learning environment audit, work scrutinies, lesson observations, pupil progress meetings, learning walks and Performance Management for all staff.</p> <p>Review AR data to show that teachers are focusing on children who need support and that the programme is impacting on all.</p> <p>Half-termly pupil progress meetings will focus on progress made by PP children against targets.</p> <p>High previous attainers to reach GDS in end of year assessments.</p> <p>Monitoring of all aspects of maths teaching will show impact of investment in increased progress and attainment with particular focus on fluency and reasoning.</p>	Jo Knuckey – PP Lead	Jan 2018
Total budgeted cost					£117,061
Other approaches (external barriers)					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased attendance rates for PP pupils from 92% to 96% in line with national non-PP.	Full time Learning Mentor employed to monitor pupils and follow up quickly on absences. First day response provision. Teachers address attendance in parent meetings. Attendance awards given to classes and individuals.	We can't improve attainment for children if they aren't actually attending school. Parents know that attendance will be questioned from first day. We want children to know how important attendance is so we address this each week in assembly with announcements and incentives.	Attendance of PP children will increase in line with national averages. LM will engage effectively with target families. Staff will have positive conversations with target families.	Jo Knuckey – PP Lead	Jan 2018
SEMH of PP pupils	LM has training to carry out targeted interventions with pupils. Pastoral worker targets PP children and families for support. Review of Whole School PSHE teaching. School to work towards gaining Healthy Schools award. Encouragement of PP pupils to take up healthy lunches, free milk and free fruit. Providing milk and fruit free to KS1 and KS2. Encouragement of PP pupils to join School Clubs. Increase percentage of PP children attending Y4,5 and 6 residentials from 62% to at least 85%. Fund swimming lessons for PP children to ensure they can fully participate in curriculum and take part in healthy activity.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. This will increase their engagement with the learning process. We believe that improved physical health will impact on the mental health of those concerned. A healthy diet, a range of physical activity and engagement in clubs and residential visits will impact positively on their greater health and wellbeing.	Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Ensure that those children entitled take up free lunches, fruit and milk. Audit of children taking part in clubs and residentials and subsequent conferencing of those children. Monitor swimming progress for PP children and ensure that at least 90% can swim 25m by end of KS2.	Jo Knuckey – PP Lead	Jan 2018
Total budgeted cost					£54,783

Total expenditure: £171,844	
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