



**2017 -2018 Pupil Premium Strategy for Midfield Primary School**

**Amount of Pupil Premium Funding Received 2017-2018**

Total number of pupils on role	460
Number of pupils in receipt of the Pupil Premium Grant (PPG)	125
Number of pupils entitled to FSM on the day of the census and in receipt of PPG	125
Number of pupils who were entitled to FSM at any point since the last census day and in receipt of PPG	123
Number of LAC pupils in receipt of PPG	0
Number of Service pupils in receipt of PPG	0
Number of adopted pupils in receipt of PPG	0
Total PPG received	£165,000

**Identified Barriers to Educational Achievement**

Midfield will continue to break down the following barriers for some pupils currently in receipt of the Pupil Premium Grant by focusing on:

Focus 1 Access to the curriculum – under achieving groups, in particular those who should be working at Greater depth

Focus 2 Access to enrichment activities – educational experiences such as trips, music lessons and participation in physical activities

Focus 3 Attendance

Focus 4 Parental engagement with the school - especially regarding attendance at information, workshop evenings and completion of homework

Focus 5 Children in receipt of the Pupil Premium Grant, who also have an SEND for cognition and learning

Focus 6 Children in receipt of the Pupil Premium Grant, who have English as an additional language (EAL) - focusing on reading and writing

Focus 7 Aspiration – focusing particularly on higher achieving Pupil Premium pupils

Focus 8 Behaviour – building the resilience of pupils who have specific social, behavioural and emotional needs

## **Rationale for Expenditure**

- *To ensure that disadvantaged children have similar and enriched opportunities and experiences to those of their peers*
- *To enhance the progress of pupils from disadvantaged groups*
- *To close the progress gap*
- *To ensure the health and wellbeing of disadvantaged pupils*

There is a focus on raising attainment through accelerated progress for children eligible for Pupil Premium Funding. This is particularly important for those children who also have SEN (including social, emotional or health needs) and those who had not achieved Age Related Expectations at the end of the previous academic year.

The school continues to make provision for PP eligible pupils through high quality teaching and Quality First teaching interventions. 6 weekly tracking of attainment and 'gap' analysis facilitates the development of targeted interventions (either academic or pastoral). These targeted interventions may take the form of small group or additional 1:1 work and their effectiveness is tracked to measure their impact before moving the children to their next learning steps. The school will continue to fund the deployment of staff and resources to develop and support learning interventions.

Midfield School is committed to equality of opportunity for all of its pupils. The school has high expectations for the attendance and punctuality of pupils and engages with a privately engaged Educational Welfare Officer to ensure that pupils are able to access their legal right to an education.

The school continues to develop resources, therapies and pastoral support which enhance learning.

These include the provision of Speech and Language Therapy in school; Educational Psychology and Clinical Psychology assessments and Neuro-Linguistic Programme Therapy. A large proportion of these resources are accessed by those pupils eligible for Pupil Premium Funding.

Midfield continues to be mindful of the changing emotional and social needs of pupils and the school continues to fund the provision of PIT Stop pastoral support. 'PIT Stop' and its team provides a valuable service to vulnerable pupils and their families. In addition, in 2016-17 the PIT Stop Team were able to support classes of pupils with PAWsB Mindfulness training (helping pupils to learn skills to calm and self-regulate their feelings and anxieties) and a programme for Year 6 pupils on transition to secondary school.

Staff at Midfield are aware that at times families face financial difficulties. The cost of after school activities, clubs, specialist lessons, school trips and residential trips and opportunities can be expensive. School **may** consider subsidising these events for families whose children are eligible for PP funding. Uniform vouchers are also subsidised at the start of the academic year in order to ensure that disadvantaged pupils are able to access the correct school uniform.

The school will continue to access a broader education and develop pupils aspirations through including workshops, additional excursions, inspirational visitors and assemblies. The school will continue to fund a minibus to help to reduce travel costs.

Midfield is committed to providing a wide and varied curriculum for all pupils. This includes the development of opportunities for pupils to learn outdoors. Pupil Premium Funding will continue to contribute to the development of the Edible Garden. This will develop awareness of how food grows and how it can be utilised by humans.

The school will continue to ensure that all pupils have access to healthy, nutritional school meals.

<b>Area of Spend</b>	<b>Focus</b>	<b>Total Allocation</b>
Quality First Teaching	Raising attainment to diminish the difference	£20,000
Salary contributions for Inclusion Manager	Management of PP grant including monitoring of outcomes and impact	£20,000
Unlocking Languages SALT	Speech, language and Social Interaction	£15,000
Salaries for SENCo Assistant	Personal and social and English and Maths	£20,000
Salary contributions for specialist teachers: Music, Computing and Languages	Music, Computing and Languages	£ 20,000
Weekly intervention run by SLT	English and Maths – to enhance progress and attainment	£10,000
Booster sessions (after school or during holiday times)	English and Maths -- to enhance progress and attainment	£5,000
Funding for extra enrichment activities (hockey, school trips, residential trips, Pantomime shows, Royal Opera House)	Personal and Social – to develop life experiences and expectations	£5,000
Uniform Vouchers	PSE – to improve wellbeing and inclusion	£4000
Cost of Transportation - Minibus	Personal and Social, Wellbeing	£3000
Well-being and SEMH: PIT Stop and pastoral support	Personal and Social	£30,000
Neuro-Linguistic Therapist	PSE wellbeing – to improve self-esteem, expectations and learn to self-regulate	£3000
Outdoor Learning opportunities	PSE, Science, Wellbeing to develop opportunities and expectations, to enhance understanding of a healthy diet	£2000
EWO (WPA)	To improve attendance	£6,000
Social Eyes Assessments	Personal, Social, Wellbeing and Learning	£2000
<b>Approximate Total Spend</b>		<b>£165,000</b>

## Planned Spending for 2017 – 2018

Area of Spend	Focus	Actions	Outcomes
<b>Teaching and Learning</b>		To enhance progress and to close learning gaps for disadvantaged pupils	
<ul style="list-style-type: none"> <li>Quality first Teaching</li> <li>Targeted Support</li> </ul>	1,5,6,7,	<ul style="list-style-type: none"> <li>Identifying PP pupils in planning and targeting them in focus groups/individually.</li> <li>Assessment for Learning strategies &amp; opportunities to be identified and implemented effectively.</li> <li>Ongoing use of Learning Ladders to identify next steps and gaps in learning.</li> <li>Professional Development Meetings (PDM) in order to upskill our staff.</li> <li>Moderation with other schools in Spring Trust.</li> <li>Ongoing use of Learning Ladders to target specific next steps in reading, writing and maths.</li> <li>Use of Maths Mastery</li> </ul>	<ul style="list-style-type: none"> <li>Quality First teaching impacts on the learning of all pupils, especially pupils eligible for the Pupil Premium payment.</li> <li>Quality First Teaching identifies, targets and supports the progress of PP pupils, resulting in better outcomes for all.</li> <li>All teaching is good and fully meets the needs of pupils – resulting in enhanced progress.</li> <li>Gaps in achievement close rapidly through targeted interventions that support the accelerated progress of PP pupils, in particular for the following groups: WH/BRI boys PP/SEN and children of Traveller Heritage</li> </ul>
<ul style="list-style-type: none"> <li>Salary contributions for Inclusion Manager</li> <li>Learning Interventions by SLT</li> </ul>	1,2,3,4,5,6,7,8  1,4,7	<ul style="list-style-type: none"> <li>Management of PP grant including monitoring of outcomes and impact</li> <li>Interaction with all agencies to maximise opportunities and meet the needs of pupil.</li> <li>Teaching classes and groups to enhance learning and model teaching strategies.</li> <li>To analyse Pupil Progress data and work with Class Teachers and Inclusion Manager to identify learning and opportunity gaps.</li> </ul>	<ul style="list-style-type: none"> <li>Strategic direction for use of resources results in better outcomes for pupils eligible for PP payment</li> <li>Pupils access a range of therapies, assessments and programmes which facilitate learning and enhance progress</li> <li>Teaching staff benefit from developing practise.</li> <li>Tracking of progress and attainment and development of planned interventions to</li> </ul>

<ul style="list-style-type: none"> <li>• SENCo Assistant</li> <li>• Booster Sessions</li> </ul>	<p>1,2,4,5,6,7,8</p> <p>1,2,4,5,6,7</p>	<ul style="list-style-type: none"> <li>• Work with Inclusion Manager and class teachers to identify pupils needs and provide resources accordingly.</li> <li>• Easter School for Year 6 Pupils – part funding for 2 teachers.</li> <li>• Meetings for Parents to develop awareness of SAT’s curriculum.</li> </ul>	<p>close gaps enhances progress.</p> <ul style="list-style-type: none"> <li>• Tracking of progress to ensure that disadvantaged pupils make progress and have high levels of wellbeing</li> <li>• Year 6 pupils have equal opportunity to access learning.</li> <li>• Parents contribute to pupils learning</li> <li>• Year 6 pupils eligible for PP payment have good outcomes at the end of Key Stage 2.</li> </ul>
<p><b>Therapeutic Support</b></p>		<p>To provide therapies which meet the needs of pupils health and wellbeing</p>	
<ul style="list-style-type: none"> <li>• SALT</li> <li>• Neuro-Linguistic Therapist</li> <li>• PAWS B Mindfulness (PIT Stop team)</li> </ul>	<p>1,4,5</p> <p>2,4,5,7,8</p> <p>2,8</p>	<ul style="list-style-type: none"> <li>• Refer disadvantaged pupils with SALT needs for assessment.</li> <li>• Therapist to work with or provide programme for pupils.</li> <li>• Therapist to instruct PTP’s in delivering programme.</li> <li>• Therapist to make reports to inform Provision planning for pupils.</li> <li>• Inclusion Manager and SENCo assistant to track progress against the programme and in learning.</li> <li>• Referrals via class teachers and Inclusion Manager.</li> <li>• Parents to work with therapist.</li> <li>• Teachers to support the use of NLP strategies in class.</li> <li>• Programme delivered to classes weekly by PIT Stop Team.</li> <li>• Outcomes to be measured against the PAWS B scales and analysed in order to develop planning and strategy for the future.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils eligible for PP payment with Speech and Language Therapy needs will access necessary therapy.</li> <li>• Programmes will be delivered – the result of this being improvement in speech and language and an impact on progress in reading and writing.</li> <li>• Pupils eligible for PP payments will access this resource. Parents will support their children in completing the exercises set.</li> <li>• Pupils will develop resilience, self-confidence, self-esteem and self-regulation. This will impact on wellbeing and academic progress.</li> <li>• Pupils will practise Mindfulness to techniques to develop their own resilience and self-regulation.</li> </ul>

<ul style="list-style-type: none"> <li>• Social Eyes</li> </ul>	2,4,5,8	<ul style="list-style-type: none"> <li>• Referrals to be made by the Inclusion Team via Class Teachers.</li> <li>• Observations to be made by Psychologist and fed back to parents and class teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils eligible for PP payment will be referred.</li> <li>• Observation reports made by the psychologist will be shared with parents, teaching colleagues and other agencies (with parents' permission).</li> <li>• Information from the report will be utilised in providing resources and strategies to support pupils. This will increase well-being and enhance academic progress.</li> </ul>
<b>Enhancing Life Experiences and Expectations</b>		To broaden the opportunities and experiences of disadvantaged pupils	
<ul style="list-style-type: none"> <li>• Salary contributions for specialist teachers: Music, Computing and Languages</li> </ul>	2,7	<ul style="list-style-type: none"> <li>• Pupils to receive specialist teaching in Music, Sport, ICT and Spanish</li> <li>• Consider funding specialist music teachers for individual instrument learning</li> <li>• Specialist teachers to run after school clubs at no or reduced rates for disadvantaged pupils</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils will receive an enriched curriculum – this will develop aspirations in areas that might not be otherwise accessed</li> </ul>
<ul style="list-style-type: none"> <li>• Funding for extra enrichment activities (sports, school trips, residential trips, Pantomime shows)</li> </ul>	1,2,4,7	<ul style="list-style-type: none"> <li>• Staff will develop a programme of activities and events which will enhance the life experiences of pupils – 1 trip per term.</li> <li>• Parents will be offered financial assistance to ensure that pupils eligible for PP payments will be able to access opportunities</li> <li>• No disadvantaged child will be denied a place on an activity based on payment alone</li> <li>• Parents will be assisted in acquiring specialist equipment or clothing for activities where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils will receive an enriched curriculum – this will develop aspirations in areas that might not be otherwise accessed.</li> <li>• Pupils will be provided with suitable outdoor wear if appropriate to ensure participation</li> </ul>
<ul style="list-style-type: none"> <li>• Transportation to extra-curricular events – contribution to costs of running</li> </ul>	2,4,7	<ul style="list-style-type: none"> <li>• Minibus will be rented, serviced and insured appropriately.</li> <li>• Costs of fuel.</li> </ul>	<ul style="list-style-type: none"> <li>• Costs of transportation to extra-curricular activities and events will be reduced. This will help to ensure the participation of disadvantaged children.</li> </ul>

<ul style="list-style-type: none"> <li>• mini-bus</li> <li>• Outdoor Learning</li> <li>• Partial funding of Outdoor Learning PTP</li> </ul>	2,5,6,7,8	<ul style="list-style-type: none"> <li>• Development of the outdoor curriculum (PLC).</li> <li>• Ongoing development of the Edible Garden</li> <li>• Purchase of resources and waterproof clothing to ensure equal access for all.</li> <li>• Links to outside agencies and school kitchen.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will benefit from a wide and varied curriculum.</li> <li>• Pupils will be able to interact with natural resources and develop their understanding of science, horticulture and a healthy diet. This will impact positively on learning, health and wellbeing.</li> </ul>
<b>Attendance</b>		To ensure that there is no gap between the attendance % of disadvantaged and non-disadvantaged pupils.	
<ul style="list-style-type: none"> <li>• Family Worker</li> <li>• Attendance officer</li> <li>• Partial funding</li> <li>• Employment of EWO</li> </ul>	1,2,3,4	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> day calling for absence.</li> <li>• Working with parents to promote attendance.</li> <li>• Letters to parents to challenge low attendance.</li> <li>• Referring to EWO for persistent absenteeism.</li> <li>• Generating data to allow analysis and tracking of attendance which informs actions and strategies for groups and individuals within the school.</li> <li>• Meetings with parents re absence and the legal requirements and rights of children to an education.</li> <li>• Representing the school at court when required.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance of pupils eligible for PP payment will be 96%+</li> <li>• Rate of persistent absenteeism within the PP eligible groups will reduce</li> <li>• Parents will understand that their children have a legal right to education which they have a responsibility to ensure – they will work with the school in order to improve attendance when necessary.</li> <li>• Positive impact of improved attendance on progress and attainment for those pupils eligible for PP payments.</li> </ul>
<b>SEMH needs and Wellbeing</b>			
<ul style="list-style-type: none"> <li>• Extended School opportunities</li> </ul>	4,7	<ul style="list-style-type: none"> <li>• Pupils eligible for PP payment will access extended school opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate the possibility of funding places to ensure the safety and wellbeing of pupils and supporting working parents</li> </ul>
<ul style="list-style-type: none"> <li>• Healthy School Meals (FSM)</li> </ul>	4,7	<ul style="list-style-type: none"> <li>• Disadvantaged pupils encouraged to eat a healthy school meal each day</li> <li>• Advice to parents on providing healthy school lunchboxes</li> <li>• Science and PSHE focus on developing a healthy lifestyle</li> <li>• Children experience Edible Garden development.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils eligible for PP Payment will receive a healthy, nutritious meal at school each day.</li> </ul>

<ul style="list-style-type: none"> <li>Well-being and SEMH: PIT Stop and pastoral support (Pastoral support Manager and 2 assistants)</li> <li>Uniform vouchers</li> </ul>	<p>2,4,5,8</p>	<ul style="list-style-type: none"> <li>Ongoing contribution to PIT Stop programme and partial funding of the team.</li> <li>Regular Inclusion Team Meetings to ensure that team is well informed about the needs of the pupils</li> <li>Collection and analysis of data related to programmes and groups</li> <li>Cross reference to changes in behaviour patterns</li> <li>Implementation of small group and 1:1 interventions to support vulnerable pupils</li> <li>PAWs B Mindfulness programme with classes</li> <li>Playground support for unstructured activities</li> <li>Accessing behavioural support for pupils</li> <li>Financial support to purchase appropriate items of uniform</li> </ul>	<ul style="list-style-type: none"> <li>All pupils will have high levels of wellbeing through the provision of targeted SEMH support.</li> <li>This will be reflected in improvements in attainment, progress and behavioural data.</li> <li>All pupils will be well presented and wearing appropriate uniform</li> <li>Pupils will identify as being Midfield pupils and no child will feel marginalised through financial difficulties within their families.</li> </ul>
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