

Millbrook Primary School : Pupil Premium report 16/17

Pupil Premium Allocation 16/17 Based on 56 pupils out of 206 (27%)		£84100	Research: <i>“Funding is not always targeted on those who need it, or on interventions with a track record of successfully raising achievement.”</i> Unseen children: access to achievement 20 Years on-OfSTED The Sutton Trust Teaching and Learning Toolkit considers a wide range of common approaches and strategies to raising achievement. It analyses them bases on a range of evidence in order to identify the high impact approaches alongside the implications. This action plan is based on the some of the higher impact strategies identified by the Sutton Trust and the Ofsted document ‘The Pupil Premium How schools are spending the funding successfully to maximise achievement’ so that we can be confident that we are using interventions and approaches with a track record of success.
CPD to enhance QFT	3 – 5 days per teacher	£12000	
Small group tuition by qualified teacher.	Targeted focus group teaching Research – Small group tuition <ul style="list-style-type: none"> • A qualified teacher is more likely to achieve greater progress and raise attainment. • Intensive tuition in small groups is highly effective • Pupils are grouped according to current levels of attainment or specific needs. 	£3000	
Reduced class sizes in Reception.	Employing a additional teacher in Reception to maintain lower pupil to teacher ratio. Research – Reducing class sizes <ul style="list-style-type: none"> • Reducing class sizes for younger children may provide longer term benefits • It is likely that the more flexible choices the teacher has for organising learners combined with an increase in the quality and quantity of feedback accounts for the gains • Slightly larger effects are documented for the lower achievers and those from the lower socio-economic status for very young pupils 	£20,000	
Learning Support HTLA- small group Teaching Assistants – small group and 1:1	Additional HTLA Hours. CPD Teaching Assistants Research - Meta cognition and self-regulation strategies (Learning to learn) <ul style="list-style-type: none"> • Teaching approaches which encourage learners to plan, monitor and evaluate their learning have very high potential Research – Teaching Assistants <ul style="list-style-type: none"> • Teaching Assistants are most effective when leading a specific intervention program or when they work closely with the class teacher. • Schools should think carefully about the training and deployment of TA's. Research – 1:1 tuition <ul style="list-style-type: none"> • 1:1 tuition in intensive small groups is very effective in helping learners to catch up □ Allows effective feedback. • Short periods of intensive sessions tend to have the most impact. 	£18,000	
Speech and Language support	Speech and Language teacher (One day week)	£14,500	

Educational Visits/ curriculum enhancement	Subsidising Educational visits for PP pupils to participate/ Chex provision Research – <input type="checkbox"/> Participation can stop feelings of isolation and help to develop more positive opinions and attitudes towards school <input type="checkbox"/> Approaches to learning can have impact on confidence and relationships in school.	£5,000
Learning Mentor Provision	0.2 Learning Mentor Salary Research - Meta cognition and self-regulation strategies (Learning to learn) <ul style="list-style-type: none"> • Teaching approaches which encourage learners to plan, monitor and evaluate their learning have very high potential Research - Behaviour interventions <ul style="list-style-type: none"> • Targeted interventions for those diagnosed or at risk of emotional or behavioural disorders produce the greatest effects 	£3,500
Counselling	Quick access to appropriate counselling provision	£3600
Additional non-contact time for DHT	0.1 a week in school to monitor and maintain attendance Research – Increased attendance helps to narrow attainment gaps with peers.	£4500

Impact on year 6 leavers – gap between pupil premium and non-pupil premium

	Number in cohort	GPS	Reading	Writing (teacher assessment)	Maths	Reading writing & maths combined
Non ppg	18	108.9	103.3	Exp/higher 88.9% Higher 16.7%	104.6	Exp/higher 72.2% Higher 5.6%
ppg	12	102.3	100.5	exp/higher 66.7% higher 8.3%	99.3	Exp/higher 41.7% Higher 8.3%