



Millhouse

Primary School and Nursery

Pupil Premium Impact Report 2017-2018

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Pupil Premium - End of Year Report 2017-18

Number of pupils on roll and number eligible for pupil premium grant

Number of pupils on roll	634
Number of pupils currently eligible for pupil premium	170
FSM	97
Ever6	73
Amount of funding received per pupil	£1320

Year group	Total number of pupils	Number eligible for PP
Nursery	36	3
Reception	89	13
Year 1	87	19
Year 2	89	14
Year 3	89	25
Year 4	83	32
Year 5	85	34
Year 6	76	31

**Performance of disadvantaged pupils KS1 SATs
(PP children vs National Non-PP)**

	2017	National	2018	National
% of pupils making age expected attainment in Reading	71%	79%	56%	79%
% of pupils making age expected attainment in Writing	57%	72%	31%	74%
% of pupils making age expected attainment in Mathematics	57%	79%	50%	80%

PP children working at greater depth KS1 (PP children vs National Non-PP)

	Reading		Writing		Maths	
2017	PP	National	PP	National	PP	National
	10%	28%	5%	18%	14%	23%
2018	PP	National	PP	National	PP	National
	18%	29%	6%	18%	25%	25%

**Performance of disadvantaged pupils in Phonic check KS1
(PP children vs Nation Non-PP)**

	2017	National	2018	National
% of pupils meeting required standard of phonic decoding	54%	84%	84%	83%

**Performance of disadvantaged pupils over the last three years KS2 SATs
(PP children vs National Non-PP)**

	2016	National	2017	National	2018	National
% of pupils making age expected attainment in Reading	43%	66%	54%	77%	70%	80%
% of pupils making age expected attainment in Writing	62%	74%	76%	81%	77%	83%
% of pupils making age expected attainment in mathematics	69%	70%	78%	80%	80%	81%
% of pupils making age expected attainment in GPS	72%	73%	76%	82%	83%	82%
% of pupils making age expected attainment (combined)	34%	53%	51%	61%	60%	70%

PP children working at greater depth KS2 (PP children vs National Non-PP)

	Reading		Writing		Maths		GPS	
2017	PP	National	PP	National	PP	National	PP	National
	5%	29%	10%	21%	10%	27%	17%	36%
2018	PP	National	PP	National	PP	National	PP	National
	20%	33%	13%	20%	23%	28%	27%	31%

Performance of disadvantaged pupils 2018 (% on track compared to Non-PP)

	Reading		Writing		Maths	
Year 1	PP 74%	NON - PP 82%	PP 58%	NON-PP 79%	PP 58%	NON-PP 82%
Year 3	PP 58%	NON-PP 71%	PP 58%	NON-PP 69%	PP 58%	NON-PP 66%
Year 4	PP 56%	NON-PP 80%	PP 53%	NON-PP 76%	PP 63%	NON-PP 84%
Year 5	PP 71%	NON-PP 78%	PP 53%	NON-PP 71%	PP 79%	NON-PP 90%

EYFS Good Level of Development

2017		2018	
School (All)	School PP	School (All)	School PP
74		78	

Mentoring and counselling

Summary:

20 PP families have been supported by the Learning Mentor or Behaviour for Learning Coach throughout this year. This includes supporting children in school as well as the parents with concerns such as attendance, lateness, bereavement, social/emotional and mental health, behaviour difficulties and liaising with outside agencies such as family solutions.

Approximately 75 PP children have been supported in school with regular sessions or interventions from Learning mentor, Behaviour for Learning coach and Support LSA. The support offered mainly focuses around self esteem and confidence building; counselling; attendance and lateness or anxiety around school; social/emotional/mental health and behavioural support; friendship building and social skills. Additional 'drop ins' and 'Lunch Club' are also run to encourage children to discuss any problems they may have on an ad hoc basis.

In addition, 'Form Time' was set up in the later part of the year for Year 6's focusing on PSHE skills. The Learning Mentor and Behaviour for learning coach also delivered PSHE sessions throughout the school during PPA time. A focus for this year has been around raising awareness of mental health and how to keep ourselves mentally healthy.

Attendance

Summary:

Attendance of PP children continues to be monitored closely and families/children with poor attendance are offered support. 65% of PP focus children and families made improvements in their attendance throughout the year. In some cases, low attendance is a result of medical needs. For persistent poor attendance, concern letters with notice to improve have been sent and if no improvement seen then a referral to MECES made.

Termly rewards for attendance include 100% badges, 97%+ certificates, windmills (weekly) and continue to help raise the profile of attendance in assemblies. These will continue next year. Teachers also have in class 'reward' systems for attendance and specifically target poor attenders.

Key objectives for use of the pupil premium for 2017/2018

PP children to continue to be in line with or exceeding national average for non-PP in all curriculum areas

To close the gap between PP children and non-PP children in reception and target with early interventions when necessary.

To increase the amount of PP children working at greater depth across the curriculum.

To monitor and improve attendance to 96-97%.

Overview of expenditure and impact 2017/2018

Category of spend	Example of spend	Purpose/objective	Impact of expenditure
<p>Raising attainment</p> <p>68.5%</p>	<p>Academic staff - intervention teacher led reading, writing, spelling, maths interventions across the school focusing on both children who are not ARE and extending children capable of GD.</p> <p>Tuition – before and after school.</p> <p>Developing whole staff awareness of the important of PP and supporting teaching and learning for this group.</p>	<p>To raise standards in English and Maths so that children are in line or exceeding national average.</p> <p>To close the gap between PP and non-PP children.</p> <p>To recognise barriers to learning and implement early interventions.</p>	<p>An accessible curriculum for a group of PP and SEN Yr5/6 children was delivered.</p> <p>In KS2 maths, we have successfully closed the gap between PP and non-PP. In reading and writing, we are closing the gap, which is smaller than the gap nationally. In GPS, there is no gap for children achieving ARE. For children achieving reading, writing and maths at greater depth, there is no gap. Our next step is to ensure the gap between PP and non-PP achieving ARE in reading, writing and maths continues to decrease.</p> <p>In KS1, we are closing the gap in reading and maths at greater depth. We recognise that this cohort has a large number of children who are both PP and have SEND so the gap has not closed as much with ARE.</p>

			Increased awareness of this group of children has led to more targeted interventions based on areas of need. For example, additional reading is in place so that PP children in KS1 are read with at least 3 x a week.
Mentoring and counselling 13.5%	Mentoring and counselling staff External support from agencies	To support the emotional and social wellbeing of the child. To monitor and address poor attendance. To support both child and family (social, emotional health & wellbeing). To identify barriers to learning and provide targeted support.	20 families have received in house or external support and 75 PP children have accessed regular intervention at some point throughout the year. Improvements in social/ emotional/ behavioural and mental health has be seen in a number of case studies where support has been given. 65% of PP focus children / families made improvements in attendance throughout the year however improving PP attendance remains a key priority for the school.
Enrichment 18%	Trips Holiday clubs G&T opportunities External specialists in wider curriculum subject areas	To provide the opportunities that socially disadvantaged children may not typically experience. To provide high quality teaching of a broad and balanced curriculum.	PP children accessed a wide range of trips. PP children accessed a free sports camp run throughout the holidays. An Art Club targeting G&T PP children was run weekly. Children have had weekly access to high quality teaching during PPA in drama, music, dance and Spanish.

Overview of intended expenditure and impact for 2018/2019

Category of spend	Example of spend	Purpose/objective	Intended provision and use of funding
Raising attainment (interventions and quality first teaching)	<p>Academic staff - intervention teacher led reading, writing, spelling, maths interventions across the school focusing on both children who are not ARE and extending children capable of GD.</p> <p>Tuition – before and after school.</p> <p>Developing whole staff awareness of the important of PP and supporting teaching and learning for this group.</p>	<p>To raise standards in English and Maths so that children in line or exceeding national average.</p> <p>To close the gap between PP and non-PP children, that are identified as part of the rigorous pupil progress meetings.</p> <p>To recognise barriers to learning and implement early interventions.</p>	<p>Pupil premium / inclusion teacher to target both PP and SEN children to provide them with an accessible curriculum.</p> <p>Additional sets taught by intervention teachers for children who are not yet ARE but also to increase the amount of GD PP children.</p> <p>Morning and after school tuition.</p> <p>Teachers and SMT will support planning and teaching across the school.</p> <p>Implementation of new speech and language program into EYFS.</p>
Mentoring and counselling	<p>Mentoring and counselling staff</p> <p>External support from agencies</p>	<p>To support the emotional and social wellbeing of the child.</p> <p>To monitor and address poor attendance.</p> <p>To support both child and family (social, emotional health & wellbeing).</p> <p>To identify barriers to learning and provide targeted support.</p>	<p>Support for both families and children social/ emotional/ behavioural and mental health concerns.</p> <p>Counselling</p> <p>Mentoring and counselling staff to work with families with poor attendance to help improve.</p>

Enrichment	Trips Holiday clubs G&T opportunities External specialists in wider curriculum subject areas	To provide the opportunities that socially disadvantaged children may not typically experience. To provide high quality teaching of a broad and balanced curriculum.	Development of clubs offered across the school with a focus on increasing PP attendance. All PP children to access enrichment visits/trips. Holiday sports camps – free for PP children G&T art club G&T additional P.E. sessions PPA specialists in drama, dance, music, Spanish.
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Total pupil premium received in 2017/18	227,040
Total pupil premium spent in 2017/18	226,144
Estimated amount to be received 2018/2019	220,440

Overview of spend for 2017/2018

