

Pupil Premium Overview

2016 – 2017

Rationale: Pupil Premium Grants are awarded to children who are considered disadvantaged through either being in care, following adoption or in receipt of Free School Meals. The money is given to schools to spend on these pupils, in order to close the attainment gap between disadvantaged and non-disadvantaged pupils.

Disadvantaged Pupils at Middleton:

We have a successful history of supporting disadvantaged pupils at Middleton. Pupils' progress and attainment at the end of both KS1 and KS2 are above or close to national. Progress is a particular strength. We offer a range of initiatives in order to close the gap and provide our disadvantaged pupils enrichment activities.

Key Strategies: In order to support our disadvantaged pupils, we provide the following strategies:

- Employ welfare team to support families and children, signposting them for parental support and outreach programmes.
- Employ attendance officer to ensure pupils attend school regularly and on time.
- Direct school leaders to spend a proportion of their time to monitor and track PP children within their team.
- Provide additional support within EYFS to promote outcomes for PP children.
- Provide high quality, proven interventions in both Key Stages, including Numbers Count programmes and Accelerated Reader.
- Ensure LAC children receive additional support, including 1:1 tuition.
- Fund day visits and residential visits for PP children to enable their participation and ensure greater access to wider experiences.

Please refer to more detailed Pupil Premium narrative for the entire provision offered and the costing for each initiative.

What strategies have been particularly effective?

- Ensuring some of our families attend regularly and on time continues to be a challenge. However, RAISE data (2015), evidences that our PP children attend better than national: 4.9% overall PP absence (national PP absence is 5.4%) and only 2.7% persistence PP absence (national PP persistent absence is 5.4%).
- Supporting our most vulnerable families through the work of the welfare team. There remains a high safeguarding need for some of our children (%??). Feedback from external agencies have commented upon the school's good practice, its' effectiveness in signposting support and Early Help assessments.
- Developing key members of staff to deliver high quality interventions – the Numbers Count interventions have in particular proven to be very successful.
- 1:1 tuition. Both teachers and parents have reported how beneficial this support has been in identifying gaps and addressing misconceptions. Pupil Voice also indicates that pupils' confidence within the tutored subject has increased.

- Additional intervention for Phonics in Yr 1. A skilled TA has led these sessions and these pupils make faster gains than those who do not receive this intervention.

What strategies have been less effective?

For some strategies, impact is not always tangible and is therefore difficult to provide evidence of impact. This includes initiatives such as the Breakfast Club and funding residential trips. However, we are sure that such strategies do improve outcomes for Pupil Premium children and so the school will still place a high priority in providing such activities.

For those strategies which have proven to be less successful, it is often due to the quality of the intervention and the precision with which it is taught. We analyse the results of interventions and adapt practices as a result. This may mean removing the intervention completely, (as with Yr 2 writing support), or refining the programme (CODE reading intervention for example, is far more successful with boys than girls).

As a result of analysis, we have increased the percentage of pupils who can access interventions such as CODE, ECC Numeracy interventions and Accelerated Reader.