



MABLETHORPE PRIMARY ACADEMY

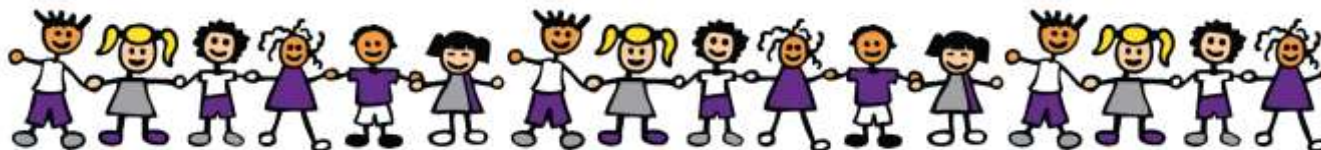
Pupil premium strategy statement 2016-17

1. Summary information					
School	Mablethorpe Primary Academy				
Academic Year	2016/17	Total PP budget	£205,920	Date of most recent PP Review	Sept 2016
Total number of pupils	342	Number of pupils eligible for PP	102	Date for next internal review of this strategy	Jan 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	27%	52%
% making progress in reading	100%	92%
% making progress in writing	96%	95%
% making progress in maths	100%	91%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	High numbers of below age related expectations entry data.
B.	Poor literacy skills especially linked to limited vocabulary
C.	Support and extension for Higher attaining PP pupils
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

One of the Greenwood Dale Foundation Trust Group of Academies



D.	Below National Attendance	
E.	Poor Parental support and engagement for academic support. Parents are supportive of join-ins and audience –based engagement but parents evenings and homework support are not as well supported	
F.	High Mobility – significant numbers of pupils arrive post Y5. 9 PP children 10 out of the whole cohort of 50(20%)	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To continue to deploy Read write Inc. as a learning tool throughout KS1 and lower KS2,	Increased % of pupils reach age related expectations from low base line
B.	Toe by Toe to continue to be used in upper KS2 to develop accelerated reading progress	Toe by Toe to continue to be used in upper KS2 to develop accelerated reading progress
C.	To provide Speech and language support	Pupils make accelerated progress towards age related expectations
D.	To ensure targeted work provided for specific interventions to accelerate progress towards age related expectations	Children make accelerated progress towards age related expectations
E.	Free breakfast provision for pupils every morning from 8:30 onwards	Children provided with appropriate breakfast to start day
F.	To ensure Pupil premium pupils who are on track for age related expectations have opportunities for enrichment and extension activities	Cost of experiences not a barrier to pupil premium access to activities
G.	Additional SAT preparation for Y6	Y6 make accelerated progress towards age related expectations

5. Planned expenditure					
Academic year	2016/17				
The three 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 for all					
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?
Accelerated reading progress for below ARE pupils through additional class-based TA support	Additional reading support Y1-6 – boosting reading with children not making accelerated progress	Positive impact 2015/16	Pupil progress information	SENCO	January, April and July
Accelerated writing progress for below ARE pupils through additional class-based TA support	Additional writing support Y1-6 – boosting writing with children not making accelerated progress	Positive impact 2015/16	Pupil progress information	SENCO	January, April and July
Accelerated maths progress for below ARE pupils through additional class-based TA support	Additional maths support Y1-6 – boosting maths with children not making accelerated progress	Positive impact 2015/16	Pupil progress information	SENCO	January, April and July
Total budgeted cost					£58,602.12
ii. Targeted support					
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?
To ensure high ratio of first quality teaching necessitated by demands of new National Curriculum.	Additional teachers to support small class sizes in Y1 2 form entry maintained in Y1, despite low roll to ensure high ratio of first quality teaching to ensure smooth transition from EYFS to National Curriculum expectations.	Positive transition from EYFS to Y1 is important to maintain momentum for pupils with good GLD and also to boost those pupils who transfer to Y1 not at GLD	Pupil progress information	SLT	January, April and July

To support accelerated phonic and literacy skills acquisition (plus LKS2 children where necessary)	RWI (Teaching-KS 1 interventions & course fees –RWI) Intensive learning programme Yr-Y2	Positive impact 2015/16	Pupil progress information	Lit Co-ordinator	January, April and July
Accelerated reading progress in upper KS2 for below ARE pupils	Toe by Toe	Positive impact 2015/6	TA hours	SENCO	January, April and July
Attendance improvement in line with Government targets	EWO support and attendance administration support to monitor and feedback information to Principal and EWO for attendance panel meetings and any action against parents.	Positive impact 2015/6	Attendance meetings	EWO /Principal	January, April and July
Higher rates of attainment for high attaining pupils eligible for PP.	Improved deployment of TA's to deliver evidence based interventions. Whole school to adopt pedagogy of Project Mobilise 'Making the Best Use of Teaching Assistants'.	Research produced by EEF has evidence based recommendations for change in the use of Teaching Assistants. We aim to analyse the context of TA use in school, understand the evidence and recommendation for change and introduce a sensitive process for managing change.	SLT will monitor the children's needs, with first reference to Pupil Premium Children. Effectiveness of teaching, learning and progress will be assessed during Teaching and Learning reviews, learning walks and pupil progress meetings. PDM time after attendance at Project Mobilise Roadshow events will be allocated to implement and support Mobilise advice and pedagogy.	SLT	January, April and July

To improve language skills	Speech and language support for children not assigned to Speech and Language Unit TA SEN support	Positive impact 2015/16	SENCO and SALT monitoring	SENCo	January, April and July
Supporting specific learning targets to accelerate progress towards age related expectations	TA SEN support	Positive impact 2015/16	SLT monitoring and work scrutiny	SLT	January, April and July
To boost Maths and Literacy in pupils who have been identified as being at risk of not achieving age related expectations.	Targeted Teaching support (Teaching-KS 2 interventions) Teaching support in Y5/6 Intervention based	Positive impact 2015/16	SLT monitoring and work scrutiny	SLT	January, April and July
To boost Maths and Literacy in pupils who have been identified as being at risk of not achieving age related expectations.	Targeted Teaching support (Teaching-KS 2 interventions) Teaching support in Y3/4 Intervention based	To ensure mixed classes in Y3/4 have additional support to fulfill rigours of new curriculum	SLT monitoring and work scrutiny	SLT	January, April and July
To improve fine motor skills	Fine motor skill support (Educational support) Y1 TA Support for intervention programme	Positive impact 2015/16	SLT monitoring and work scrutiny	SLT	January, April and July
Total budgeted cost					£81,558.56
iii. Other approaches					
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?
Improved attendance	Incentives for good attendance including end of term prizes and certificates	Positive impact 2015/16	Attendance reviews	Principal	July 2017
Improved attendance and pupil engagement in learning	Free breakfast provision for pupils every morning from 8:30 onwards	Significant numbers of Pupil premium children access provision. Ensuring prompt attendance and an appropriate healthy start to the day.	Annual review	Principal	July 2017

To provide specific support for vulnerable PP pupils	Outside provision of counselling support	Support suggested by Social care or Medical professional	Counselling undertaken	Principal	July 2017
To provide additional SAT preparation for Y6 incorporating Sport and Art activities as well as Literacy and Numeracy support	February half term & Easter School – a total of 4 days (Teaching-KS 2 interventions)	Positive impact 2015/16	Use of SLT members to deliver intervention	Principal /SLT	July 2017
To improve ability of autistic children to access curriculum effectively	Autism support (Educational support & STAPS) TA SEN support	Positive impact 2015/16	Monitoring as 2015/16	SENCo	January, April and July
To provide Y6 with real life experiences in preparation for transfer to Y7	Lifewise Y6 PHSE trip (Enrichment – educational visits) Y6 trip to Doncaster Lifewise centre	Positive impact 2015/16	Pupil feedback	SLT	July
To enrich Curriculum provision	To provide enrichment activities pupils could not access outside Academy provision	Positive impact 2015/16	Pupil feedback	SLT	July
To support high costs of transport to swimming pool	Swimming travel costs (enrichment –travel costs)	Positive impact 2016/17	Monitoring as 2015/16	SLT	January, April and July
To ensure all pupils have access to enrichment activities throughout the year and free access to enrichment visits and trips	Trip costs paid for PP pupils A range of after-school and lunchtime clubs provided by staff to provide enrichment activities pupils could not access outside Academy provision	Required provision Requests for clubs both academic and social	Monitor uptake of provision	SLT	July
To ensure administration organisation and analysis of provision effective.	SLT and Admin Data support	Required provision	Monitoring as 2015/16	SLT	January, April and July
Total budgeted cost					£65,759.64

6. Review of expenditure				
Previous Academic Year		2015/16		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Accelerated reading progress for below ARE pupils	Additional Reading support Y1-6 – boosting reading with children not making accelerated progress	<p>Year group Good progress against prior attainment Pupil Premium</p> <p>Y1 68% 83% Y2 76% 74% Y3 42% 43% Y4 69% 76% Y5 81% 82% Y6 -1.5 (DfE progress measures) Not available</p>	Continue next year																					
To improve literacy outcomes for all KS2 pupils	Language and Literacy support (Educational support) Intensive learning programme Y3-6 supporting accelerated literacy skills acquisition	Although majority of pupils made good progress against prior attainment this was not seen as an impact of this programme	Data did not show programme was having the impact on accelerating progress as had been anticipated. Impact on writing progress was not significant. Therefore programme discontinued																					
To support accelerated phonic and literacy skills acquisition (plus LKS2 children where necessary)	RWI (Teaching-KS 1 interventions & course fees –RWI) Intensive learning programme Yr-Y2	<p>Attainment in KS1, shows a good level of achievement Y1 Phonics screening – pass % increased by 8% from 69% 2015 to 77% 2016. (missed National expectations by 1 child who was hospitalised at time of screening).</p> <table border="1" data-bbox="763 874 1442 1050"> <thead> <tr> <th>Y2</th> <th>Reading</th> <th>PP</th> <th>Writing</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>Greater depth</td> <td>27.8%</td> <td>42.8%</td> <td>19.4%</td> <td>14.3%</td> </tr> <tr> <td>Expected standard</td> <td>80.6%</td> <td>85.7%</td> <td>75%</td> <td>85.7%</td> </tr> <tr> <td>Below expected standard</td> <td>19.4%</td> <td>14.3%</td> <td>25%</td> <td>14.3%</td> </tr> </tbody> </table>	Y2	Reading	PP	Writing	PP	Greater depth	27.8%	42.8%	19.4%	14.3%	Expected standard	80.6%	85.7%	75%	85.7%	Below expected standard	19.4%	14.3%	25%	14.3%	Continue next year	£16,357
Y2	Reading	PP	Writing	PP																				
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To boost Maths and Literacy in pupils who have been identified as being at risk of not achieving age related expectations.	Targeted Teaching support (Teaching-KS 2 interventions) Teaching support in Y4/5 Intervention based	This support was replaced by an additional teacher in January 2015. See below		£7,280																				

To ensure high ratio of first quality teaching necessitated by demands of new National Curriculum.	<p>Additional teachers to support small class sizes in Y2,4 + 5 (Teaching – smaller class sizes Y2 and Y4 & 5)</p> <p>2 form entry maintained in Y2, Y4 & Y5 despite low roll numbers</p>	<p>Very good Y2 SATs results Despite much more challenging expectations of new curriculum 73% of Y4 & 5 made good progress in reading against prior attainment. (77% of PP pupils). 11% made satisfactory progress(8% PP)</p> <p>70% of Y4 & 5 made good progress in writing against prior attainment. (64% of PP pupils). 12% made satisfactory progress(15% PP)</p> <p>83% of Y4 & 5 made good progress in maths against prior attainment. (79% of PP pupils). 4% made satisfactory progress(5% PP)</p>	Continue next year where appropriate	£78,252										
ii. Targeted support														
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost										
Accelerated reading progress in upper KS2 for below ARE pupils	Toe by Toe	All pupils who completed the programme last year made at least 1 years progress on the programme with 8 out of the 12 pupil premium pupils making accelerated progress of between 18 months and 2 years	Continue next year	% of staffing cost £54,256										
Attendance improvement in line with Government targets	EWO support and attendance administration support to monitor and feedback information to Principal and EWO for attendance panel meetings and any action against parents.	<p>Unfortunately health scare issue before Christmas 2014 had a significant impact on attendance which has resulted in a lower than expected attendance figure 93.0%. However intervention from EWO has resulted in significant improvements</p> <table border="1" data-bbox="904 922 1301 1286"> <thead> <tr> <th>2014/2015</th> <th>2015/2016</th> </tr> </thead> <tbody> <tr> <td>Overall attendance 90%</td> <td>93%</td> </tr> <tr> <td>Unauthorised absence = 4.2%</td> <td>2.82%</td> </tr> <tr> <td>Holiday authorised = 0.47, un/au = 0.33</td> <td>Au = 0.45, u/a = 0.19</td> </tr> <tr> <td>Illness absence = 5.97</td> <td>4.64</td> </tr> </tbody> </table>	2014/2015	2015/2016	Overall attendance 90%	93%	Unauthorised absence = 4.2%	2.82%	Holiday authorised = 0.47, un/au = 0.33	Au = 0.45, u/a = 0.19	Illness absence = 5.97	4.64	Continue next year	£2,434
2014/2015	2015/2016													
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To improve language skills	Speech and language support for children not assigned to Speech and Language Unit TA SEN support	Of 11 children assigned support following Speech and Language Therapist report advice. 7 discharged within 9 months.	Continue next year	% of staffing cost £54,256												
Supporting specific learning targets to accelerate progress towards age related expectations	TA SEN support	Of the 24 PP pupils with IEP's for learning, All made progress against their targets. 21 made good progress in reading of between 4 and 42 months in a 9 month period with an average improvement in reading age of 15 months. In addition 3 of these PP pupils were taken off the SEN register	Continue next year	% of staffing cost £54,256												
To boost Maths and Literacy in pupils who have been identified as being at risk of not achieving age related expectations.	Targeted Teaching support (Teaching-KS 2 interventions) Teaching support in Y5/6 Intervention based	Progress measures KS1 to KS2 well above National baseline expectations showing children make good progress from prior attainment. <table border="1"> <thead> <tr> <th>Progress Measures</th> <th>National Floor target</th> <th>MPA</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>-5</td> <td>-1.5</td> </tr> <tr> <td>Writing</td> <td>-7</td> <td>0.4</td> </tr> <tr> <td>Maths</td> <td>-5</td> <td>1.0</td> </tr> </tbody> </table>	Progress Measures	National Floor target	MPA	Reading	-5	-1.5	Writing	-7	0.4	Maths	-5	1.0	Continue next year	% of staffing cost £54,256
Progress Measures	National Floor target	MPA														
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To boost Maths in pupils who have been identified as being at risk of not achieving age related expectations.	Targeted Teaching support (Teaching-KS 1 interventions) Teaching support in Y1/Y2 Intervention based	Attainment in KS1, shows a good level of achievement <table border="1"> <thead> <tr> <th></th> <th>Maths</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>Greater depth</td> <td>22.2%</td> <td>42.8%</td> </tr> <tr> <td>Expected standard</td> <td>77.85%</td> <td>92.8%</td> </tr> <tr> <td>Below expected standard</td> <td>22.2%</td> <td>7.2%</td> </tr> </tbody> </table>		Maths	PP	Greater depth	22.2%	42.8%	Expected standard	77.85%	92.8%	Below expected standard	22.2%	7.2%	Review whether required based on pupil attainment	% of staffing cost £54,256
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To boost pupils who have been identified as being at risk of not achieving age related expectations.	Targeted Teaching support (Teaching-EYFS interventions) Teaching support in YR	GLD for Reception pupils improved on 2015 results(57%) and was just below national expectations <table border="1"> <thead> <tr> <th>EYFS</th> <th>GLD MPA June 2016</th> <th>GLD (National figure 2015)</th> </tr> </thead> <tbody> <tr> <td></td> <td>62% (26/42)</td> <td>66.3%</td> </tr> </tbody> </table>	EYFS	GLD MPA June 2016	GLD (National figure 2015)		62% (26/42)	66.3%	Continue next year	% of staffing cost £54,256						
EYFS	GLD MPA June 2016	GLD (National figure 2015)														
	62% (26/42)	66.3%														

To support accelerated progress to age related expectations in Y5-6	Fresh start (Educational support) Intensive catch-up programme	Although progress made towards ARE by pupils, on assessment of programme, it was felt there was not enough emphasis on the skills required for the new curriculum.	Use some of aspects of programme as part of planning for intervention but not to be used as a pure intervention.											
To improve fine motor skills	Fine motor skill support (Educational support) Y1 TA Support for intervention programme	Book scrutiny has shown significant improvement in handwriting, children's confidence in writing and writing stamina.	Continue next year	% of staffing cost £54,256										
iii. Other approaches														
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost										
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Improved attendance and pupil engagement in learning	Free breakfast provision for pupils every morning from 8:30 onwards	Significant numbers of Pupil premium children access provision. Ensuring prompt attendance and an appropriate healthy start to the day.	Continue next year	£544										

To provide additional SAT preparation for Y6 incorporating Sport and Art activities as well as Literacy and Numeracy support	February half term & Easter School – a total of 4 days (Teaching-KS 2 interventions)	Progress measures KS1 to KS2 well above National baseline expectations showing children make good progress from prior attainment.	Continue next year	% of staffing cost £54,256
To improve ability of autistic children to access curriculum effectively	Autism support (Educational support & STAPS) TA SEN support	TA intervention supported social and emotional needs as well as inclusion. Mentoring and social and emotional support impacted positively on reductions in behaviour issues and entries in the behaviour log. In addition no pupils diagnosed as Autistic or who exhibited behaviours consistent with those on the autistic spectrum were at risk of permanent exclusion.	Continue next year	£7,536
To provide Y6 with real life experiences in preparation for transfer to Y7	Lifewise Y6 PHSE trip (Enrichment – educational visits) Y6 trip to Doncaster Lifewise centre	Enrichment of PSHE curriculum	Continue next year	£435
To enrich sports provision	Sports Clubs run by outside provider (Enrichment –external sports coaches) BUFC to deliver weekly Sports club	Different provider to be used next year due to limited sports being offered	Continue next year	£4,700
To enrich curriculum provision	Dance teacher to deliver specialised provision throughout F/S and KS1	Enrichment of PE curriculum	Continue next year	
Individual support for PP child	External Counselling support for LAC child due to social and emotional concerns	Block of work undertaken and feedback from family positive in impact	Use same provision if need arises	£210
To support high costs of transport to swimming pool	Swimming travel costs (enrichment –travel costs)	Children able to attend significantly more swimming sessions	Continue next year	£1,046

To ensure administration organisation and analysis of provision effective.	SLT and Admin Data support	Programmed able to be monitored and delivered.	Continue next year.	£8108
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7. Additional detail
SLT Intervention support for listed initiatives. £26,986