



Pupil Premium Report 2016

1 Summary Information					
School	Millbrook Combined School				
Academic Year	2016-17	Total PP Budget	£121 440	Date of most recent PP Review	n/a
Total Number of Pupils	529	Number of pupils eligible for PP	95	Date for next PP Strategy Review	January 2017

2 Current Attainment (2015-16)		
KS2	Pupils eligible for PP	Pupils not eligible for PP (national average)
% achieving expected level or above in reading, writing & maths	42%	60%
% making good level of progress in reading	75%	71%
% making good level of progress in writing	42%	79%
% making good level of progress in maths	67%	75%
% making expected standard of 100+ in grammar, punctuation and spelling	75%	78%
KS1		
% making good level of progress in reading	42%	78%
% making good level of progress in writing	33%	70%
% making good level of progress in maths	42%	77%

Pupils meeting expected standard in phonics	Pupils eligible for PP	Pupils not eligible for PP (national average)
% meeting expected standard in Year One	78%	70%
% meeting expected standard in Year Two	92%	86%

EYFSP Good Level of Development								
Academic Year	Pupil Premium Children				Non Pupil Premium Children			% Difference
	Total in Year	Total Pupil Premium	Number GLD	Percentage	Total Non-Pupil Premium	Number GLD	Percentage	
2014/2015	60	8	1	12.5%	52	26	50%	-37.5%
2015/2016	88	19	12	63%	69	37	54%	+9%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	A high proportion of pupils, 61%, speak English as an Additional Language (EAL) which impacts their rates of progress in writing.
B.	Significant numbers of pupils below and well below age related expectations on entry to the Foundation Stage.
C.	High volume of vulnerable pupils.
External Barriers	
D.	Parental engagement is limited across all groups within the school community.

4. Outcomes		Success Criteria
A.	Improve standards in writing for EAL pupils.	All EAL pupils who are also PP will make at least expected progress in their writing by the end of the year
B.	Higher rates of pupils reaching good level of progress in the EYFS.	All PP children will have made good levels of progress by the end of the Foundation Stage.
C.	Vulnerable pupils are provided with targeted support in order for their emotional /wellbeing needs to be met and addressed appropriately.	All vulnerable pupils make progress with their learning at the expected rate by the end of the year as their emotional wellbeing is support within the school environment.
D.	Increase parental engagement throughout to positively impact support for pupils learning throughout the curriculum.	Greater parental engagement seen throughout the school community (attendance at parents evening, courses, open evening, social gatherings, etc).

5. Planned Expenditure					
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?
Quality of teaching during lessons is good to outstanding for all teachers.	Coaching for teaching staff in order to raise standards through self-evaluation/reflection of practise.	Evidence sourced from the National College for Leadership of schools and children's services document 'Coaching for teaching and learning: A practical guide for schools (2010). Document states 'Good coaching encourages teachers to become more reflective, articulate, exploratory and metacognitive in relation to their work and its impact on learners. As such they are more aware of themselves and their capacities as teachers, more knowledgeable about the activity of teaching and the processes of learning, and more confident to deploy a wide pedagogic repertoire suited to the job. They also develop heightened metacognitive skills of planning, monitoring and refining, all of which ensure that teaching quality keeps improving.'	Review of coaching within the school and impact on classroom practice through observations and pupils work scrutiny. Pupils progress with assessment tool.	SLT	Termly.
PP children are provided with the correct equipment to support their learning within the classrooms.	Quality resources are provided for scaffolding learning within the classroom, in particular investment in ICT equipment.	Education Endowment Trust research into best ways to support pupils with learning within the classroom state; use of digital equipment is effective with younger learners and studies suggest that individualising learning with technology (one to one laptop provision, or individual use of drill and practice) may not be as helpful as small group learning or collaborative use of technology. There is clear evidence that it is more beneficial for	Review of how effective new equipment is used in classrooms through lesson observations, work scrutiny.	SLT	Termly

		areas like writing rather than spelling or mathematics practice rather than problem solving.			
Total budgeted cost					£30 000
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?
PP children will be provided with specific interventions to meet improve their learning outcomes.	Targeted Interventions in each class to support and move PP children on with their learning. These may include, talking partners, pre learning of skills, reinforcement of skills, specific weaknesses targeted at an individual or small group level.	Evidence of pupil progress with interventions from previous years. Education Endowment Trust research and What works for children and young people with literacy difficulties – The effectiveness of intervention schemes (fourth edition) by Greg Brooks (The Dyslexia-SpLD Trust).	Review of class provision maps, progress on assessment system and use of specific measuring tools.	AHT for Inclusion	Termly
PP children within Year 6 will be provided with high quality English teaching in order to improve their level of progress with writing.	PP children taught in a small group by an outstanding practitioner.	The Education Endowment Trust states ‘ Reducing the number of pupils in a class. As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will achieve will increase.’	Lesson observations, work scrutiny and progress on assessment tool.	DHT	Termly
PP children will be set regular targets to improve their outcomes in writing.	Implementation of extra writing talks for PP pupils.	Previous use of this outcome has proven to be effective in moving PP children on in their writing at all levels of ability.	Work scrutiny, progress on assessment tool.	AHT’s for particular phase and AHT for Inclusion.	Half Termly.
Total budgeted cost					£60 000

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?
PP children are able to develop their wellbeing through experiences they wouldn't have in everyday life.	PP children are given the opportunity in Years 1,3,5 and EYFS to attend the Forest schools programme.	<p>www.forestry.gov.uk report 'forest schools :impact on young children in England and Wales states The evaluation suggests Forest Schools make a difference in the following ways:</p> <ul style="list-style-type: none"> • Confidence: children had the freedom, time and space to learn and demonstrate independence • Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play • Communication: language development was prompted by the children's sensory experiences • Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time • Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills 	Lesson Observations, Pupil surveys.	Lead Teacher for environmental education.	Termly

		<ul style="list-style-type: none"> Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment 			
Parents of PP children engage more with the school in order to help support their child in their learning and understand what level is expected in their development.	Parental Engagement projects set up in each phase of the school to target PP pupil's parents and an area of learning specifically identified for the phase.	Previous year's pilot by the EYFS Leader to engage parents raised the standard of good level of development by PP pupils considerably (see section 2) compared with previous year.	Progress in assessment tool, surveys, parental engagement during school meetings/events (evidence kept)	AHT's for particular phase and AHT for inclusion.	Termly
PP children are able to develop their wellbeing through experiences they wouldn't have in everyday life.	Opportunities for the PP pupils to partake in extracurricular activities in order to support their emotional wellbeing development. School trips and residential stays.	Education Endowment Trusts Teaching and Learning Toolkit. Pupils in previous years have developed greater resilience and emotional wellbeing due to attending these activities.	Review of Extracurricular activities attended by PP children. Access to trips and residential stays by PP children.	AHT for inclusion	Termly
Total budgeted cost					£31 000

Review of expenditure				
Previous academic year		2015-16		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons Learned	Cost
Pupils to be taught specifically about growth mindsets and challenged in lessons to become more	School undertook 'The Great Learners Project' which aimed to raise pupils awareness and	Pupils are able to identify what is good learning, challenge themselves to achieve higher in lessons and become able to be more independent in lessons.	The whole school approach was excellent, however all approaches now need to be embedded in the everyday practise of the school and lessons. In order to introduce and embed mindfulness in the school then	

independent learners.	understanding of how we learn, resilience to learning, meta cognition, self-regulation, P4C, golden lessons and mindfulness.		staff member need to be trained up with an appropriate qualification.	Total spend for quality of teaching is £ 5 500
Quality of teaching during lessons is good to outstanding for all teachers.	Coaching for teaching staff in order to raise standards through self-evaluation/reflection of practise.	The estimated impact for this academic year was low due to only a small number of staff being coached while the senior management team were undertaking the course. This however will have a greater impact in the next academic year when more teachers will be staff members will be coached throughout the school as senior management team complete the course.	Time constraints on attending and completing the course were the main issue as to why this has not been implemented fully throughout the school at this stage.	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons Learned	Cost
PP children will be provided with specific interventions to meet improve their learning outcomes.	Targeted Interventions in each class to support and move PP children on with their learning. These may include, talking partners, pre learning of skills, reinforcement of skills, specific weaknesses targeted at an individual or small group level.	Pupils make progress through the interventions planned at an individual level.	Interventions are put in place for lower ability pupils and next year there needs to be a balance achieved so all PP children have access to interventions that will move them on with their learning no matter what ability they are.	
The level of Year 6 PP children achieving the expected grade in English grammar,	PP children to be taught specific EGPS lessons in order to provide them with	Pass rate increased from 44 % to 75% from the previous year.	This approach did have impact on pupil's knowledge within the subject area and the pupils achieved higher results compared to the previous year.	

punctuation and spelling to increase compared with the previous year.	the knowledge required to complete the test successfully.			Total spend for targeted support is £ 51670
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons Learned	Cost
PP children are able to develop their wellbeing through experiences they wouldn't have in everyday life.	We decided to trial Forest school lessons with the EYFS PP children to see if it would have an impact on the level of good development they achieved by the end of the year.	PP children achieving good level of progress at the end of Reception increased from 12.5% in 2015 to 63% in 2016.	The approach has had a real impact on pupils learning and this has meant that we will now take the Forest School's further into the rest of the school (see above) for the next academic year.	
PP children are able to develop their wellbeing through experiences they wouldn't have in everyday life.	Opportunities for the PP pupils to partake in extracurricular activities in order to support their emotional wellbeing development. School trips and residential stays.	All PP children are encouraged to join an after school club and to attend residential stays. This helps them to discover and experience new skills that they can then go on to use in the future if they wish to do so.	The Assistant Head Teacher for Inclusion monitors termly how many PP children access after school clubs. Up take over the year has not been high enough so for the next academic year he has set a target of at least 95% PP children attending the clubs (where pupils haven't signed up to a club parents are to be spoken to direct to encourage involvement).	
PP children will have access to support of the learning mentor in order to help them develop their emotional wellbeing.	Individual or small group sessions with learning mentor. Learning mentor deliver nurture groups, Friends for life and Fun Friends programs within the school.	PP children are identified through the vulnerable pupils list, supported by the Learning Mentor and this results in a positive attitude towards learning in the classroom.	The Learning mentor's role is vital within the school in helping to develop vulnerable pupil's emotional wellbeing.	Total spend for Other approaches is £ 36830

7. Additional detail

Please see the School Development Plan for further details.