



Pupil Premium Report 2018

1 Summary Information					
School	Millbrook Combined School				
Academic Year	2018-2019	Total PP Budget	£130 280	Date of most recent PP Review	September 2018
Total Number of Pupils	575	Number of pupils eligible for PP	120	Date for next PP Strategy Review	January 2018

2 Current Attainment (2017-18)				
KS2	Pupils eligible for PP 2015-16	Pupils eligible for PP 2016-17	Pupils eligible for PP 2017-18	Pupils not eligible for PP (national average 2018)
% achieving expected level or above in reading, writing & maths	42%	50%	35.7%	70%
% achieving expected level or above in reading	75%	58.3%	50%	72%
% achieving expected level or above in writing	42%	58.3%	71.4%	76%
% achieving expected level or above in maths	67%	66.7%	64.3%	75%
% making expected standard of 100+ in grammar, punctuation and spelling	75%	62%	85%	78%
KS1				
% achieving expected level or above in reading	42%	66.7%	73.9	76%
% achieving expected level or above in writing	33%	55.6%	52.2	68%
% achieving expected level or above in maths	42%	55.6%	60.9	75%

Pupils meeting expected standard in phonics	Pupils eligible for PP (2016)	Pupils eligible for PP (2017)	Pupils eligible for PP (2018)	Pupils not eligible for PP (national average 2016)
% meeting expected standard in Year One	78%	80%	59%	84%
% meeting expected standard in Year Two	92%	50%	67%	92%

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%
2016/2017	88	15	10	67%	73	49	67%	0%
2017/2018	78	13	9	69%	65	34	52%	+17%

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers

Academic:

- A. A high proportion of pupils, 60%, 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.

Personal Development and Welfare:

- C. High volume of vulnerable pupils, including: Children Looked After and Young Carers.

External Barriers

- D. Parental engagement is limited across all groups within the school community.

4. Outcomes		Success Criteria
A.	Improve standards in writing for PP pupils.	All PP pupils will make at least expected progress in their writing by the end of the year.
B.	Higher rates of pupils reaching good level of development 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 supported 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?
A & B: 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 practice.	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 scrutiny of pupils' work. Pupils progress with assessment tool.	SLT	Termly.
C & D: 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. The school has also invested in the DB	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	Review of how effectively equipment is used in classrooms through lesson observations and work scrutiny.	SLT	Termly

	Primary platform which will support the curriculum through home learning.	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 areas like writing rather than spelling or mathematics practice rather than problem solving.			
D: PP children are given the opportunity to attend a weekly homework club.	Classrooms and the ICT Suite are staffed to provide PP children to access the resources, space and time to allow them to complete their homework.	The Good Schools Guide explains the value of homework in that children develop time management skills, engage with their studies and allows teachers to keep track of their progress. Having a homework club in school removes the barriers of homework eating up free time and children feeling burnt out as they can then relax and recuperate at home.	Review of which PP children are using homework club and the use of a register to monitor who attends and who the class teachers would recommend attends each week.	AHT's for each Key Stage and the AHT for inclusion.	Termly.
Total budgeted cost					£40 000
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?
A & B: PP children will be provided with specific interventions to 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

A & B: PP children within Year 6 will be provided with high quality English teaching in order to improve their level of progress with Reading.	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.	AHT for Upper Key Stage Two and Specialist Literacy Teacher	Termly
A & B: 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?
A & B: 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 Forest Schools, we are running our own programme in school which is now called 'Woodland Wanderers.'	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: <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 	Lesson Observations, Pupil surveys.	Lead Teacher for environmental education.	Termly

		<p>experiences</p> <ul style="list-style-type: none"> • 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 • Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment 			
<p>D: 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.</p>	<p>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.</p>	<p>A pilot run in 15-16 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. Impact on PP pupils achieving expected level in writing throughout the school from the previous year's projects.</p>	<p>Progress in assessment tool, surveys, parental engagement during school meetings/events (evidence kept)</p>	<p>AHT's for particular phase and AHT for inclusion.</p>	<p>Termly</p>
<p>A & D: PP children are able to develop their wellbeing through experiences they wouldn't have in everyday life.</p>	<p>Opportunities for the PP pupils to partake in extracurricular activities in order to support their emotional wellbeing development. School trips and residential.</p>	<p>Education Endowment Trusts Teaching and Learning Toolkit. Pupils in previous years have developed greater resilience and emotional wellbeing due to attending these activities.</p>	<p>Review of Extracurricular activities attended by PP children. Access to trips and residential stays by PP children.</p>	<p>AHT for inclusion</p>	<p>Termly</p>

C: PP children are supported through the involvement of external agencies e.g. PRU outreach, which is sought for as and when needed.	Teachers to target PP pupils who need extra support with emotional or behavioural needs, involving specialists with expertise in that area.	Research into multi-agency working has shown there are many benefits of multi-agency collaborative partnership working for educational settings. The main benefit is that it leads to enhanced and improved outcomes for children and young people, through a range of joined-up services, advice and support being readily available and easily accessible.	Review of which children are accessing support from external agencies and the impact this is having on their behaviour and engagement in lessons through observations and monitoring.	AHT for inclusion	Termly
Total budgeted cost					£30 000

Review of expenditure				
Previous academic year		2017-18		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons Learned	Cost
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.	Coaching is now being used with teaching staff in order to help support their development and pupils progress within the classroom.	Time constraints are still an issue when it comes to undertaking coaching sessions and the management team need to come up with clear times that it can take place in their timetable and undertake the coaching sessions. One member of the management team has gained a recognised ILM qualification, with the remaining members of the management team completing the qualification this year.	

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.	The school has class sets of both iPads and android tablets which are used across the school.	Equipment is used to target specific pupils within lessons as well as at whole class level.	Total spend for quality of teaching is £30 000
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 pupils that are higher ability to help stretch their learning and enable them to progress with their learning whatever their ability.	Total spend for targeted support is £ 60 000
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.	Percentage achieving age related expectations increased from 58.3% the previous year to 71.4% at the end of this year.	This approach did have impact on pupils' knowledge within the subject area and the pupils achieved higher results compared to the previous year.	
PP children will be set regular targets to improve their outcomes in writing.	Implementation of extra writing talks for PP pupils.	Pupils are reminded more often of their writing targets which focuses them on achieving a higher rate of progress in their writing.	This approach continues to be effective in all year groups as the PP pupils are targeted so they are fully aware of their targets.	

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.	Forest Schools is undertaken by Years 1/3/5 and also the PP pupils in Nursery/Reception.	PP children achieving good level of progress at the end of Reception increased from 67% in 2017 to 100% in 2018. Enrichment of the curriculum for Years 1/3/5 which has led to a greater understanding of the natural world, richer language development which in turn leads to higher rates of progress.	The approach has had a real impact on pupils learning and will continue to be used in the same way in the next academic year.	Total spend for Other approaches is £ 31 000
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.	Targeted support for Parents in how to support their pupils writing across the school had a positive impact on their understanding of their child's writing development and the expected standard they should be achieving.	The projects need to be started in the autumn term and not carried out later in the year in order to provide greater impact earlier on in the year so impact on the pupils writing should be greater.	
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. Uptake over the year has not been high enough so for the next academic year we have 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 directly 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.	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.	

7. Additional detail

Please see the School Development Plan for further details.