



Mickleover Primary School Pupil Premium Strategy 2020-21

Mickleover Primary School - Pupil Premium Review 2019-20

Headteacher's name: PP Champion's name:	Lynne Gerver	Signature:	
Chair of Governors' name:	Julia Roberts Shelley Davidson (PP)	Signature:	
Reviewers' names:	Lynne Gerver	Signature:	
Date of pupil premium review:	18/10/20	Next review date: Sept 21	

Pupil Premium Profile (2019-20)

Number of eligible pupils:	43 PP (421 total) 10%
Amount per pupil:	£1,345 for pupils in reception year to year 6 £2345 for each pupil identified in the spring <u>school census</u> as having left local-authority care because of 1 of the following: adoption, special guardianship order, child arrangements order or a residence order
Total pupil premium budget:	£56 760



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Impact on attainment of PPG spending 2018-2020

Impact of Spending on attainment - Y6				
Number of Y6 PP pupils in 2017-18 cohort = 6/61 10%	Attainment of Pupils eligible for PP (our school)		Pupils not eligible for PP (national average)	
Number of Y6 PP pupils in 2018-19 cohort = 8/59 14%	2019(unvalidated)	No end of year assessment in 2020 due to COVID and school closure	2019	No national averages in 2020 due to COVID and school closure
% achieving EXPECTED in reading, writing and maths	100%		65%	
% achieving EXPECTED in reading	100%		76%	
% achieving EXPECTED in writing	100%		81%	
% achieving EXPECTED in EGPS	100%		81%	
% achieving EXPECTED in maths	100%		82%	
% achieving AT GREATER DEPTH in reading, writing and maths	0%		11%	
% achieving AT GREATER DEPTH in reading	25%		29%	
% achieving AT GREATER DEPTH in writing	12.5%		22%	
% achieving AT GREATER DEPTH in EGPS	37.5%		38%	
% achieving AT GREATER DEPTH in maths	25%		29%	
Progress score in reading	2.55		0.59	
Progress score in writing	1.04		0.73	
Progress score in maths	1.59		1.5	

Attainment - Y2				
Number of Y2 PP pupils in 2017-18cohort =7/60 12%	Pupils eligible for PP (our school)		Pupils not eligible for PP (national average)	
Number of Y2 PP pupils in 2018-19 cohort = 4/61 7%	2019	No end of year assessment in 2020 due to COVID and school closure	2019	Not available
% achieving EXPECTED in reading	100%		Not available	
% achieving EXPECTED in writing	100%			
% achieving EXPECTED in maths	100%			
% achieving AT GREATER DEPTH in reading	25%		Not available	



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% achieving AT GREATER DEPTH in writing	50%			
% achieving AT GREATER DEPTH in maths	50%			
Attainment - Phonics				
Y1 PP pupils in 2017-18 = 4/61 7% Y2 PP pupils in 2017/18 = 0	Pupils eligible for PP (our school)		Pupils not eligible for PP (national average)	
Y1 PP pupils in 2018-19 = 8/60 13% Y2 PP pupils in 2018/19 = 0	2019	No end of year assessment in 2020 due to COVID and school closure	2019	Not available
% achieving EXPECTED in Y1 phonics	75%		Not available	
% achieving EXPECTED in Y2 phonics (cumulative)	n/a			
Attainment - EYFSP				
Number of FS2 PP pupils in 2017-18 cohort = 6/60 10%	Pupils eligible for PP (our school)		Pupils not eligible for PP (national average)	
Number of FS2 PP pupils in 2018-19 cohort = 4/60 7%	2019	No end of year assessment in 2020 due to COVID and school closure	2019	Not available
% achieving EXPECTED GLD	50%		72%	
% achieving EXPECTED in reading	50%		Not available	
% achieving EXPECTED in writing	50%			
% achieving EXPECTED in maths	50%			
Attendance for 2018-19 & 2019-20	18/19	19/20	18/19 All pupils nationally	19/20 All pupils nationally
Absence % for PP pupils	3.9%	Not available due to COVID and school closure	3.86%	Not available
Persistent absence % for PP pupils	Not available		Not available	



Barriers Identified for Pupil Premium Children 2019/20 with Impact Details

Barrier identified	Desired outcome identified	Outcomes achieved – lessons learnt
A range of social and emotional issues including for parents which are having a detrimental effect on progress rates	All the children's and parents' social and emotional issues are known and understood. Support is in place from school and other agencies to help manage these and remove or eradicate impact on children's progress rates	<p>Pastoral staff provide support Inclusion manager attends appointments with parents to ensure they get appropriate and timely support from other agencies. Support given with parenting. Inclusion Team increased to 2 full-time</p> <p>Due to COVID and school closure, assessment of progress was not possible in 2020, nor was there any end of key stage formal assessment.</p>
Pupils making slower rates of progress than Non Pupil Premium peers nationally (in partic maths & reading)	Pupils make accelerated progress which enables them to achieve at least as well as Non Pupil Premium peers nationally (in partic maths & read)	Due to COVID and school closure, assessment of progress was not possible in 2020, nor was there any end of key stage formal assessment.
Pupils have little ambition and aspirations for themselves	Children talk about their future with enthusiasm and demonstrate aspirations for their own successes. Children talk about their targets & the next steps they need to take	<ul style="list-style-type: none"> • Many opportunities to attend 'World of Work venues Toyota - STEM type activities – GDS & PP pupils attended • Rolls Royce design challenge – school took part & apprentices visit school to see Y6 • People who help us – fire fighters • Raising standard of the expectation for PP chn • All pupils have high expectations of themselves and are ambitious for their futures
Persistent absence	Number of chd with attendance below 90% is significantly reduced and persistent absenteeism is well below national all pupils. Attendance reaches 97+% for PP	No official absence data due to COVID and school closure

Summary of Additional Strategies to Support Disadvantaged Pupils in Response to the 2020 Covid 19 School Closures

- For pupils in receipt of Free School Meals, the school provided daily meals that could be picked up.
- Once supermarket vouchers became available, this was rolled out to all disadvantaged families via Edenred
- During the Summer holiday, 2020, Edenred vouchers were forwarded to all disadvantaged families
- Staff phoned vulnerable / disadvantaged children weekly to keep in touch and check the families were ok.



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- Home learning packs delivered by staff pupils who needed them or who were unable to collect them from school.
- Recovery curriculum design – additional hours set aside for targeted mental health support
- The Inclusion Manager has had bereavement support training
- Targeted home visits for some children – most vulnerable pupils (members of teaching team and inclusion team).

Mickleover Primary School - Pupil Premium Action Plan 2020-21					
Barriers to future attainment at our school (for pupils eligible for PP, including high ability)					
Academic Year	2020-21	Total PP Budget	£56 760	Date of most recent PP review	Oct 20
Total No. of Pupils	421 (Sept 20)	No. of pupils eligible for PP	Currently 43	Date for next PP strategy review	Sept 21
A	A range of social and emotional issues including for parents which are having a detrimental effect on progress rates				
B	Pupils making slower rates of progress than Non Pupil Premium peers nationally				
C	Pupils have little ambition and aspirations for themselves				
D	Persistent absence				

Desired outcomes in relation to each barrier		
Desired outcome		Approach chosen to achieve and reason for selection
A	All the children's and parents' social and emotional issues are known and understood. Support is in place from school and other agencies to help manage these and remove or eradicate impact on children's progress rates	Provision of an inclusion manager and inclusion TA to provide pastoral support – this approach chosen due to www. Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the funding-successfully . Education Endowment Trust Toolkit
B	Pupils make accelerated progress which enables them to achieve at least as well as Non Pupil Premium peers nationally (reading, writing and maths combined)	Provision of 1:1 and small group interventions – this approach chosen due to www. Gov.uk/publications/the-pupil-premium-how-schools- are-spending-the funding-successfully . Education Endowment Trust Toolkit
C	Children talk about their future with enthusiasm and demonstrate aspirations for their own successes. Children talk about their targets & the next steps they need to take	Child take part in a range of initiatives, events and visits designed to inspire and motivate them to believe they can achieve whatever they choose – this approach chosen due to - www. Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the funding-successfully . Education Endowment Trust Toolkit



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D	Maintain low numbers of pupils with persistent attendance below 90% and ensure persistent absenteeism is well below national for all pupils. Attendance reaches 97+% for PP	Attendance Management systems continue to be applied. Deployment of administrative and pastoral staff to support families to improve attendance and eradicate persistent absenteeism this approach chosen due to the-pupil-premium-how-schools-are-spending-the funding-successfully. Proven effective in recent years
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Planned expenditure in 20/21 to address barriers -

Barrier to remove	Desired outcome	Actions needed to achieve	Monitoring steps	Staff lead	Cost	Review date
A range of social and emotional issues including for parents which are having a detrimental effect on progress rates	All the children's and parents' social and emotional issues are known and understood. Support is in place from school and other agencies to help manage these and remove or eradicate impact on children's progress rates	Support from Inclusion Manager & teaching assistant for individual children and families Nurture type sessions before school and at lunch break to ensure PP chd who need support are ready to learn. Signposting to other services as appropriate Completion of EHC Plan as required	Meeting with inclusion manager & TA to discuss anonymised impact of support provided each term.	Inclusion manager TA supporting LAC Inclusion Mentor	£22 840 £2 340 £5 500	July 20
Pupils making slower rates of progress than Non Pupil Premium peers nationally (reading, writing, maths combined)	Pupils make accelerated progress which enables them to achieve at least as well as Non Pupil Premium peers nationally (reading, writing, maths combined)	PP chd receive quality first teaching daily Interventions are provided to address any gaps in knowledge and deal with misconceptions Writing conferences Pupil Progress meetings Support in class Invest in new texts for home readers to increase engagement in reading Literacy lead to be work on parental engagement to support reading at home and build up positive adult role models in reading, particularly to address PP boys' attainment	PP only book-trawls every term show accelerated progress made by pupils. Termly assessment outcomes show accelerated progress – shared with PP governor and FGB Termly SIP review	HT / AHTs Literacy coordinator	£8 000	



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Pupils have low ambition and aspirations for themselves	Children talk about their future with enthusiasm and demonstrate aspirations for their own successes. Children talk about their targets & the next steps they need to take	Continuing provision of a range of initiatives, visits and visitors to raise children's awareness of a range of areas of possible employment and further training post 16. Interviews with chd by PP Champion and PP Governor to assess impact and talk to chd about targets and future aspirations and plans. Opportunities to attend clubs, learn a musical instrument, attend residential week	Governor monitoring of visits and events fed back to FGB termly Questionnaire to PP pupils to obtain impact on children	AHTs	£1 770 £4 600	
Persistent absence	Maintain low numbers of pupils with persistent attendance below 90% and ensure persistent absenteeism is well below national for all pupils. Attendance reaches 97+% for PP	Headteacher and Attendance staff closely monitor and support all children at risk of falling below 90% attendance.	Attendance report to PP Governor every half term to ensure all PP chd remain above 90% Copies of letters to parents of any <90% chd to PP governor.	HT Office administrator	£1 000	