



# Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Martinshaw Primary School				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£26,359 & PP+ applied for via Epep (Leic City Virtual School)	<b>Date of most recent PP Review</b>	Nov 2018
		<b>Total Estimated Cost</b>	£32,505		
<b>Total number of pupils</b>	205	<b>Number of pupils eligible for PP</b>	17	<b>Date for next internal review of this strategy</b>	Sept 19

2. Current attainment (KS2)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	60%	45%
<b>% making progress in reading</b>	60%	61%
<b>% making progress in writing</b>	60%	65%
<b>% making progress in maths</b>	60%	60%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	To improve comprehension skills resulting in more children attaining the 'Expected' and 'Greater Depth' Standards in national tests
<b>B.</b>	To improve mastery in maths resulting in more children attaining the 'Expected' and 'Greater Depth' Standards in national tests

**External barriers** (*issues which also require action outside school, such as low attendance rates*)

<b>C.</b>	To improve mental health and well-being	
<b>D.</b>	Attendance for a few children eligible for Pupil Premium is below the whole school target of 97%	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved comprehension skills by more teaching of the skills to understand text, especially inference and deduction.	<input type="checkbox"/> Children make expected progress (2 points per term using school assessment system) across all year groups
		<input type="checkbox"/> Improved YR 6 SATs results, where PP data is above national data in RWM.
<b>B.</b>	Mastery teaching (through quality fluency, reasoning and problem solving) ensures children gain an improved understanding of maths.	<input type="checkbox"/> Children progress by 2 points per term (school assessment system) across all year groups <input type="checkbox"/> Improved YR 6 SATs results
<b>C.</b>	ELSA used for 4 afternoons per week to support children with anxieties and worries.	<input type="checkbox"/> Improvement in self-esteem and general well-being.
<b>D.</b>	Attendance improves for identified pupils eligible for PP with attendance below 90%	<input type="checkbox"/> Attendance for all PP children is above 90%, with the average being above 93%

## 5. Planned Expenditure

Academic Year

2018-19

The three headings below enable schools to demonstrate how they are using Pupil Premium classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality teaching for all children

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 comprehension skills by more teaching of the skills to understand text, especially inference and deduction.	Whole school approach to reading including guided & shared reading, class book reading, weekly guided comprehension (KS2), one to one reading (all school staff & volunteers), reading initiatives e.g. book week, visiting authors & Premier League Primary Stars. Monitor progress and attainment through regular assessments/tests and pupil progress meetings. Support staff will teach a small group (1 hr daily) containing children eligible for PP. Some of this will be financed by the PP+.	EEF Toolkit demonstrates the positive impact of Quality First Teaching in classrooms. This starts by ensuring all staff have high expectations of all children – ‘A rising tide floats all boats’. We invest some of the PP in longer term strategies which will help all pupils. Very specific targeted support (via LSA/TA) will highlight and target gaps in learning quickly. Intended cost 7 (classes) x 5 (days) x £13 x 38 (weeks) = <b>£17,290</b>	CPD training for all teachers Purchase of materials (e.g. Rising Stars Reading for the More Able & Cracking Comprehension) to support the teaching & assessing of reading. Learning Walks and Lesson Observations of reading Performance Management of teachers linked to development of reading.	S. Euden N. Elson & W. Green	Termly
Mastery teaching (through quality fluency, reasoning and problem solving) ensures children have an improved understanding of maths.	Whole School Approach to teaching maths with more emphasis on place-value, calculation, fluency, reasoning and problem solving. Monitor progress and attainment through regular assessments/tests and pupil progress meetings.	EEF Toolkit demonstrates the positive impact of Quality First Teaching in classrooms. This starts by ensuring all staff have high expectations of all children – ‘A rising tide floats all boats’. We invest some of the PP in longer term strategies which will help all pupils e.g. Rising Star half-termly maths assessments.	CPD training for all teachers Purchase of materials (e.g. Rising stars Maths Assessments) to support the teaching & assessing of maths. Learning Walks and Lesson Observations of reading Performance Management of teachers linked to development of reading.	C.Brown & N. Elson	Termly

<b>Estimated Cost</b>	<b>£17,290</b>
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<b>ii. Targeted Support</b>					
To improve mental health and well-being.	Emotional Literacy Support Assistant (ELSA) to support PP children (& non PP children) during 4 afternoons a week.	Children have mental health issues just like adults. We have found that some of our PP children struggle more with this. Specialist nurturing and counselling can have significant positive impacts.  <b>£4940</b>	ELSA was trained by the LA's Educational Psychology Dept. She attends termly meeting/training led by the LA. HT to M&E. Teachers, parents/carers and children give feedback. Concise written reports.	S. Flude	Termly
Attendance improves for identified pupils eligible for PP with attendance below 90%.	Weekly class attendance certificate if 100%. HT monitors attendance (& punctuality), weekly. Parents/carers contacted if below 90%.	National statistics show that there is a direct correlation between attendance, academic success and salary scales.	The headteacher monitors attendance weekly. This is reported termly to the governors.	N. Elson	Weekly
Improve reading, writing and maths progress and attainment for PP & non PP children.	Regular and frequent morning interventions (8.30am-9.00am). At least one PP child will be in each group.	Bespoke small group interventions (led by TAs/LSA) in the morning when children's concentration is at its best. <b>£8645</b>	Teachers M & E half termly. SENCo and headteacher will drop into interventions once a month. If the intervention hasn't had the intended benefits, it is stopped and another intervention starts.	Teachers, SENCo & N. Elson	Half termly
To close the gap (in RWM) of two LAC children from the City of Leicester.	Apply for one to one funding for child for a daily English and maths lesson. If funding is accepted, the child will receive 1 hour of extra support for maths & English.	National statistics show that 21% of LAC children attain the expected standard in reading, writing & maths. Our aim is for our LAC children to attain the expected standard in RWM at the end of Yr 6 in their SATs. Approx <b>£3500</b> funded by PP+ via Leicester City Virtual School.	Headteacher to monitor teaching & learning in class. Books & test data to be scrutinised closely.	N. Elson & Eng/Maths Leaders	Half termly.

To improve mental health and well-being of 2 adopted children	6 sessions each of Art Therapy	Evidence from Psychologist suggests that Art therapy can support children with their social & psychological skills and so enhance their well-being and confidence. <b>£300</b>	Sessions will take place in a nonschool location. Verbal and written feedback will be given to the school.		
<b>Estimated Cost</b>					<b>£13,885</b>
<b>iii. Other Approaches</b>					
To enthuse children by increasing life experiences in school and out of school.	Pay for interesting and inspiring people to come into school to talk/demonstrate. Those children eligible for PP also have their trips paid for.	Interesting and inspiring individuals/activities can motivate and bring the curriculum to life. <b>£500</b>	The school will pay for a variety of experiences which include a visit by the National Space Centre with their planetarium, a visit by a Viking, an Egyptian, a Roman, a volcanologist, a meteorologist and authors.	SMT	Termly
To improve belonging and self-confidence.	School will provide one item of school uniform per year.	Psychological research for individuals who feel that they belong to a group/organisation are happier and work better. <b>£200</b>	Admin staff monitor (SIMs) uniform uptake and contact parents/carers if they haven't had a piece of clothing.	Admin & N. Elson	Annually
To increase the love of reading, so improving academic outcomes.	Purchase specific genres of books which interest PP children.	Children read more if they enjoy the subject matter they are reading. Those children who read more, become better readers. <b>£500</b>	Reading charts on walls in classrooms show frequency of children reading at home. Data will show attainment.	Weekly – reading chart (Class teacher). Data – termly - N Elson	Weekly and termly
Improve swimming & water confidence resulting in 25m attainment.	Pay for extra swimming instructor (4 instead of 3). Extra smaller swimming group will have at least one PP child in.	Smaller groups allows the instructor to monitor the progress of the individual better, resulting in more bespoke instruction. <b>£130</b>	Headteacher leads the swimming sessions, so monitors the quality of instruction.	N. Elson	Weekly
<b>Estimated Cost</b>					<b>£1,330</b>

**Total Estimated Cost**

**£32,505**

**6. Review of expenditure**

Previous Academic Year		2017-18																										
i. Quality of teaching for all																												
Desired outcome	Chosen action/approach	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																								
Improved comprehension skills by more teaching of the skills to understand text, especially inference and deduction.	Whole school approach to reading including guided & shared reading, class book reading, weekly guided comprehension (KS2), one to one reading (all school staff & volunteers), reading initiatives e.g. book week, visiting authors & Premier League Primary Stars. Monitor progress and attainment through regular assessments/tests and pupil progress meetings. Support staff will teach a small group (1 hr daily) containing children eligible for PP. Some of this will be financed by the PP+.	<p>Progress across all year groups was in line with expectations. 6 points (5 pts in Yr 1 due to Oct baseline) signifies 'good/expected' progress. 2<sup>nd</sup> number in brackets shows whole class</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>6 (5.7)</td> <td>6 (5.7)</td> <td>5 (5.9)</td> </tr> <tr> <td>3</td> <td>6 (6.0)</td> <td>5 (5.9)</td> <td>6 (5.9)</td> </tr> <tr> <td>4</td> <td>6 (6.2)</td> <td>6.3 (6.2)</td> <td>6. (5.6)</td> </tr> <tr> <td>5</td> <td>6 (6.1)</td> <td>6 (6.1)</td> <td>6 (5.8)</td> </tr> <tr> <td>6</td> <td>6 (6.6)</td> <td>5.8 (6.5)</td> <td>5.7 (6.5)</td> </tr> </tbody> </table> <p>However, attainment remains below target. The gap has generally remained the same or has narrowed.</p>	Year Group	Reading	Writing	Maths	1	6 (5.7)	6 (5.7)	5 (5.9)	3	6 (6.0)	5 (5.9)	6 (5.9)	4	6 (6.2)	6.3 (6.2)	6. (5.6)	5	6 (6.1)	6 (6.1)	6 (5.8)	6	6 (6.6)	5.8 (6.5)	5.7 (6.5)	<p>Progress across all year groups has been 'good/expected'. Teaching has been good/outstanding. Some children struggle to perform to their best in test situations. Quality first teaching will remain our priority, but there will be more focus on testing in the future. This has had a very positive impact and will continue in the next academic year.</p>	£15,836
Year Group	Reading	Writing	Maths																									
1	6 (5.7)	6 (5.7)	5 (5.9)																									
3	6 (6.0)	5 (5.9)	6 (5.9)																									
4	6 (6.2)	6.3 (6.2)	6. (5.6)																									
5	6 (6.1)	6 (6.1)	6 (5.8)																									
6	6 (6.6)	5.8 (6.5)	5.7 (6.5)																									

Mastery teaching (through quality fluency, reasoning and problem solving) ensures children have an improved understanding of maths.	Whole School Approach to teaching maths with more emphasis on placevalue, calculation, fluency, reasoning and problem solving. Monitor progress and attainment through regular assessments/tests and pupil progress meetings.	There is more evidence of calculation, fluency, reasoning and problem solving in books. Test results at KS2 has improved, as has internal test results using Test Base and Rising Stars.	A greater focus on calculation, fluency, reasoning and problem solving is having a positive impact on the children's use of number. However, this has had a slight detrimental effect upon non-number areas such as data handling, shape, space and measures.	
<b>ii. Targeted support</b>				



<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To improve mental health and well-being.	Emotional Literacy Support Assistant (ELSA) to support PP children (& non PP children) during 2 afternoons a week.	Children have mental health issues just like adults. We have found that some of our PP children struggle more with this. Specialist nurturing and counselling can have significant positive impacts.	Progress across all year groups has been 'good/expected'. Teaching has been good/outstanding. Some children struggle to perform to their best in test situations. Quality first teaching will remain our priority, but there will be more focus on testing in the future. The need to support from the ELSA is increasing year on year and now there are 4 full afternoon sessions. Therefore, the ELSA is supporting children less in their classes with their academic work. This is having a detrimental impact on general teaching and learning. This has had a very positive impact and will continue in the next academic year.	£2,561
Attendance improves for identified pupils eligible for PP with attendance below 90%.	Weekly class attendance certificate if 100%. HT monitors attendance (& punctuality), weekly. Parents/carers contacted if below 90%.		Attendance dropped slightly (less than ½%) for the previous academic year. Attendance for the PP children remains lower than the school average – 92.5% compared to 96.4% for non PP children. Three of the PP children had attendance of less than 90%. This has had a positive impact and will continue in the next academic year.	£0

Improve reading, writing and maths progress and attainment for PP & non PP children.	Regular and frequent morning interventions (8.30am-9.00am). At least one PP child will be in each group.	KS2 data (RWM) for PP children is above the national average for attainment.	This is continuing to go well, with all PP children attending one or more intervention programmes over the year. This has had a very positive impact and will continue in the next academic year.	£6930
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To close the gap (in RWM) of LAC children from the City of Leicester.	Apply for one to one funding for both children for a daily English and maths lesson. If funding is accepted, each child will receive 1 hour of extra support for maths & English.	The gap has closed. Our LAC data for Yr 6 was 100% for expected attainment for RWM & science. Other data shows that attainment is now with 6 months of expected attainment.	Huge success. Yr 6 data for LAC is 100% for RWM – July 2018. This has had a very positive impact and will continue in the next academic year, providing the funds are made available.	£3000
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To enthuse children by increasing life experiences in and out of school.	Pay for interesting and inspiring people to come into school to talk/demonstrate. Those children eligible for PP also have their trips paid for.	Interesting and inspiring individuals/activities can motivate and bring the curriculum to life.	Guest speakers and trips have been very effective in 'bringing the curriculum to life' and engaging children. This will be continued. This has had a very positive impact and will continue in the next academic year.	£500
To improve belonging and self-confidence.	School will provide one item of school uniform per year.	Psychological research for those individuals who feel that they belong to a group/organisation are happier and work better.	Children like the authentic Martinshaw school uniform. It increases the sense of belonging and this will continue in the future. This has had a positive impact and will continue in the next academic year.	£350
To increase the love of reading, so improving academic outcomes.	Purchase specific genres of books which interest PP children.	Children read more if they enjoy the subject matter they are reading.	The school will continue to listen to the views of all children including those eligible to PP. Funds will continue to be available to fund specific genres/books. This has had a positive impact and will continue in the next academic year.	£500
Children participate in more school sports. Children attain 25m unaided swim by end of Yr 4.	School to pay for part or all transport to some sports events.	Children enjoy representing the school in sports events, so increasing participation and skill level. 60% of PP children attain 25m by end of Yr 4.	The children certainly enjoy participating in the sports events. The school would like to participate in more events. Priorities of the curriculum and staffing availability constraints, common in smaller school, prevents this. This has had a positive impact and will continue in the next academic year.	£120

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)