



The Midsomer Norton Schools Partnership

Midsomer Norton Primary School Pupil Premium Report 2019-20

September 2020

Pupil Premium strategy statement

1. Summary information					
School	Midsomer Norton Primary School				
Academic Year	2019-2020	Total PP budget	£109609	Date of most recent PP Review	October 2020
Total number of pupils	255	Number of pupils eligible for PP	77	Date for next internal review of this strategy	September 2021

2. Current attainment					
	Sch	Nat other pupils (2019)		Sch	Nat Other (2019)
% achieving in reading, writing and maths	75	65	% Achieving a Good level of development in Early Years	N/A due to lockdown	70
KS2 Attainment in Reading	83	73	Key Stage 1 attainment measure in reading	N/A due to lockdown	75
KS2 Attainment in writing	83	78	Key Stage 1 attainment measure in reading	N/A due to lockdown	69
KS2 Attainment in maths	75	79	Key Stage 1 attainment measure in mathematics	N/A due to lockdown	76

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.	Children starting school with identified/unidentified special educational needs	
B.	Children with poor emotional and social development	
C.	Children with gaps in their phonic knowledge	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Children with poor attendance and punctuality	
E.	Children who are hungry and do not have the correct school uniform	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria/Evidence</i>
A.	Children make expected or better progress so that their attainment is in line with children from similar starting points.	Children make measurable and quantifiable progress in reading, writing and maths across the year based on summative tests.
B.	Attainment in maths, reading and writing of PP children is close to or better than national levels.	The gap between PP children and non PP children is diminished as a result of accelerated progress. PP children achieve well in literacy skills.
C.	PP pupils develop greater self-awareness of their emotional well-being and how this impacts on how well they learn. As a result, PP pupils develop greater resilience and an ability to overcome difficulties.	Children make progress in their social development as measured using self-assessments. This impacts on their attitudes towards academic challenges.
D.	PP pupils are in school every day and on time ready to learn.	PP attendance is at least 97%.
E.	PP are well-fed and dressed appropriately leading to children who have higher self-esteem and are more resilient.	Children’s concentration and behaviour in lessons improves. Number of incidents of negative behaviour choices decreases

5. Planned expenditure					
Academic year	2019-20				
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					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice? (Reference to EEF research and effect size)	Success Criteria	Staff lead	Cost/ When will you review implementation?
Focused support allows children to overcome gaps in their maths learning.	1:1 tuition Small group work for identified PP children. Teacher led booster groups	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average. (EFF)	100% of children at least meet age-related expectations.	MR/AR	£19,653
Focused support allows children to overcome gaps in their reading fluency	1:1 tuition focusing on fluency	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average. (EFF)	100% of children at least meet age-related expectations.	KD/AR	£14172
Focused support allows children to overcome gaps in their reading comprehension	Small guided reading group work for identified PP children. Focusing on comprehension. Teacher led booster groups	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average. (EFF) On average, reading comprehension approaches deliver an additional six months’ progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. (EEF)	100% of children at least meet age-related expectations.	KD/AR	£11,525
Ensure that PP children make strong progress in phonics .	1:1 tuition Small group work for identified PP children. Teacher led booster groups Purchase of resources	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress. (EFF)	100% of PP children passed the Year 1 Phonic Screening Check.	KD/AR	£1449
Identified PP children with SEN needs achieve well.	1:1 and small group interventions, both in and outside of class, to ensure PP pupils keep up in lessons.	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average. (EFF)	At the end of each Key Stage, PP children meet age-related expectations in reading, writing and maths.	SB	£6137
Ensure that PP children make strong progress in recall of maths/ spelling.	<i>Doodle Maths, Nessy Times table rockstars, ipad apps</i> <i>Ensure necessary hardware/ time for ch with no internet to access online resources.</i>	Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months’ progress.	100% of children achieve age-related expectations in summative tests.	MR/KD	£1875

Ensure that PP children make strong progress in all areas of the curriculum.	SIMS assessment Literacy Shed Testbase Microsoft licenses Odissi SNAP science Purple Mash	Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. Evidence suggests that technology approaches should be used to supplement other teaching, rather than replace more traditional approaches. (EEF)	Levels of engagement are high. Children's understanding of the world, vocabulary and abstract/challenging concepts improves.	AR	£7000
Ensure that accurate, effective assessment of the progress of PP children leads to timely identification and closing of gaps	Use of supplementary assessment materials. Small groups for assessments and use of access arrangements e.g. readers	Such access arrangements are used in KS2 SATS to ensure that outcomes are a true reflection of the child's attainment and that barriers such as speed of writing or ability to decode text do not prevent the children from demonstrating their attainment.	All children are able to demonstrate their progress in assessments. Teachers use the assessment to plan for accelerated progress.	AR/SB	£1500
Total budgeted cost					£63,311

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Success Criteria	Staff lead	When will you review implementation?
PP children with SEND needs receive appropriate support.	<p>Referrals completed. Assessments completed and reports shared with parents and other agencies to support EHCPs.</p> <p>Assessments/reviews completed by SENCO/EP/OT</p>	<p>Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. (EFF)</p> <p>Assessments and reports identify strengths and weaknesses and how these can be addressed</p>	<p>Outside agencies assess identified children and targets are implemented. Parents are aware of the school's concerns and reports are available to support progress.</p> <p>Assessments contribute to EHCP Annual Reviews to allow on-going support for children with complex needs.</p>	SB	£11716
PP children with identified Speech and Language needs are supported.	<p>Weekly Speech Therapy support for identified children. 1:1 work and small groups. Assessments completed and reports written to support EHCP process and identification of targets for TAs to work on.</p>	<p>Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. (EFF)</p>	<p>Identified children make good progress from their starting points. Interventions support progress. Assessments (twice a year) show an increase in percentile rankings.</p>	SB	£7500
PP pupils develop greater self-awareness of their emotional wellbeing and how this impacts on how well they learn. As a result PP pupils develop greater resilience and an ability to overcome difficulties.	<p>Designated member of staff receives appropriate training and is timetabled as learning mentor 12 hrs a week</p>	<p>Sutton Trust says that SEL programmes and mentoring can have a low impact on raising attainment, however they do help children to build relationships and be more settled in school. These programmes "appear to benefit disadvantaged or low attaining pupils more than other pupils, though all pupils benefit on average" and this can be up to 2 months additional progress. Where the provision is specifically related to behaviour then impact can be up to 4 months additional progress and "there is some anecdotal evidence about the benefits of reducing problematic behaviour of disruptive pupils on the attainment of their classmates."</p>	<p>Member of staff trained which will enable us to support the social and emotional development of individual children in order to identify their underlying emotional needs. Based on this, we will then be able to select from a range of practical strategies and activities that we can use to help Them either with the learning mentor or in class/ at play etc</p>	SB	£7321

PP children with behavioural needs are well supported to self-regulate and reflect leading to a reduction in the number of incidents in which behaviour impacts on learning.	Behaviour and well-being mentor engaged to work with children 1-1.	Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. (EFF)	Behaviour of children has improved. Instances of poor behaviour have greatly reduced.		£3420
Ensure that attendance of PP children is at least in line with non-PP children.	Weekly review of attendance. Regular meeting with EWO to identify those PP children at risk of poor attendance.	Research indicates that attendance improves when schools have a clear policy and procedures which allow for quick intervention with families. In 'Supporting the attainment of disadvantaged pupils; Articulating success and good practice' the authors discuss the importance of robust attendance data tracking and monitoring systems in schools, to address attendance issues. This allows patterns of absence to be scrutinised and then targeted interventions to be put in place. It also allows schools to monitor the effectiveness of any interventions they are putting in place to improve attendance and readjust as necessary. This is far more effective than general approaches to improving attendance. The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes.	Attendance of PP children is at least 97%.		£1000
Total budgeted cost					£30,957

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Success Criteria	Staff lead	When will you review implementation?
PP children are able to access all educational and residential visits.	Parents are made aware of the ability to use PP to reduce the cost of residential and educational visits.	We are aware that over the past few years the cost of a residential visit has increased significantly. We have had to support parents financially in the past. Such experiences build cultural capital as well as independence confidence and resilience.	100% of Y6 children attend the residential visit. All other children have access to 25% off the cost of educational visits.	AR	£1370
PP children are able to access a broad range of extra curricula activities.	Financial assistance for extra curricula activities	Evidence from the last twelve months indicates that participation in extra curricula activities leads to a boost to confidence, social skills and self-esteem, and broadens children's range of experiences and vocabulary.	All PP children attend at least one club. Participation in inter school events – sports/ speech/ poetry competitions etc is high	AR	£1000
PP children do not feel any stigma due to parents/ carers difficulties in providing school uniform.	Financial assistance for school uniform.	There is little or no evidence that the introduction of school uniform has no impact on attainment; however, anecdotally we see that children without uniform have lower self-esteem than their peers. There is some evidence that free school uniforms improve attendance in areas of very high poverty, however this does not appear to be true in all cases (EEF)	All children have the correct school uniform. PP children do not feel self-conscious due to being dressed differently to their peers.	AR	£2010
PP children are particularly likely to come from households suffering from stress due to financial circumstances. This can lead to hunger, tiredness and emotional vulnerability.	Provide attendance at Breakfast Club/ After School Care	Evidence from the last twelve months indicates that attendance at Breakfast Club/ After School Care improves attendance and reduces the number of instances of poor behaviour linked to stress at home. Parents are better able to manage the challenge of juggling child care and work commitments leading to calmer, more stable home environments.	PP children who attend Breakfast Club/ After School Care are fed and have the energy to learn. The calm environment and patience of staff helps child and family by removing one cause of stress. Personal, social and emotional development is promoted.	AR	£9000

PP children are at a greater risk of suffering from low-self esteem	Forest School activities help build independent, confidence and resilience and a healthy attitude towards risk taking.	Evidence from the last twelve months indicates that participation in extra curricula activities leads to a boost to confidence, social skills and self-esteem, and broadens children's range of experiences and vocabulary.	Surveys of children show an improvement in self-esteem. Teachers observe greater confidence in class.	CM	£500
Total budgeted cost	£13,880				

6. Review of expenditure				
Previous Academic Year		2019-2020		
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
Focused support allows children to overcome gaps in their maths learning.	1:1 tuition Small group work for identified PP children. Teacher led booster groups	Estimated impact on Year 6 is high; however based on teacher assessment from March data point due to the lock down. 75% of PP were on track to meet ARE	Introduction of precision teaching strategy seems to be having positive impact. Needs to be used consistently and regularly across all year groups. Continue approach for next year.	£19,653
Focused support allows children to overcome gaps in their reading fluency	1:1 tuition focusing on fluency	Estimated impact on Year 6 is high; however based on teacher assessment from March data point due to the lock down. 83% of PP were on track to meet ARE	KS2 phonics interventions are adding fluency. TAs benefit from periodic top up training through observing others. Continue approach for next year.	£14172
Focused support allows children to overcome gaps in their reading comprehension	Small guided reading group work for identified PP children. Focusing on comprehension. Teacher led booster groups	Estimated impact on Year 6 is high; however based on teacher assessment from March data point due to the lock down. 83% of PP were on track to meet ARE	Continue approach for next year.	£11,525
Ensure that PP children make strong progress in phonics .	1:1 tuition Small group work for identified PP children. Teacher led booster groups Purchas of resources	Estimated impact on Year 1 is high; however, based on teacher assessment from March data point due to the lock down.	KS1 phonics interventions and introduction of Read Write Inc phonics has significantly improved phonics attainment especially for bottom 20% Continue approach for next year.	£1449
Identified PP children with SEN needs achieve well.	1:1 and small group interventions, both in and outside of class, to ensure PP pupils keep up in lessons.	Estimated impact on Year 6 is high; however based on teacher assessment from March data point due to the lock down.	Continue approach for next year.	£6137
Ensure that PP children make strong progress in recall of maths/ spelling.	<i>Doodle Maths, Nessy Times table rockstars, ipad apps</i> <i>Ensure necessary hardware/ time for ch with no internet to access online resources.</i>	Estimated impact on Year 6 is high; however based on teacher assessment from March data point due to the lock down. 83% of PP were on track to meet ARE / Y5% in maths	Continue approach for next year. Office staff to set up new accounts etc in August. Continue approach for next year.	£1875
Ensure that PP children make strong progress in all areas of the curriculum.	SIMS assessment Literacy Shed Testbase Microsoft licenses Odissi	Access to resources throughout the year enabled enhanced curriculum for all children.	Continue approach for next year.	£7000

	SNAP science Purple Mash			
Ensure that accurate, effective assessment of the progress of PP children leads to timely identification and closing of gaps	Use of supplementary assessment materials. Small groups for assessments and use of access arrangements e.g. readers	Small groups were used in practice SATS; however, the actual SATs did not run due to lock down.	Continue approach for next year.	£1500

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
PP children with SEND needs receive appropriate support.	Referrals completed. Assessments completed and reports shared with parents and other agencies to support EHCPs. Assessments/reviews completed by SENCO/EP/OT	19/36 children on the SEN register are also pupil premium. All referrals and assessments were completed on time.	Continue approach for next year.	£11716
PP children with identified Speech and Language needs are supported.	Weekly Speech Therapy support for identified children. 1:1 work and small groups. Assessments completed and reports written to support EHCP process and identification of targets for TAs to work on.	S&L Therapist -works with 9 pupils across school 5 are PP-all noticeably making progress in language (Assess, Plan Do Review)	Continue approach for next year.	£7500
PP pupils develop greater self-awareness of their emotional wellbeing and how this impacts on how well they learn. As a result PP pupils develop greater resilience and an ability to overcome difficulties.	Designated member of staff receives appropriate training and is timetabled as learning mentor 12 hrs a week	Rainbow surveys taken last year – unable to follow up due to closure; however, return to school survey show 90% felt happy to return, only 3 % didn't. (1% felt that they were doing well in their leaning.	Continue approach for next year.	£7321
PP children with behavioural needs are well supported to self-regulate and reflect leading to a reduction in the number of incidents in which behaviour impacts on learning.	Behaviour and well-being mentor engaged to work with children 1-1.	Number of serious behaviour incidents in half year before lock down were lowest for 3 years	Continue approach for next year.	£3420
Ensure that attendance of PP children is at least in line with non-PP children.	Weekly review of attendance. Regular meeting with EWO to identify those PP children at risk of poor attendance.	Attendance for PP children was 92.31% compared to 93.06% (attendance for all lower than usual due to partials return in June)	Refine procedures so that office staff liaise weekly with class teachers to identify barriers to attendance at an early stage. Continue approach for next year.	£1000
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
PP children are able to access all educational and residential visits.	Parents are made aware of the ability to use PP to reduce the cost of residential and educational visits.	All pupil premium children were able to benefit from 25% discount for all trips/ camps.	Continue approach for next year.	£1370
PP children are able to access a broad range of extra curricula activities.	Financial assistance for extra curricula activities	66% of PP children in Y5/6 participate in clubs compared to 60% overall	Continue approach for next year.	£1000
PP children do not feel any stigma due to parents/ carers difficulties in providing school uniform.	Financial assistance for school uniform.	Anecdotally, children for whom uniform was provided seemed to have benefit in terms of self-esteem.	Continue approach for next year.	£2010
PP children are particularly likely to come from households suffering from stress due to financial circumstances. This can lead to hunger, tiredness and emotional vulnerability.	Provide attendance at Breakfast Club/ After School Care	9 children's families were assisted in this way providing respite and ensuring that the children had own time in a stimulating, safe environment.	Continue approach for next year.	£5000
PP children are at a greater risk of suffering from low-self esteem	Forest School activities help build independent, confidence and resilience and a healthy attitude towards risk taking.	Forest School surveys of children show that all children enjoyed the sessions and reported a boost to their confidence.	Continue approach for next year.	£500