**Pupil premium strategy statement - Puddletown First School 2017/18**

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| 1. **Summary information** | | | | | |
| **School** | Puddletown First School | | | | |
| **Academic Year** | 2018/19 | **Total PP budget** | £12140 | **Date of most recent internal PP Review** | 28/2/2018 |
| **Total number of pupils** | 142 | **Number of pupils eligible for PP** | 12 (8 FSM, 3 Service, 1 previously LAC) | **Date for next internal review of this strategy** | Feb 2019 |

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| 1. **Current attainment** | | |
| Outcomes at end of KS1 – Year 2 | *Pupils Eligible For PP (Your School) \* 2 Service children 1 PP 0 FSM* | *Pupils not eligible for PP (national average)* |
| **% achieving in reading, writing and maths in Y2** | 100% |  |
| **% achieving in reading in Y2** | 100% | 78% - 2017 |
| **% achieving in writing in Y2** | 100% | 71% - 2017 |
| **% achieving in maths in Y2** | 100% | 78% - 2017 |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | |
|  | | Ensuring children are ready to learn in school, ensuring their emotional state is enabling engagement | | |
|  | | Supporting children across transition – especially service children | | |
| **C.** | | Ensuring that pupils English skill – especially reading and maths skills are at an ARE by Y2  Ensuring that pupils make continued progress in KS2 to access the requirements to achieve AREs | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **D.** | | Challenging persistent absence and attendance for all children  Provision for home reading/learning for identified children  Achieving increased parental engagement and providing parents with the skills and knowledge to support learning at home | | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Children receive strong pastoral care ensuring that their emotional needs are well met | | Children’s emotional well being is well supported allowing the children to engage in their learning |
|  | Children are supported to manage transition securely. Classteachers attend transition meetings and post transition meetings with Middle School. HT will attend DASP Team Around Transition Meetings | | Children settle into school when a move has occurred, children quickly make progress from a change in year group |
|  | Where children are beginning to achieve below their ARE then a careful analysis of their needs is undertaken and where support is needed it is implemented | | Children complete KS1 in line with there are |
|  | Attendance for all groups of children to be above 95% - HT to monitor attendance ½ termly and work with parents where attendance is poor  Children have good opportunity to continue home learning – especially in YR –Y2 for reading and phonics | | The persistent absence data for PP, Non PP, SEN and Non SEN will be above 95%  Children maintain progress with their peers |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2018/19** | | | | |
| 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. | | | | | |
| 1. **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?** |
| To reduce the gender gap of underperforming boys in English | Staff INSET used to explore the work of Neil Farmer, Gary Wilson, Pie Corbett and Sally Featherstone. Identifying effective approaches and strategies to help boys succeed, in particular for literacy (reading)  Spelling evening planned to support parents working with their child  To continue to offer FFT recovery programme for English for identified children | Whole school data indicated a growing gender attainment gap in reading and a persistent gap in writing. Secure literacy skills are the basis for all academic achievement  Increasing parental engagement with the children’s learning will lead to improved outcomes  EEF Toolkit highlights the most significant factor in improving outcomes for all children is high quality teaching. By ensuring that our teaching is focussed and engages all learners their progress and attainment will be strong  By making assessment consistent we will ensure pupil’s learning is clearly centred on achieving an ARE  Whilst operating a mastery curriculum approach we recognise that some children need support to catch up and keep up. The FFT programme has a track record nationally and within school of accelerating progress. The programme is delivered by well trained and experienced TAs | The 2 INSET days in the Autumn term will be used to share the work of the identified experts  This work is a key part of our English development plan that forms 25% of the SDP. Further time has been allocated to staff meetings.  Further school budget has been allocated to reading resources as well as spelling PD and resources.  This will form the focus of lesson obs and learning walks  Specific TA time allocated 2 TAs 4x pms a week. SENDCO to monitor children’s progress | HT  CT | Sept 2019  **Cost – Nil**  **Costs – see targeted support** |
| 1. **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?** |
| Pupils achieve an ARE in English with a specific focus on acquisition of good CLL in EYFS and Phonics in EYFS, Y1 and Y2  Ensuring that pupils in KS2 remain on track for an ARE at the end of KS2 identifying dips in progress from prior attainment, ensuring that support or intervention is in place | YR have TA support all day to ensure that appropriate intervention groups can receive direct teaching. We also ensure that all classes have a TA for each morning – we teach English and maths as discrete lessons in the mornings across Ks1&2. This ensures that target groups can be identified and supported.  In addition a team of 4 TAs are timetabled across Ks1 and 2 to run directed intervention and supported learning. This may involve programmes such as FFT reading recovery and Every Child Counts or teacher identified and planned interventions. | Monitoring evidence shows that the quality of teaching is good in EYFS and KS1. This ensures that children make good progress. Where children’s progress is less secure we are able to operate a range of effective interventions – these need TA time to operate – our PP funding supports the provision for this. Securing a good foundation in EYFS and KS1 means we can operate a ‘keep up’ not ‘catch up’ philosophy across KS2  Having visited other schools and looked at the EFF research we have chosen FFT Reading Recovery, ECC as our key interventions, tracking over the time we have been using them show very good progress | Termly progress reviews between the classteacher and headteacher are used to scrutinise pupil progress and attainment  SENCO monitor Pupil Progress Plans  Staff meetings are used to share pupil outcomes from the progress reviews | All staff | In year during progress reviews  Final review is in July 2019 when overall pupil attainment and progress is scrutinised  **Cost £9125**  Part of this is met by the SEN income the school receives |
| Support children with home reading/learning tasks | An additional member of staff will be funded for afterschool club – Monday – Thursday up to 5pm. Targeted children will be invited to afterschool club where they will engage in play and social activities (in place of play dates etc) and undertake reading/home learning tasks | Monitoring shows that not all children undertake home learning and reading. This is a particular concern for YR ,1 and 2 where the children need adult interaction – this is crucial in the acquisition of the early literacy skills. It will help to ensure that the attainment gap is not widened due to advantages out of school time | Termly progress reviews with classteacher  Observation of afterschool provision | Jo Hardy – after school leader | Dec 2018  **Cost £2420 (over 1 yr)**  The cost of this is met by the overall income of the Afterschool Club |
| 1. **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?** |
| Support children with emotional needs, well being and through transition  Ensure that all children have an equal opportunity to participate in school life | The school has well established routines for transition and pastoral care that meets the needs for most children. Where additional needs are identified the school has a trained ELSA TA who works 1 afternoon a week with identified children in addition to a Nurture trained TA – 1 pm a week  £1100 is set aside to pay for trips, uniform, afterschool clubs and music lessons for those in receipt of PP  All afterschool sports clubs are funded through Sports Premium and free to all. | This has been established in school and has had a positive effect in restoring children’s readiness to engage in learning ad social play when events in school or outside of school have impacted upon their emotional well being.  ELSA is supported by the EP service and EFF research highlights its positive impact  Additional support for transition has ensured that children are able to pick up learning quickly when they arrive at school or change year group.  Access to afterschool club enable parents to maximise their earning potential easing financial restrictions on family life  All children are able to take part in all activities offered by the school | SENCO works with the ELSA and Nurture staff to ensure that the interventions are appropriate and have the desired impact – this is through identified assessment tools and in depth discussion  Parents are made aware of the school’s offer. HT has discussions with parents where necessary. Some targeting of families takes place supported by the Family Partnership Zone workers | SENCO  HT | Sept 2019  **Cost £4378**  Part of this is met by the SEN income the school receives  **Cost £1100** |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2017/18** | | |
| 1. **Quality of teaching for all** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| All children to have a ‘growth mindset’ that ensures background is  not limiting pupil or staff aspiration  To deliver a mastery based curriculum | Classteachers and class TA to identify children and track progress using proformas  Maths evening planned to support parents working with their child  Curriculum is audited to identify the mastery elements and the coverage elements. We are working with Chris Quigley materials  Refining assessment (writing will be this year’s focus) by producing clear assessment criteria | All staff share a growth mindset approach with the children and have an awareness of those children with a fixed mindset. Children see learning as a process and that mistakes are part of that process. More of our children enjoy the idea of challenge.  The curriculum has been reshaped in KS1 and 2 to adopt the principle of continuous provision.  We have created and use reading and writing assessment ladders to enable us to focus on the elements of mastery required. KS1 outcomes are very strong.  Quality of teaching is at least good in all classes. | The tracking sheets added an additional layer to staff workload that had a limited impact for the work involved. However as aids to considering the importance of growth mindset and progression within they performed a worthwhile task. We therefore will not continue with them as tracking sheets but as aids to support identified children.  The review and design of the curriculum is still part of the SDP and is at the beginnings of the process. We will continue to work at this  The use of assessment ladders has helped to both inform planning and bring consistency to moderation. They have been shared within our pyramid and adopted. We are looking to develop similar ladders for history and geography this year. | Nil from PP budget |
| 1. **Targeted support** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Pupils achieve an ARE in English with a specific focus on acquisition of good CLL in EYFS and Phonics in EYFS, Y1 and Y2.  Ensuring that pupils in KS2 remain on track for an ARE at the end of KS2 identifying dips in progress from prior attainment, ensuring that support or intervention is in place.  Support children with home reading/learning tasks | YR have TA support all day to ensure that appropriate intervention groups can receive direct teaching. We also ensure that all classes have a TA for each morning – we teach English and maths as discrete lessons in the mornings across Ks1&2. This ensures that target groups can be identified and supported.  In addition a team of 4 TAs are timetable across Ks1 and 2 to run directed intervention and supported learning. This may involve programmes such as FFT reading recovery and Every Child Counts or teacher identified and planned interventions.  An additional member of staff will be appointed to afterschool club- Mon to Fri up to 5pm to work with invited (targeted children) to engage in social play and undertake reading/home learning tasks  An additional member of staff will be funded for afterschool club – Monday – Thursday up to 5pm. Targeted children will be invited to afterschool club where they will engage in play and social activities (in place of play dates etc) and undertake reading/home learning tasks | EYFS levels for GLD were above local and national outcomes. They showed very good progress from their on entry baseline. Not all PP children achieved a GLD but they did show strong progress having received a range of interventions and QFT.  Y1 Phonic outcomes were above local and National outcomes showing good progress from EYFS. All PP children achieved the pass mark.  Y2 outcomes were above local and National outcomes and showed good progress from EYFS.  Children who undertook FFT or ECC all made accelerated progress as a result of the intervention.  5 children were targeted to attend afterschool provision and all were able to undertake reading/home learning. This supported an element of equality for the children and relieved some pressure upon the parents of the children involved | This is an area that the school has been successful in. The budget for 2018/19 has been set to facilitate this going forward  This has been successful and will be continued |  |
| 1. **Other approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Support children with emotional needs, well being and through transition | The school has well established routines for transition and pastoral care that meets the needs for most children. Where additional needs are identified the school has a trained ELSA TA who works 1 afternoon a week with identified children in addition to a Nurture trained TA – 1 pm a week | Where needed the school is able to react with good speed to support the emotional well being of our pupils | This will be maintained as an important part of our provision |  |

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| 1. **Additional detail** |
| In addition £1100 was allocated to support PP to access school uniform, school trips including the residential visit and music tuition. This will be allocated in the 2018/19 budget |