**Pupil premium strategy statement - Puddletown First School 2019/20**

**When putting the strategy together we recognise that not all children who are in receipt, or have been in receipt of Pupil Premium funding are disadvantaged. Similarly not all children who are disadvantaged are registered or qualify for Pupil Premium funding. We therefore use our funding to help support all children who need help.**

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| 1. **Summary information** | | | | | |
| **School** | Puddletown First School | | | | |
| **Academic Year** | 2019/20 | **Total PP budget** | £19769 | **Date of most recent external PP Review** | 28/2/2018 |
| **Total number of pupils** | 146 | **Number of pupils eligible for PP** | 19 (including 3 LAC and 3 Service) | **Date for next internal review of this strategy** | Nov 2020 |

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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** | 0/2 |  |
| **% achieving in reading in Y2** | 2/2 | 2018 – 78% |
| **% achieving in writing in Y2** | 1/2 | 2018 – 73% |
| **% achieving in maths in Y2** | 0/2 | 2018 – 79% |

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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 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  Ensuring pupils have high ambition for themselves  Ensuring a healthy diet is available to all children | | |
| 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.  Identified parents to be invited to attend Trick Box parent sessions. | | Children are prepared to accept mistakes as part of the active learning process.  Children who attend ELSA receive a focussed intervention demonstrate a reduction in concerning behaviours  Children are able to effectively use the strategies and learning within schemes such as Jig Saw and Trick Box to manage feelings when facing emotional challenge and there is a reduction in behaviours that cause concern |
|  | Children settle into school when a move has occurred, children quickly make progress from a change in year group | | Children are supported to manage transition securely. Classteachers attend transition meetings and post transition meetings with Middle School. HT attends DASP Team Around Transition Meetings  Pupils transition smoothly and progress remains strong at transition points |
|  | 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. Ensuring that the gap is not widened and can be narrowed | | Children are given timely support and intervention as appropriate and are able to demonstrate accelerated progress through their outcomes |
|  | 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** | **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. | | | | | |
| 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 Gary Wilson and Pie Corbett (PC). The English SL worked with PC in a series of INSETs last year and will be leading staff INSET. GW will be presenting at GTAT INSET and to parents. Identifying effective approaches and strategies to help boys succeed, in particular for literacy (reading)  The school has reviewed and revised its approach to teaching spelling  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. This showed some evidence of narrowing in 2018/19 and we want to keep this work up. 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 INSET meetings 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 | July 2020  **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.  Identified children with specific emotional and behavioural needs to be supported and provided with specific teaching to better manage their responses | YR have TA support all day to ensure that appropriate intervention groups can receive direct teaching additional TA support has been placed in YR to reflect the needs of the cohort.  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.  We have introduced ‘Trick Box’ this year and will undertake facilitator training to share this with parents – funded through the Sports Premium. Using a designated TA we will deliver a specific programme of additional support based on Trick Box for identified children across 3 afternoons. As a school we have adopted some principles from Paul Dix *When the Adults Change Everything Changes* | 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.  Some identified children are exhibiting high levels of anxiety and emotional needs that are leading to behaviours that are disrupting their learning and on occasion their peers. We recognise that as in the formal curriculum we need to teach positive well being and emotional health to enable the children to manage their feelings. Trick Box currently has had no formal review of practice, it is widely used in some Bournemouth Schools having met with and discussed it with HTs as length its impact appears to be positive. | 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  Facilitator training will be attended by DH and 1 other staff member  DH will watch and monitor a sample of individual sessions  DH and trained staff will lead parent sessions | All staff | In year during progress reviews  Final review is in July 2020 when overall pupil attainment and progress is scrutinised  **Cost £9825 to cover**  Part of this is met by the SEN income the school receives  **£3300** (3 TA pms per week)  To be reviewed Jan 2020 |
| 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 | DH | Dec 2020  **Cost £2420 (over 1 yr)** |
| Support for PP parents with wrap around care. School will pay for elements of care to enable parents to work the hours needed | Places will be offered at a discounted rate for parents as required over the academic year | Parental income will impact on the quality of living standards for the children. It also eases the emotional burden upon parents | Places in wrap around care will be monitored | Office staff  DH | **£1000 pa** |
| 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  To support the children’s broader range of experiences (cultural capital). Targeted group of children identified as disadvantaged, which may include PP | 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.  The SEND/Inclusion lead will work with the HT to identify children who are at risk of limited cultural experiences.  They will plan a set of events and ‘days out’ such as museum visits, theatre trips offered at zero cost | 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  We need to ensure that all our children have as broad an experience of the world as possible to raise their horizons. It will also benefit language development, self esteem and well being | 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 and HT will meet in the Autumn plan to identify the target children and plan a series of events across the year for the group – KS specific as we have a large number of PP in YR | SENCO  HT  HT and SEND lead | Sept 2020  **Cost £4678**  Part of this is met by the SEN income the school receives  **Cost £1100**  **£1000** |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2018/19** | | |
| 1. **Quality of teaching for all** | | | | |
| **Desired outcome** | **Chosen approach** | **Estimated impact:** | **Lessons learned** | **Cost** |
| To reduce the gender gap of underperforming boys in English | Sept and Oct 2018 INSET time was used to look at the differences in boys and girls learners using the work of Carol Dweck, Neil Farmer, Gary Wilson and Sally Featherstone. To provide all staff with an understanding of the different needs of boys learning.  We also used Active Literacy training (Sports Funding) to look at promoting physical activity within learning.  All teachers undertook No Nonsense Spelling training to promote the teaching of  spelling.  Parent spelling workshop in Autumn 2018 was well attended.  Short reading workshop presented to parents on the back of the open afternoons | All staff are more aware of the developmental differences between boys and girls and the need to adapt an approach.  The spelling approach has more consistency across the school using both Letters and Sounds and No Nonsense Spelling. In Nov 2018 16 Y4 children had a SA of 10+, in June 22 children scored 10+  The gender gap across Y1 – 4 in July 2018 for reading was 14% in July 2019 it was 9%. In writing it had reduced from 24% to 16%. Rates of progress for the genders were similar -  Over 80% of parents were in attendance. Reading outcomes across the school remain strong. The amount of recorded home reading is still inconsistent | We are continuing to identify differences in gender outcomes, in particular for English. Outcomes for writing within GTAT is a focus for GTAT as a whole.  Greater understanding of boy’s development will continue to sit within the teaching and learning element of the SDP – GTAT are working directly with Gary Wilson - to ensure that the provision offered to boys is best practice.  The school approach to spelling will be revisited within the SDP following a School Peer Review visit that highlighted good practice but an opportunity to make marking and feedback more effective.    Ensuring that reading at home is given priority by parents remains a focus due to inconsistency | £0 |
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| 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 | TA support each morning in all classes – YR TA support all day. Maths and English discrete lessons taught in the mornings. Target groups and intervention groups are taught by classteacher and TAs.  Afternoons used for 2 TAs to deliver FFT Reading recovery and ECC. T2 TAs deliver specific teacher planned interventions  Additional staffing was put into the afterschool provision to enable staff to support reading | In YR the % achieving a GLD is above local and national outcomes. Y1 92% reached the expected mark for the phonics check. Y2 90% reached expected standard for reading and 77% for writing. In Y4 the ave GL score was 114 for reading with 81% achieving an ARE.  The children in Y4 doing FFT made over 2 years gain in their RA.  Progress outcomes for children are positive with over 90% of children making a year of progress.  Children had the opportunity to complete home reading diaries within the setting | The school’s intervention programme is effective, well targeted by classteachers and well led by the school’s SENDCo.  This will be maintained and the LGB has set a budget to support this work  This will be maintained. The provision is thriving meaning that this is self sustaining | £9125 |
| 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  Ensure that all children have an equal opportunity to participate in school life  Ensure that all children have an equal opportunity to participate in school life | School ELSA provision has been maintained and children access this as needed. Alongside the school nurse support and where needed more specialist support.  The school is also adopting Trick Box to run alongside JigSaw  All clubs are offered at no charge except for Art. All visits are funded through voluntary contributions and FOPS. All parents are informed that ability to pay is not a barrier to attendance and a specific fund is available | Transition is effective with a programme of support for those identified as being vulnerable  All children took part in all visits and residential visits unless there were identified behaviour concerns or illness | This will be maintained  This is a crucial part of school life and will be maintained | £4378  Uniform - £305.40  - Extended Schools - £585  - Music tuition - NIL  - Trips - £342  Total:- £1232.40 |