

Pupil premium strategy statement - Puddletown First School 2017/18

1. Summary information					
School	Puddletown First School				
Academic Year	2017/18	Total PP budget	£10560	Date of most recent internal PP Review	October 2017
Total number of pupils	148	Number of pupils eligible for PP	9 FSM	Date for next internal review of this strategy	October 2018

2. Current attainment		
Outcomes at end of KS1 – Year 2	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths in Y2	100%	
% achieving in reading in Y2	100%	78%
% achieving in writing in Y2	100%	71%
% achieving in maths in Y2	100%	78%

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.	Ensuring children are ready to learn in school, ensuring their emotional state is enabling engagement
B.	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 on an ARE
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Challenging persistent absence and attendance for all children – current attendance 96.8% - 4/9 PP below 95% (1/9 below 90%) Provision for home reading/learning for identified children

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To build upon the strong pastoral care in each class and offer targeted Nurture and ELSA support where required. The ELSA survey will be used to measure the impact on individual children.	Children's emotional well being is well supported allowing the children to engage in their learning
B.	Children are supported to manage transition securely. Feedback from classteachers and during post transition meetings with Middle School. Discussions following DASP Team Around Transition Meetings will provide evidence of effectiveness. I	Children settle into school when a move has occurred, children quickly make progress from a change in year group

C.	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
D.	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

5. Planned expenditure

Academic year

2017/18

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 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?
All children to have a 'growth mindset' that ensures background is not limiting pupil or staff aspiration To deliver a mastery based curriculum	<p>Classteachers and class TA to identify children and track progress using proformas. Maths evening planned to support parents working with their child</p> <p>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</p>	<p>This has been identified as an area of focus following staff INSET on the work of Carol Dweck on the importance of Growth Mindset and the DASP Guy Claxton presentation. High aspirations from the learners who view themselves with infinite capacity for improvement will raise attainment for all groups of children Increasing parental engagement with the children's learning will lead to improved outcomes</p> <p>EEF Toolkit highlights the most significant factor in improving outcomes for all children is high quality teaching. By ensuring that our teaching is focussed we will ensure that the key features within the NC are consistently revisited By making assessment consistent we will ensure pupil's learning is clearly centred on achieving an ARE</p>	<p>Lesson obs used to identify how a growth mindset is being promoted</p> <p>Contacting targeted parents directly and offering alternative times if needed Staff meeting/INSET time used to complete audits and identify areas of mastery</p>	HT CT	Sept 2018
					Cost – Nil

ii. 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?
<p>Pupils achieve an ARE in English with a specific focus on acquisition of good CLL in EYFS and Phonics in EYFS, Y1 and Y2</p> <p>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</p>	<p>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.</p>	<p>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</p> <p>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</p>	<p>Termly progress reviews between the classteacher and headteacher are used to scrutinise pupil progress and attainment</p> <p>SENCO monitor Pupil Progress Plans</p> <p>Staff meetings are used to share pupil outcomes from the progress reviews</p>	All staff	<p>In year during progress reviews</p> <p>Final review is in July 2018 when overall pupil attainment and progress is scrutinised</p>
					<p>Cost £8813.26</p> <p>Part of this is now met by the SEN income the school receives</p>
<p>Support children with home reading/learning tasks</p>	<p>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</p>	<p>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</p>	<p>Termly progress reviews with classteacher</p> <p>Observation of afterschool provision</p>	<p>Jo Hardy – after school leader</p>	Dec 2018
					<p>Cost £2210 (over 1 yr)</p> <p>The cost of this is met by the overall income of the Afterschool Club</p>

iii. 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	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	<p>This has been established in school and has had a positive effect in restoring children's readiness to engage in learning and social play when events in school or outside of school have impacted upon their emotional well being.</p> <p>ELSA is supported by the EP service and EFF research highlights its positive impact</p> <p>Additional support for transition has ensured that children are able to pick up learning quickly when they arrive at school or change year group.</p>	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	SENCO	Sept 2018
					Cost £4378 Part of this is now met by the SEN income the school receives