**Pupil premium strategy statement - Puddletown First School 2016/17**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Summary information** | | | | | |
| **School** | Puddletown First School | | | | |
| **Academic Year** | 2016/17 | **Total PP budget** | £15300 | **Date of most recent PP Review** |  |
| **Total number of pupils** | 148 | **Number of pupils eligible for PP** | 12 | **Date for next internal review of this strategy** | Sept 2017 |

|  |  |  |
| --- | --- | --- |
| 1. **Current attainment** | | |
| Outcomes at end of KS1 – Year 2 | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **% achieving in reading, writing and maths** | 75% - 3/4 | 75% |
| **% making expected progress in reading from YR to Y2** | 100% 4/4 | 88% |
| **% making expected progress in writing from YR to Y2** | 75% 3/4 | 85% |
| **% making expected progress in maths from YR to Y2** | 100 4/4 | 88% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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 | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **D.** | | Challenging persistent absence and attendance for all children – current attendance 96.7% - 7/12 PP below 95% (1/12 below 90%) 25/136 Non PP below 95%(4/136 below 90%)  Provision for home reading/learning for identified children | | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | To build upon the strong pastoral care in each class and offer targeted Nurture and ELSA support where required | | Children’s emotional well being is well supported allowing the children to engage in their learning |
|  | Children are supported to manage transition securely | | 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 there 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 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2016/17** | | | | |
| 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?** |
| All children to have a ‘growth mindset’ that ensures background is not limiting pupil or staff aspiration | INSET day used to explore the nature and features of growth and closed mindset. Classteachers and class TA to identify children and track progress using proformas | High aspirations from the learners who view themselves with infinite capacity for improvement will raise attainment for all groups of children. | During progress reviews the tracking proformas for attitude to learning are discussed  Lesson obs used to identify how a growth mindset is being promoted | HT  CT | Sept 2017 |
| **Cost – Nil** |
| 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 | 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. | Monitoring evidence shows that the quality of teaching is good in EYFS and KS1. This ensures that most 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 | 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 2017 when overall pupil attainment and progress is scrutinised |
| **Cost £8726** |
| 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 | Classteachers  Jo Hardy – after school leader | Dec 2017 |
| **Cost £2210 (over 1 yr)**  **Cost £400 over 8 weeks in summer term** |
| 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 | 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 | 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.  Additional support for transition has ensured that children are able to pick up learning quickly when they arrive at school or change year group. | 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 2017 |
| **Cost £4378** |
|  |  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **To be completed Sept 2017** | | |
| 1. **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** |
|  |  |  |  |  |
| 1. **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** |
|  |  |  |  |  |
| 1. **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** |
|  |  |  |  |  |

|  |
| --- |
| 1. **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 |