

Acomb First School: 2018-2019 Pupil Premium Strategy Statement

1. Summary information			
Total number of pupils	54 (September 2018)	Number of pupils eligible for pupil premium funding	6 children 12% of total on roll.
Number of pupil premium children in each year group: Reception = 1; Yr. 1 = 1 Yr. 2 =0; Yr. 3 = 2; Yr. 4 = 2;			
Total pupil premium budget:	£7920	Amount per pupil: R to 4 =£1,320	
Internal half termly reviews in Pupil premium Pupil progress meetings:			

2. Early Years: Children achieving a Good Level of Development in July 2018 (Reception class)		
	<i>Attainment of our children eligible for the pupil premium funding 1 children</i>	<i>Attainment of our other children</i>
% achieving a Good Level of Development (GLD)	0	72.7

3. End of Key Stage 1 (Year 2) June 2018 Attainment Figures			
	<i>Attainment of our Year 2 pupils eligible for pupil premium funding 2 pupils.</i>	<i>National averages for others (nationally 2017)</i>	<i>Difference %</i>

% reaching expected standard in reading	100%	75%	+ 25%
% reaching a high score/working at greater depth in reading	50%	26%	+ 24%
% reaching expected standard in writing	100%	70%	+ 30%
% reaching a high score/working at greater depth in writing	50%	16%	+ 44%
% reaching expected standard in maths	100%	76%	+24 %
% reaching a high score/working at greater depth in maths	50%	22%	+ 28%
% reaching expected standard in science	100%	83%	+ 17%

4. (Year 4) 2018 Attainment Figures and Progress			
	<i>Attainment of our Year 4 pupils eligible for pupil premium funding (5 pupils).</i>	<i>averages for non-disadvantaged in school</i>	<i>Difference %</i>
% reaching expected standard in reading teacher assessment	80%	100%	-20%
% working at greater depth in reading	20%	42.9	-22.9
% reaching expected standard in writing (teacher assessment)	80%	86	-6%
% working at greater depth in writing	20%	14	-6

% reaching expected standard in maths (teacher assessment)	80%	100%	-20%
% working at greater depth in writing in maths	0	28%	-28%

5. Barriers to future attainment for pupil eligible for pupil premium funding in 2018-2019

A.	50 % of pupil premium children also have special educational needs.
B.	Pupil premium children have social/emotional needs.
C.	Low self-esteem and low aspirations of some pupil premium children
D.	Some parents do not support home learning well e.g. do not hear their children read or read to them which impacts upon all literacy
E.	

6. Outcomes and success criteria for summer 2019

A.	Reception: 1 PP child. Cohort: 87% GLD
B.	Year 1 phonics screening 1 PP child - 100% pass
C.	<p>End of KS1 (Year 2) No PP Children. % of cohort to achieve expected standard: Reading 87.5%, Writing 87.5%, Maths 100 % and combined RWM 87.5%.</p> <p>End of KS1 (Year 2) % of cohort to achieve greater depth within expected standard across RWM 50%</p>

D.	<p>End of KS2 (Year 4) % of pupil premium children to achieve at least expected standard: 2 PP Child Reading 50%, Writing 50%, Maths 50%</p> <p>End of KS2 (Year 4) % of pupil premium children to achieve greater depth within expected standard: 2 PP Child</p> <p>Reading 100%, Writing 0%, Maths 0%</p>
E.	Half termly impact evaluation and thorough tracking and monitoring of the attainment and progress of pupil premium children through Pupil Premium Pupil Progress meetings

7. Planned expenditure 2018-2019

i. Quality of teaching for all: to improve the percentage of EXS and GDS across the school for PP and other children

Desired outcome	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact & further actions
1) Ensure all teachers and learning assistants have high expectations about the progress and attainment of pupil premium children, so they stretch and challenge them appropriately.	<p>* Pupil progress focused on needs/support of pupil premium children.</p> <ul style="list-style-type: none"> • CPD RWinc • CPD Empowering literacy project over 2 years • Effective Supporting of learning CPD for all LSA 	Ofsted stated that “adult’s expectations are often too low” and “work is too challenging or not challenging enough.”	<ul style="list-style-type: none"> • Book scrutinies • Lesson observations • Learning walks focusing on LSA role • Staff meeting notes 	HT	These actions are reviewed half termly
2) Improve the quality of marking so it impacts strongly on the attainment and progress of pupil premium children.	<p>* Teachers to mark the work of pupil premium /SEND children in greater detail so children know how to improve their work and check understanding in response to marking</p>	Marking is under scrutiny for all children	Weekly book scrutinies across school and groups of learners are a focus.	All teachers HT,	

4) To ensure misconceptions are quickly addressed.	* Feedback and marking to address children's misconceptions promptly as they arise		Response to marking sessions to be monitored to show that they are effective Learning walks and book scrutinies to ensure marking addresses misconceptions and next steps, moving the learning on.	All staff	
5. Maths training for all staff including LSA staff to improve proportions of Expected and GDS achievement.	Training through teaching school	Increase % of children achieving GDS in maths			
6. To provide an enhanced broad and balanced curriculum for all with extra interventions for disadvantaged children					
Total budgeted cost					£2, 450
ii. Targeted support for pupil premium children to help them catch up with their peers.					
Desired outcome	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact & further actions

<p>WRITING</p> <p>Improve the writing skills for PP children by helping them to express their thoughts more clearly first and provide a structure for improving writing</p>	<p>* Embed Read, Write Inc. Spelling Zone programme.</p> <p>RWInc training for more staff</p> <p>LSA staff to lead RWInc sessions</p> <p>LSA staff to lead handwriting support sessions</p> <p>Provide stimulating reasons/experiences for writing</p> <p>Raise awareness and enjoyment of reading through visitors to school and visits to centres of excellence</p>	<p>To improve proportions of children who achieve expected + and GDS including PP children</p> <p>Some PP children have limited writing skills</p> <p>Limited experiences lead to reduced bank of stimuli for writing</p>	<p>HT will work with staff and children to ensure impact seen. Work scrutinies will be carried out and feedback on course will also be held in a staff meeting to ensure good ideas disseminated further</p>	<p>English lead and HT</p>	<p>Spelling programme resources £600</p>
<p>READING</p> <p>Improve reading and confidence and fluency amongst PP children many of whom who do not read regularly at home.</p>	<p>* encourage reading through events and provision of materials</p> <p>Staff to hear PP children read at school</p> <p>Purchase books to appeal to reluctant readers</p> <p>LSA staffing</p> <p>Raise awareness and enjoyment of reading through visitors to school and visits to centres of excellence.</p>	<p>Rates of progress too variable.</p> <p>Significant evidence that children in families where they are supported with their reading at home, do much better than their peers who are not read with at home.</p>	<p>HT to monitor frequency of reading through Reading reward programme with weekly prizes.</p>	<p>HT</p>	<p>Costs of books and prizes. £500</p>

Maths Improve maths confidence and basic skills through support in lessons and as support sessions.	Breaking barriers maths Maths catch up	Support maths confidence and skills as low esteem impacts upon maths learning.			
Speech and language e Improve speech and language and communication skills	Talkboost programme LSA speech and language roles in conjunction with specialist staff. Investigate KS2 Talkboost training g	Some children have limited vocabulary and/or confidence to speak in larger groups.	LSA to run Talkboost groups in Rec and KS1	HT	
Well-being. To train staff and support emotional well-being and self esteem	To investigate a nature programmes to identify appropriate provision for the school	Increased proportion of children have emotional well-being needs Staff need for training so that needs can be addressed appropriately within school	Track research of programmes and costs.	HT	Children with needs are supported and achieve their targets
Total budgeted cost =				£4530	

iii. Other approaches to raise the attainment and progress of pupil premium children.					
Desired outcome	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact & further actions

Maximum attendance at school to help improve attainment.	* Attendance review meetings organised with parents of poor attenders, emphasis on the lack of progress in RWM.	Some levels of attendance are too low.	Close monitoring of attendance and absences.	HT	Already impacting on attendance;
	Monitor lateness of PP children	Some PP children are often late	* Close monitoring of lateness and discussion with parents as to barriers to being on time.	HT	Already impacting on lateness
Embed Growth Mindset and target behaviours for learning.	Growth mindset assemblies and lessons across school. Communicate with parents CPD	Ofsted report focus on learning behaviours	Classroom observations and learning walks.	HT	Children are able to use Growth mindset in their learning
Improve role and impact of LSA staff	LSA role examined in staff meetings and embedded in classrooms. LSA staff attend all staff meetings Each PP child has a named LSA and personal plan.	Ofsted report focus on role of LSA staff	Classroom observations and learning walks.	HT	LSA staff used appropriately by teachers to support and challenge.

Improve Self –esteem of children and aspiration of both pupils and staff through praise and celebration assemblies	Celebration assemblies	Low self-esteem of some children leads to lack of aspiration	Classroom observations and learning walks Book scrutiny	HT	Children understand success criteria for celebrations of work and learning behaviours and Are self-motivated within this structure
Investigate and source high quality support and intervention strategies.	Attendance at Pupil premium network meetings	Self-evaluation and future planning	Materials of meetings and measure impact of strategies	HT	HT has more information and shared good practice to select from for future provision
Total budgeted cost					£940

8. Other information

See SDP data for more impact information