

Acomb First School:2016-2017 Pupil Premium Strategy Statement

1. Summary information			
Total number of pupils	57 (September 2016)	Number of pupils eligible for pupil premium funding at Jan 2016 12 children from a total of 61. 19.7%	September 2016 9 children from total on roll of 57 is 15.8%
Number of pupil premium children in each year group in September 2016: Reception = 0; Yr 1 = 3 Yr 2 = 1; Yr 3 = 4; Yr 4 = 1;			
Total pupil premium budget:	£15, 420	Amount per pupil: R to 4 =£1,320	
Internal half termly reviews in Pupil progress meetings and data points			

2. Early Years: Children achieving a Good Level of Development in July 2016 (Reception class)		
	<i>Attainment of our children eligible for the pupil premium funding 3 children</i>	<i>Attainment of our other children</i>
% achieving a Good Level of Development (GLD)	100	83.3

3. End of Key Stage 1 (Year 2) June 2016 Attainment Figures			
	<i>Attainment of our Year 2 pupils eligible for pupil premium funding. 4 pupils.</i>	<i>National averages for others nationally</i>	<i>Difference %</i>

% reaching expected standard in reading	100%	78%	+ 22%
% reaching a high score/working at greater depth in reading	25%	27%	-2%
% reaching expected standard in writing	100%	70%	+30
% reaching a high score/working at greater depth in writing	25%	16%	+11
% reaching expected standard in maths	100%	77%	+23
% reaching a high score/working at greater depth in maths	0%	20%	- 20%
% reaching expected standard in science	100%	85%	+15%

4. (Year 4) 2016 Attainment Figures and Progress			
	<i>Attainment of our Year 4 pupils eligible for pupil premium funding (2 pupils).</i>	<i>averages for non disadvantaged in school in school</i>	<i>Difference %</i>
% reaching expected standard in reading teacher assessment	100%	100%	0
% / working at greater depth in writing	0%	20%	-20%
% reaching expected standard in writing (teacher assessment)	50%	80%	-30%
% working at greater depth in writing	0%	20%	-20%

% reaching expected standard in maths test (teacher assessment)	50%	90%	-40%
% working at greater depth in writing in maths	0%	20%	-20%
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5. Barriers to future attainment for pupil eligible for pupil premium funding in 2016-2017

A.	An increasing number of pupil premium children also have special educational needs.
B.	Some parents do not support home learning well e.g. do not hear their children read or read to them
C.	Low self-esteem and low aspirations of some pupil premium children
D.	Some pupil premium children have social/emotional needs.
E.	.

6. Outcomes and success criteria for summer 2017

A.	Reception : 0% PP
B.	Year 1 phonics screening: 87% of cohort to pass the phonics test and 100% of pupil premium children. (2016 pass rate was 81.8% and 100% PP ; 1 child).
C.	End of KS1 (Year 2) % of cohort to achieve expected standard: Reading 9/11 = 81.8%, Writing 9/11 = 81.8%, Maths 9/11 = 81.8% and combined RWM 81.8%. Currently there is one pupil premium children in this year group who is targeted to achieve EXS in all areas.
D.	End of KS2 (Year 4) % of pupil premium children to achieve at least expected standard: Reading (1) 100%, Writing (1) 100%, Maths (1) 100%

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 2016-2017					
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.	* Pupil progress focused on needs/support of pupil premium children. <ul style="list-style-type: none">• CPD on quality First teaching• Review and monitor role of LSA LSa attend all staff meetings	Ofsted stated that “adults expectations are often too low” and “work is too challenging or not challenging enough.”	<ul style="list-style-type: none">• Book scrutinies• Learning walks focusing on LSA role• Staff meeting notes	HT	These actions are reviewed half termly Work scrutinies show next steps marking to be patchy at this stage. More staff meetings and training planned
2) Improve the quality of marking so it impacts strongly on the attainment and progress of pupil premium children.	* 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	Marking is under scrutiny for all children	Half termly book scrutinies	All teachers HT,	
4) To ensure misconceptions are quickly addressed.	* Feedback and marking to address children’s misconceptions promptly as they arise		Learning walks and book scrutinies to ensure marking addresses misconceptions and next steps, moving the learning on.	All staff	This area has been tackled in all classes.

5. Maths training for all staff including LSA staff to improve proportions of Expected and GDS achievement.	Training through maths hub and teaching school	Increase % of children achieving GDS in maths			£850
Total budgeted cost					£5,000
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
MATHS End of KS1 82% to achieve expected standard (whole cohort). 1 PP child Year 4 100% of pupil premium children to achieve expected standard. 1 PPchild Other year groups All PP children to achieve at least EXS Year 1 (cohort of 3) Year 3 (cohort of 4)	* Further INSET by Great North Maths Hub to improve subject knowledge. For teachers and LSA * Maths meetings to be established LSA provision in class and in support groups Use of Breaking barriers Numicon	To improve proportions of children who achieve GDS including PP children	Further training for LSA's— in-house and via Maths Hub. Challenging performance targets, learning walks and workbook scrutinies.	FH (Maths Leader)	. Courses booked accordingly. Great North Maths hub contacted Numicon purchased See data
WRITING Improve the writing skills for PP children by helping them to express their thoughts more clearly first and provide a structure for improving writing.	* Embed Read, Write Inc Spelling Zone programme. RWInc training for staff LSA staff to teach RWInc sessions	Some PP children have limited writing skills	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.dard	HT	Spelling programme embedding £600 RWInc training in place £540
READING Improve reading and confidence	* encourage reading through events and provision of materials	Rates of progress too variable.	Ht to monitor frequency of reading	HT	

and fluency amongst PP children many of whom who do not read regularly at home .	Staff to hear PP children read at school	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.	See above		
Total budgeted cost =					£ 6,300

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	
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					£1800

8. Other information

See SDP , data for more impact information

A total of £13,100 is allocated at this point.