**Pupil Premium Strategy Statement**

**2017-18 IMPACT REVIEW**

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| **Summary Information** | | | | | |
| **School** | Hugh Joicey, Church of England Aided First School, Ford | | | | |
| **Financial Year** | 2017-18  April 17 -March 18 | **Total PP Budget** | £25,700 | **Date of recent PP Review** | 16th February 2017 |
| **Total number of pupils** | 72 | **No. of pupils eligible for PP**  **17/72 24%** | **PP R: 1/15 (7%)**  **PP Y1: 4/12 (33%)**  **PP Y2: 2/13 (15%)**  **PP Y3: 5/16 (31%)**  **PP Y4: 5/16 (31%)**  **FSMCurrent FSM: 5/72 (7%)** | **Date for next internal review of this strategy** | End of academic year with on-going periods of monitoring |

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| **Current Pupil Premium Data Phonics (Year1)** | | | | |
| **2018 Data-** | **Year 1**  **(4/12 33% PP)** | **National Average** | **Phonics** |  |
| **% achieving at ‘Working at or Above’ Y1 level** | 10/12 (83 %)  3/4 (75% PP) | 80.5% | 2/2 100%  (12/12 – 100%) |  |
| **Current Pupil Premium Data End of KS1 (Year 2)** | | | | |
| **2018 Data-** | **Year 2 School Attainment for Pupils Eligible for PP** | **Year 2 School Average for Non-PP Pupils** |  |  |
| **% achieving at ‘Expected’ level in reading, writing & maths at end of KS2** | 44% | 64% |  |  |
| **% ARE +GD Reading** | 2/3 (67%) | 75% |  |  |
| **%ARE +GD Writing** | 1/3 (33%) | 58% |  |  |
| **% ARE + GD Maths** | 1/3 (33%) | 58% |  |  |
| **Current Pupil Premium Data End of Year 4** | | | | |
| **2018 Data-** | **Year 4**  **School Attainment for Pupils Eligible for PP** | **Year 4**  **School Average for Non-PP Pupils** |  |  |
| **% ARE +GD Reading** | 2/4 (50%) | 87% |  |  |
| **%ARE +GD Writing** | 3/4(75%) | 67% |  |  |
| **% ARE + GD Maths** | 1/4(25%) | 80% |  |  |

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| **Barriers to Future Attainment**  **In-school barriers** |
| Larger than national % identified as PP in some classes |
| Whilst attendance is a school strength (as identified by Ofsted 2016), a small number of families do not always ensure that their children attend school regularly. |
| Organisation of staff can present challenges due to small pupil numbers and mixed age teaching groups. |
| Small numbers of children in a cohort can make percentages skew data and therefore school needs to be mindful of this and use other methods of presenting data. |
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| **External Barriers** |
| Considering the small pupil numbers, the school has quite a number of Looked After children and children eligible for PP as well as a number of families who previously qualified for PP but now have younger children who are not eligible. |
| Rural community so some families live quite a distance from the school |
| Lack of nutritious food provided in packed lunches/failure to pay for school meals after Year 2. |
| Lack of engagement of parents in some cases to prepare children for learning |

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| **Planned Expenditure £ 25,700** | | | | | |
| **Academic Year** | **2017-18** |
| **Quality of teaching for all** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Evidence and rationale** | **How it will be implemented** | **Staff lead** | **Review of implementation**  **September 2018** |
| All teaching to a consistently strong across school and across subjects, ensuring that feedback provided to pupils impacts on learning. | CPD for all staff around meta-cognition and self-regulation.  DOT (Developing Outstanding Teaching) training for 2x staff | Meta-cognition and self-regulation approaches can have high impact (+8months) for very low cost. (EEF Toolkit) | Growth mind-set displays and staff meetings.  DOT training dates in Oct -Nov 2017, Gateshead and ST Mary’s Berwick | J. Dalrymple | Monitoring timetable, Learning Walks, Middle Leader time.DOT training feedback at staff meetings disseminated outstanding practice  Classrooms are consistent in display and expectation of children’s presentation and behaviour for learning |
| Support for TA’s to upskill in terms of the interventions that they already deliver and also in other interventions that may support children’s learning based on need. | More stringent appraisal for TAs to give regular feedback on their delivery of interventions and to hold them to account for outcomes. | Sutton Trust states that well delivered interventions can add value and that the use of TAs can be enhanced when they support targeted interventions which they are well-trained to deliver. | Head to observe/ review all interventions currently used and decide whether use can be enhanced and whether interventions are best suited to need. | J. Dalrymple  Staffing committee | Reviewed each term through appraisal observations and also through mid-term review and end of year appraisal meeting. |
| TAs to ‘lead learning’ and better understand their roles and responsibilities. | TAS to be timetabled based on assessed need of children so that more intervention is delivered with maximum impact. | EEF Toolkit states that TAs generally have low impact (+1 month) for high cost but by changing use of TAs so that they are delivering based on assessed need rather than just being timetabled for a class, they can have more impact and be more accountable. | Head to ensure timetable reflects needs of children based on data and that TAs are timetabled accordingly, supported in best delivery and held accountable for data. | J Dalrymple | TAs leading CLIC and RWI groups contributed to 100% Phonics pass rate Y1 2018  High proportion of GD in all year groups. |
| The school monitoring timetable will be developed to ensure maximum impact for spend and to ensure that the progress of Pupil Premium children is understood by Governors and staff. | Head to develop monitoring timetable based on suggestions of Pupil Premium Review | Where the monitoring of Pupil Premium children’s learning and outcomes is stringent, it will ensure that where children do fall behind, or develop gaps in learning, that these can be quickly picked up and targeted. It also ensures accountability of all staff and Governors for these children and the related finance. | All staff to be aware of monitoring timetable and to participate in monitoring as required. | J.Dalrymple  Governor steering group | Review of timetable related to assessment capture each term to ensure monitoring is related to data – gaps quickly recognised and addressed, Focus and vulnerable children identified in all planning.  Sally Onions PP Governor on steering group. |
| To improve the feedback provided to children. | All staff to have training, support and monitoring and be held accountable for the feedback that they give to children to enhance learning whilst ensuring that children make use of this feedback to enhance their learning and make progress as a result. | EEF Toolkit found that providing strong feedback for children can have a high impact (+8months) for very low cost based on moderate evidence. | Expectations of all staff clear through policy and staff meeting training. | K. Green – Maths  A. Carr – English  J. Dalrymple | Children responding to feedback evident in majority and closely monitored.  KG – NPQML – Maths focus  AC –Middle Leadership English focus |
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| Total budgeted cost | | | | | £7000 training |

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| **Targeted Support** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **Evidence and rationale** | **How it will be implemented** | **Staff lead** | **Review of implementation** |
| Children who struggle to access learning due to social and emotional problems to be able to access learning and have improved learning outcomes. | Thrive Intervention targeted at children based on need. | EEF Toolkit found that behaviour interventions have moderate impact (+3 months) for moderate cost. Social and Emotional interventions can have moderate impact (+4 months) for moderate based on extensive evidence. | Thrive to be timetabled in a way that allows groups or individuals to have required support at appropriate times in the school day. | C. Wakenshaw | Thrive data scores increased for every child bringing majority in line with Age Related stress management system. |
| Improve children’s oral language skills. | TalkBoost | EEF Toolkit states that oral language interventions have moderate impact (+5 months) for very low cost based on extensive evidence. | After each term assessment capture, children will be targeted based in assessment results for group support which will be timetabled for one half hour sessions weekly at an appropriate time. | A.Carr | All children made progress with high scores in communication to access curriculum.  EYFS Speaking 2018 -86% Expected with 53% Exceeding |
| To improve children’s phonic skills to enhance reading. | Phonics interventions | EEF Toolkit states that phonics interventions can have moderate impact for very low cost, based on extensive evidence. | Phonics groups to be streamed so that teachers can lead phonic teaching according to assessments across school. | All teachers and TAs responsible for small group, daily Phonics to ensure pace and coverage | 100% pass rate Y1 2018  Phonic check to be carried out every 6 weeks and data will be reviewed at this point to facilitate re-grouping. |
| Ensure that children are able to make progress through targeted learning. | Reducing class size to create 4 x smaller teaching groups for English and Maths | EEF Toolkit states that this approach has moderate impact (+3 months) for high cost based on moderate evidence. | Regular observations and termly data capture to ensure progress being made. | J Dalrymple  Z. Turner | KS1 class made good progress however low attaining. Reviewed in relation to finance and assessment data captures. |
| Total budgeted cost | | | | | £ 15,000 |

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| **Other Approaches** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **Evidence and rationale** | **How it will be implemented** | **Staff lead** | **Review of implementation** |
| Pupil Premium children to benefit from home learning opportunities. | Homework Policy that supports parents of Pupil Premium children in supporting learning at home.  PP children identified for 1-1 catch-up time for reading | EEF have found that homework can have a moderate impact (+2 months) at low cost. | Revising homework activities. Providing time in school to complete or explain activities. Meetings with carers to promote partnership. | J.Dalrymple | Preview homework has good uptake and has contributed to the quality of work in class – PP children benefit from learning in variety of ways or sharing with others in class. |
| Pupil Premium children are fully engaged in the afternoon because they have had a nutritious lunch and milk. | LAC children have meals and milk paid for if judged beneficial. | Children who are well fed are less distracted and are able to access quality first teaching. | Finance staff allocate small proportion of PP funding to offset school meal payments | J.Dalrymple | Work scrutiny includes cross-curricular work to maintain relentless focus on presentation and quality of content in all subjects for all children. |
| Full attendance of PP | Tracking all PP attendance | Attendance is crucial for learning | SIMS | L.Wright | 97% attendance.Half-termly individual attendance recorded – any persistent followed up with phone calls and EWO intervention. |
| Children ready to learn with all their resources and equipment. | Phone calls to PP parents who require support to organise resources for their children. Have sets of kit in school if necessary. | Children need to feel fully prepared for learning and the correct kit and resources to participate fully. | HT will make phone calls to identified parents and have regular meetings to encourage more active engagement. | J. Dalrymple | Tracking of PP children for reading books, kit, trips etc in behaviour files. HT follows up. |
| Total budgeted cost | | | | | £4000 |