Pupil Premium strategy statement 2018-19

1. Summary information					
School	Berwick St Mary's CE First School				
Academic Year	2018/19	**Total PP budget**	£42,580	**Date of most recent PP Review**	N/A
Total number of pupils	102	**Number of pupils eligible for PP**	34 (33%)	**Date for next internal review of this strategy**	Jan 2019

2. Current attainment			
EYFS validated Results	***Pupils eligible for the Early Years pupil premium (2 pupils)***	***Other pupils (10 pupils)***	***National average for others***
% achieving a Good Level of Development	50%	*70%*	*73%*

KS1 invalidated results 2017-18	***Pupils eligible for PP (8-KS1)***	***Pupils not eligible for Pupil Premium***	***All Pupils***	***National Average***
% achieving expected standard or above in reading	78%	75%	76%	79%
% achieving expected standard or above in writing	71%	78%	67%	68%
% achieving expected standard or above in maths	78%	83%	81%	75%
Phonics End of Year 1 % working at required standard	100%	76.5%	80.9%	81%
Phonics End of Year 2 % working at required standard	60%	100%	91%	64%

3. 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)*		
A.	Pupils have personal social and emotional barrier, which inhibits their readiness to learn when coming into school. Pupils carry low aspirations in school and appear less motivated to do well in all subjects.	
B.	Pupils eligible for PP have carry low aspirations, in particular with reading and the value of reading for enjoyment, which adds to restricted access to language especially from books.	
C.	Pupils coming into school and are PP have been highlighted that they have weak language levels and restricted vocabulary.	
D.	Difficulty in accessing high quality staff to deliver enriched curriculum, therefore need to ensure robust CPD linked to identified priorities.	
E.	Due to financial constraints, pupils are unable to engage in residential and school trips in order to participate fully in academic work that proceeds and follows.	
External barriers *(issues which also require action outside school, such as low attendance rates)*		
D.	Children have a lack of experiences outside of school which often presents issues with children not being suitably equipped to start their school journey or access content in the curriculum.	
E.	Groups of pupils eligible for Pupil Premium are impacted significantly from difficulties in social, emotional and mental health aspects of learning.	
F.	Access to support services for learning and social development.	
4. Desired outcomes		
	Desired outcomes and how they will be measured	*Success criteria*
A.	Pupils receive the support within school and develop personal skills to overcome on personal barriers. Pupils will become more aware of how to keep themselves mentally healthy. Research and training will be given to enable staff to help children overcome emotional barriers.	• • Pupils will receive support from Teachers' and TA's and will have also gained a bank of skills to enable them to have a 'Thrive Mindset' for learning in all areas of the curriculum. • Pupils will be able to discuss how to keep themselves mentally healthy as well as physically. • Staff will have attended training and will be able to practise theories and strategies that will help our more vulnerable pupils' access learning at a greater depth.
B.	Pupils receive the support within school to narrow the gap between PP	• The gap between PP and NPP Nationally will narrow so that at least 75%

	and NPP nationally in all year groups	of PP children are working at ARE by the end of the academic year 2019. • On-going assessment by SLT and teachers via various assessment methods including formal and informal. • SLT and teachers will have a greater awareness of the PP pupils in their class and hold more accountability for PP outcomes for themselves and as a year group. • PP pupils known to all staff within the year group and across the school. • PP pupils closely monitored for attainment/progress/attendance by class teachers and SLT. • Consistent implementation of excellent practice and high expectations across the school, with all teaching to be consistently good. • Highly effective teaching leading to good/outstanding progress of PP pupils. • Increased % of pupils working at or above age related expectations across the school in reading, writing and maths. • PP pupils to make at least 6 steps progress over the academic year from there starting points. • Increased parental engagement, through supporting parents to help their child with their home learning.
C.	Parents are able to support children with home learning, including reading, writing and maths development and remain active partners in their children's learning.	• On-going letters and handouts for parents explain the curriculum and learning opportunities for their children. • On-going letters and handouts for parents on how they can help with their child's learning. • Sharing of children's termly targets • Open day events and year group learning workshops. • Extended school offer to enable support for home learning.
D.	Children able to access enrichment activities and support, so allowing the development of positive attitudes to citizenship and learning.	• Children involved in a range of additonal extended school activities. • Children accessing a range of learning experiences. • Attendance for school clubs and events.
E.	The attendance of PP children improves	• Reduce the number of persistent absentees among pupils eligible for PP to 0% • Attendance for the children to be in line with national at 96% (2017/18-95.1%)

5. Expenditure Plan 2018-19					
Academic year	**2018/19**				
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?**	**Success Criteria**	**Staff lead**	**When will you review implementation?**
A Provide targeted interventions to support emotional welfare of the pupil.	Staff to work with identified children in year groups. Teacher and TA to receive training for Thrive to develop their role with this specific need and share good practice. Cost £4,500 Development of nurture group provision for targeted groups. Cost £4,600	Evidence based research highlights the impact of small group tuition, especially when pupils are group according to current attainment or identified need. These interventions will result in accelerated progress. EEF research suggested impact will be: +4 months, moderate impact for moderate cost, based on extensive evidence.	PP pupils with specific needs will develop socially and emotionally to be able to deal with the ongoing day to day struggles with attachment disorder. PP Pupils will become more resilient their barrier to learning. PP pupils will make strong progress in all subjects.. PP pupils will be able to develop strategies to help them deal with barriers in their learning. PP pupils well be more resilient to their barriers to learning. PP pupils will have a higher level to learning.	DSL/ SENDco/ Pastoral TA	Termly

	All staff to receive Thrive training from trained staff internally Cost £1,400		PP pupils will benefit from mindfulness training of staff to disseminate to pupils in school.		

B Those PP pupil who are not on track for ARE will receive interventions from a qualified teacher or intervention trained TA. Those PP pupil who are not on track for ARE will receive specific interventions to address misconceptions and barriers to learning from a qualified TA.	To continue to ensure that quality first teaching is consistently embedded across the school. The holistic curriculum approach to the teaching of reading is consistently taught in all classes Interventions are taught by qualified staff, with additional provision in PM sessions for KS1 and KS2. We want to ensure that the gap doesn't widen between PP pupils and NPP pupils nationally and have put in place daily interventions with a qualified staff. To continue to ensure that quality first teaching is consistently embedded across the school. Cost £18,000	For those pupils who require additional learning support to ensure they are able to keep up with their peers, Learning Support Assistants are deployed in every class to increase capacity in supporting these children both academically and pastorally. EEF research suggested impact will be: Small group tuition + 4 Months. Moderate impact for moderate cost, based on limited evidence.	Narrowing the gap of PP pupils and NPP pupils nationally in all year groups. That more PP pupils that are attaining greater depth in more subjects across the school.	HT / AHT	Termly

C Parents sometimes feel that they are not well informed on pupils progress and therefore are less likely to engage. Parents feel that they have limited skills to deal with wok at home. Parents are not always willing to engage with reading activities.	On-going communication / information / handouts for parents on their children's learning in school On-going communication / information / handouts for parents advising them how they can help their children at home Sharing of termly targets. Open day events for parents to attend. Cost: £2000	Evidence shows supporting vulnerable families to promote effective parenting enhances life chances of children. EEF research suggested impact will be: +3 months, moderate impact for moderate cost, based on moderate evidence.	PP parents will be more informed of learning that is happening in school. PP Parents will be able to access the learning that the children have been completing in class PP Parents will feel happier to come into school and open to discussion with teachers about their children's learning. Narrowing the gap of PP pupils and NPP pupils nationally in all year groups. That more PP pupils that are attaining greater depth in more subjects across the school	AHT/link Gov	Termly

D All children have access to a safe and challenging learning environment, which is supported by trained and motivated staff.	Delivery of targeted SEND, Safe-guarding , literacy and numeracy training updates. Participation in outstanding teacher programme, specific curriculum training and work with other settings across the region. External support for learning environment from NCC EY adviser, Diocese Deputy Director for Learning and targeted CPD sessions focused on identified curriculum points. Cost £5,500	To ensure staff are able to meet the needs of all pupils, targeted training in identified areas such as literacy, numeracy, special needs and safe-guarding is required regularly. Evidence shows investment in training develops motivation and enthusiasm in staff, which has a positive impact on learning outcomes for those they work with. EEF research suggested impact will be: Small group tuition + 4 Months. Moderate impact for moderate cost, based on limited evidence.	PP feel confident to engage in learning within the school and accelerated progress is made in closing gaps or developing a secure depth of learning.	Subject Leads	Termly

D Children look forward to and value the opportunities to excel in school in non-academic as well as academic contexts. They learn the transferrable skills of communication, teamwork, coordination, concentration and rehearsal or practice. Pupils disadvantaged by not having support, opportunities or resources to complete homework at home will have equal opportunity to complete it, with support at school. This will result in all pupils completing homework on a regular basis and therefore provide additional opportunities to improve outcomes.	To provide a range of pre/post school activities to promote learning and develop social skills. Financial support for holiday schools to provide additional opportunities to develop core and basic skills. Cost: £8,450	We acknowledge that being involved in extra-curricular activities may increase attendance and retention. Research indicates that participating in after school programmes improves performance on measures of academic achievement. At risk children are more likely to benefit as are younger children (5-10 year olds). EEF research suggested impact will be: +4 months, moderate impact for moderate cost, based on extensive evidence.	• Attendance monitoring • Learning behaviour monitoring. • Observations and evidence scrutiny.	SENDco/ Link Gov	Termly

E Attendance increases to national level 96%. 50% reduction in PP PA's.	1st day calling Admin team to have daily communication with parents. HT to deal with holiday applications for PP pupils. HT to meet for EWO Support termly to discuss pupils and families. HT to issue attendance awards each term. HT to produce half-termly attendance data to support targets and improvement for PP pupils. Cost £2,500	To enhance learning opportunities by providing a wide and varied set of curriculum linked activities that is not limited by the locality or travel cost. Provide financial support to vulnerable children to ensure social and emotional resilience is nurtured.	Attendance will increase and persistence absence will decrease to the school target of 96% Improvement in PP data. Reduction in persistent absence.	HT	Half termly