

Pupil Premium strategy statement review 2017-18



1. Summary information					
School	Berwick St Mary's CE First School				
Academic Year	2017/18	Total PP budget	£51,760	Date of most recent PP Review	N/A
Total number of pupils	117	Number of pupils eligible for PP	41	Date for next internal review of this strategy	10 th Jan 2018

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

<i>KS1 invalidated results 2017-18</i>	<i>Pupils eligible for PP (8-KS1)</i>	<i>Pupils not eligible for Pupil Premium</i>	<i>All Pupils</i>	<i>National Average</i>
% 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 (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Low starting points of children (particularly those eligible for PP) which means that not all children are school ready	
B.	Low aspirations prevent children from reaching their full potential.	
C.	Vocabulary of many children is limited and many are unfamiliar with books or print.	
D.	Difficulty in accessing high quality staff to deliver enriched curriculum, therefore need to ensure robust CPD linked to identified priorities.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
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		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Quality first teaching so that all pupils have at least good if not outstanding teaching from all teaching staff who are appropriately trained.	Children eligible for PP make rapid progress by the end of the academic year and meet age related expectations or beyond in core areas of reading, writing and maths. For identified PP pupils to achieve age related expectation in Numeracy in KS2 in line with other non-PP nationally (75% summer 2017)
B.	Higher rates of progress for higher attaining pupils eligible for PP	Pupils eligible for PP identified as high ability attain as well as 'other' pupils identified as high ability achieving targets set.
C.	Children are able to manage their feelings in a controlled way and acknowledge problems can be solved, taking active part in school life.	Children retain more friendships Children have less fall-outs Attendance for school clubs and roles of responsibility.

		Children need less support in class time to resolve friendship issues
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 additional 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% (2016/17- 96.1%)

5. Review of expenditure 2017/18

Academic year

2017/18

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?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A/B) Provide targeted interventions to increase progress rates for pupils in specific areas in learning	<p>Numeracy Provision Deliver 1st Class Number into Key Stage 1 and Power of Number, precision teaching and Successful Mathematics into Y2-4 . Targeted bespoke interventions for PP pupils in relations to strand analysis of need. Numicon for EY. Develop mastery support across the school through Numeracy Co-ordinator.</p> <p>English Provision Deliver RWInc, BRP, Precision teach and additional targeted/paired reading across KS1 and 2.</p>	<p>Evidence based research highlights the impact of small group tuition, especially when pupils are group according to current attainment or identified need.</p> <p>These interventions will result in accelerated progress.</p> <p>EEF research suggested impact will be: +4 months, moderate impact for moderate cost, based on extensive evidence.</p>	<ul style="list-style-type: none"> • High quality training • Robust intervention management from AHT • Regular monitoring and observations. • Half termly progress meetings. • Book scrutiny and moderation. • External monitoring. 	Literacy and Numeracy leads	Termly

Impact:

- Targeted children received bespoke intervention support with termly reviews. Over 80% of PP pupils who received interventions achieved targets and rates of progress increased in learning area. Of those who did not, 100% had additional SEND requirements and although progress was below expected rates for intervention, it was good from baselines based on PIVATs analysis.
- Range of interventions were increased over the year, staff now leading targeted groups more effectively so rates of progress increasing overtime.

<p>A)</p> <p>We expect that the targeted children will make progress that is better than their peers which will in turn help them catch up with their peers.</p> <p>Pupils will always have access to smaller classes in numeracy and literacy within KS2 thereby removing barriers to learning both pastorally and academically in order that they can reach their full potential.</p>	<p>Additional Learning Support</p> <p>Fund additional levels of teaching support through Troops to Teaching Programme to provide small group teaching interventions to close gaps in literacy and numeracy as well as providing pastoral support for pupils.</p>	<p>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.</p> <p>EEF research suggested impact will be: Small group tuition + 4 Months. Moderate impact for moderate cost, based on limited evidence.</p>	<ul style="list-style-type: none"> • High quality training • Regular monitoring and observations. • Half termly progress meetings. • Book scrutiny and moderation. • External monitoring. 	<p>AHT</p>	<p>Termly</p>
<p>Impact:</p> <ul style="list-style-type: none"> • Progress gap diminished in Y1, Y3 and Y4 – evidencing impact of intervention strategies. • Progress gap in Y2 did not close significantly, reflecting new children in cohort and SEND requirements. New strategies were implemented in Sept 2018, including addition of specialist TA to support curriculum engagement. 					
<p>A/B)</p> <p>Children to enter Reception with an improved baseline in key areas of Communication, literacy, Numeracy and social skills.</p>	<p>Additional Nursery hours</p> <p>From Sept 2017 we will provide 30 hour provision to all nursery children eligible or not.</p> <p>Additional staffing requires 2 x learning support assistant.</p>	<p>A proportion of our children enter school below age related expectations. This additional free resource will be used to boost pre-learning and improve school readiness.</p> <p>EEF research suggested impact will be: Early years intervention + 6months High impact for very high costs, based on extensive evidence</p>	<ul style="list-style-type: none"> • High quality teaching • Regular monitoring and observations. • Half termly progress meetings. • Book scrutiny and moderation. • External monitoring 	<p>Early Years Lead</p>	<p>Termly</p>
<p>Impact:</p> <ul style="list-style-type: none"> • PP in Early Years were not statistically significant, (2 pupils), therefore results non-reportable. 					

<p>A/B)</p> <p>All children have access to a safe and challenging learning environment, which is supported by trained and motivated staff.</p>	<p>Targeted Staff Training</p> <p>Delivery of targeted SEND, Safe-guarding , literacy and numeracy training updates.</p> <p>Participation In outstanding teacher programme, specific curriculum training and work with other settings across the region</p>	<p>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.</p> <p>Evidence shows investment in training develops motivation and enthusiasm in staff, which has a positive impact on learning outcomes for those they work with.</p> <p>EEF research suggested impact will be: Small group tuition + 4 Months. Moderate impact for moderate cost, based on limited evidence.</p>	<ul style="list-style-type: none"> • High quality training • Regular monitoring and observations to evidence impact. • External monitoring. 	<p>Subject Leads</p>	<p>Termly</p>
<p>Impact:</p> <ul style="list-style-type: none"> • Staff received a range of external and internal training, focused on identified issues including PP. • Progress and attainment evidenced impact of training linked to performance management targets. • External judgements of PP progress and attainment, puts teaching at least good or better during termly visits. 					
<p>Total budgeted cost</p>					<p>£29,400</p>

ii. 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?
<p>C)</p> <p>Children look forward to and value the opportunities to excel in school in non-academic as well as academic contexts.</p> <p>They learn the transferrable skills of communication, teamwork, coordination, concentration and rehearsal or practice.</p> <p>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.</p>	<p>Breakfast, Homework and After-School Activities</p> <p>To provide a range of pre/post school activities to promote learning and develop social skills.</p> <p>Financial support for holiday schools to provide additional opportunities to develop core and basic skills.</p>	<p>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).</p> <p>EEF research suggested impact will be: +4 months, moderate impact for moderate cost, based on extensive evidence.</p>	<ul style="list-style-type: none"> Attendance monitoring Learning behaviour monitoring. Observations and evidence scrutiny. 	SENDco/ Link Gov	Termly
<p>Impact:</p> <ul style="list-style-type: none"> 23% increase in PP take up of extended schools offer. Extended school offer 4 days per week until 4:15pm Improved attendance for targeted pupils. Reduction in lateness for targeted pupils. Start of day incidents reduced, evidence increase in school day readiness. 					

<p>C)</p> <p>Parents and children value support from this group and develop positive, nurturing behaviours.</p> <p>Strong home / school links are established.</p>	<p>Parent Workshops</p> <p>To support vulnerable families with a range of workshops covering topics such as first aid, learning, behaviour management and SEND</p> <p>In house training to parents on literacy, numeracy and curriculum focus areas such as Early reading and maths.</p>	<p>Evidence shows supporting vulnerable families to promote effective parenting enhances life chances of children.</p> <p>EEF research suggested impact will be: +3 months, moderate impact for moderate cost, based on moderate evidence.</p>	<ul style="list-style-type: none"> • Attendance • Parent feedback • Monitoring 	<p>SENDco</p>	<p>Termly</p>
<p>Impact:</p> <ul style="list-style-type: none"> • Limited take up of workshop from targeted parents/carers. • Change strategy to more 1:1 interventions with staff and parents – with pupil drop-in and show/tell sessions. 					
<p>C/D)</p> <p>Children to access enriched physical education and sporting activities to improve health and well-being.</p> <p>Access to male mentor/role model for vulnerable children, to support the development of social communication skills, and aspirations for future citizenship.</p>	<p>Employ PE Apprentice</p> <p>Provide additional support for breaks and lunchtime to promote physical exercise and social/communication.</p> <p>Provide additional after school sporting activities to provide targeted pupils with a range of experiences to develop core and noncore skills.</p>	<p>Children require support to develop social communication and physical skills in addition to those in the classroom. This initiative will also provide targeted pastoral support for children with identified needs.</p> <p>EEF research suggested impact will be: +4 months, moderate impact for moderate cost, based on extensive evidence.</p>	<ul style="list-style-type: none"> • Monitoring • Pupil feedback • Attendance 	<p>SENDco/AHT</p>	<p>Termly from Jan 2017</p>
<p>Impact:</p> <ul style="list-style-type: none"> • Increase in PP engagement up over 15% • Wider range of physical activities available during breaks, lunch and extended offer, available to all pupils including PP. • Reduced number of playtime incidents. • PP pupils given responsibility and roles to develop citizenship. • Sports team involvement from PP pupils increased. • New sports team uniforms sponsored by external agency, ensure all pupils have equality of access to representing school. 					

<p>C/D/E)</p> <p>Children look forward to and value the opportunities to excel in school in non-academic as well as academic contexts.</p> <p>Children learn the transferrable skills of communication, teamwork, coordination, concentration and rehearsal or practice.</p> <p>100% of pupils able to swim 25m. Children participate in extra-curricular activities and develop the transferrable skills of communication, teamwork, coordination, concentration and rehearsal or practice.</p>	<p>Financial Support Subsidise</p> <p>Educational visits including residential trips and travel costs to curriculum planned events.</p> <p>Support for resources when identified as barrier to progress.</p>	<p>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.</p> <p>Provide financial support to vulnerable children to ensure social and emotional resilience is nurtured.</p>	<ul style="list-style-type: none"> • Attendance • Monitoring by link gov and resources committee. • Pupil progress focused on topic scrutiny. 	<p>SENDco/Link Gov</p>	<p>Termly</p>
<p>Impact:</p> <ul style="list-style-type: none"> • All PP children given full access to visits and events. • Subsidies given on an individual level – parental support for visits and associated sundries. • Wide range of visits delivered across the school, with impact evidenced through external moderation which stated impacted at least good in terms of learning, and outstanding judgements on pastoral care and behaviour. 					
<p>Total budgeted cost</p>					<p>£22,360</p>