**Pupil premium strategy statement**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Summary information** | | | | | |
| **School** | Archbishop Runcie Church of England First School | | | | |
| **Academic Year** | 2017-18 | **Total PP budget** | £19,019 | **Date of most recent PP Review** | September 2017 |
| **Total number of pupils** | 151 | **Number of pupils eligible for PP** | 12 | **Date for next internal review of this strategy** | September 2018 |

|  |  |  |
| --- | --- | --- |
| 1. **Current attainment** | | |
| Whole cohort: | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **% achieving in reading (KS1) 90%** | 100% | 76% |
| **% achieving in writing (KS1) 76.7** | 100% | 68% |
| **% achieving in maths (KS1) 76.7** | 100% | 75% |
| **% achieving in reading, writing and maths (KS1) 77%** | 100% | 65% |
| **% achieving in phonics (Year One) 93.3%** | 50 % (2 children) | 96.4% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **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)* | | | | |
|  | | Children may not enter school ready to learn. | | |
|  | | At Key stage 1, children who are entitled to pupil premium funding are not making accelerated progress and therefore not reading Greater Depth standards (writing and maths) | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **C.** | |  | | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Children enter school ready to learn. | | Pupil’s behaviour for learning and attitude to learning is at least good.  Children’s reading and homework is completed with their parents. |
|  | Improved rates of progress at the end of Key Stage One for pupils eligible for PP. | | Data captures and monitoring shows that there is a greater rate of progress of children eligible for PP. |
|  | An increase in the number of children who are exceeding the expected standard by the end of Key Stage One. | | An increase in children who are eligible for PP exceeding the expected standard. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2017-2018** | | | | |
| 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. | | | | | |
| 1. **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?** |
| **Rapid and sustained progress made between leaving Reception and leaving Key Stage One for pupils eligible for Pupil Premium.** | **Whole school emphasis on Mathematics and in particular on greater depth and challenge within lessons.** | **Teachers to access training and coaching around this area.**  **2 teachers to attend the Developing Teaching Programme.** | **Planning scrutiny**  **Book scrutiny**  **Lesson observations**  **Pupil voice.**  **Pupil progress meetings half termly.** | **HT** | **Each term – at data captures and pupil progress meetings.** |
| An increase in the number of children who are exceeding the expected standard by the end of Key Stage One. | As above – the whole school emphasis will increase progress throughout the year for all pupils. | Emphasis on mastery within the curriculum across the school. Opportunities for all children to access work that will enhance the numbers of children working at greater depth across all year groups. | Pupil progress meetings termly. | HT | Each term – at data captures and pupil progress meetings. |
| **Total budgeted cost** | | | | | £4,000 |
| 1. **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?** |
| Children enter school ready to learn, with at least good behaviour for learning and attitude to learning. | PSA employed in order to work with families identified as needing support particularly in terms of attendance and parental learning with the option of Incredible Years parenting course. | Increased parental engagement and support will ensure that home and school work closely together with regular communication in order to ensure that there are positive outcomes for the children. | Parental voice.  Discussion with PSA.  Attendance on relevant courses. | PSA | Each term at pupil progress and by monitoring attendance. |
| Improved attainment at greater depth at the end of Key Stage One for pupils eligible for PP. | Lexia  RM Easimaths | Impact from Lexia and Easimaths has been successful during previous years. | Teaching assistants to co-ordinate both interventions for identified pupils across the school. | Class teachers and SENDco. | Pupil Progress meetings.  Interventions log. |
| **Total budgeted cost** | | | | | £15,919 |
| 1. **Other approaches** | | | | | |
| **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?** |
| Children have opportunities to access all educational experiences available. | Subsidising educational visits and extra-curricular activities. | This will ensure that all children have the same opportunities within school. | -Monitoring of trips and experiences available.  -Pupil and parent voice. | HT and CT | September 2018 |
| **Total budgeted cost** | | | | | £800 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2016 - 2017** | | |
| 1. **Quality of teaching for all** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| **To improve the quality of interventions delivered by support staff and increase expertise within school.** | Staff Training CPD for specific programmes (to include supply for staff on courses) Purchase of resources/licenses | * Training was successful and intervention deliverance had a positive impact on pupil outcomes. | -Continue with the interventions the following academic year. | **£1500** |
| 1. **Targeted support** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Kalmer Counselling (2 hours per week) Part cost. | Individual counselling to address emotional, social & behavioural concerns. | This had a positive impact on the wellbeing of the children who received the counselling. | Depends on the needs of the children. Will buy in additional counselling as needed. | £663 |
| Children are ready to learn on entry to school. | Parent Support Adviser | The success criteria was met – attendance increased and there was an increased level of communication between school and targeted parents. | This approach will be continued next academic year. | £4,400 |
| Post 1, 2 and 3 SEN Support Assistant. | To deliver small group support and Lexia | Children made progress due to the small group work and the quality of the interventions | Continue next year and continue to evaluate impact. | Combined part salary of £15,000. |
| 1. **Other approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Children will have equal opportunities to access extra-curricular activities. | Payment for visits out of school and extra-curricular clubs and activities to enable access to the wider curriculum | Children accessed the extra-curricular activities and pupil voice has been positive. | Continue this approach for the following academic year. | £800 |