 **Pupil premium strategy statement**

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| 1. **Summary information** | | | | | |
| **School** | Archbishop Runcie Church of England First School | | | | |
| **Academic Year** | 2018 - 19 | **Total PP budget** | £25540 | **Date of most recent PP Review** | Sept 18 |
| **Total number of pupils** | 171 | **Number of pupils eligible for PP & EYPP** | 17 | **Date for next internal review of this strategy** | Sept 2019 |

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| 1. **Current attainment** | | | |
| Whole cohort: | *Pupils eligible for PP (our school)* | *All Pupils*  *(National Average)* | *In School Gap* |
| **% achieving in reading (KS1) 90 (GDS – 70)** | 67 (GDS – 33) | 76 (GDS- 26) | -22 (-37) |
| **% achieving in writing (KS1) 90 (GDS – 40)** | 100 (GDS – 33) | 70 (GDS- 16) | +10 (-7) |
| **% achieving in maths (KS1) 87 (GDS 50)** | 67 (GDS – 33) | 76 (GDS- 22) | -23 (-17) |
| **% achieving in reading, writing and maths (KS1) 87 (GDS- 33)** | 67 (GDS- 33) | 65 (GDS- 12) | -20 (0) |
| **% achieving in phonics (Year One) 97%** | 100 | 71 (2017) | +3 |
| **% achieving GLD (Reception Year) 79%** | 60 |  | -19 |

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| 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)* | | | |
|  | | Many of the pupil premium children are below age-related expectations when they start school and have poor language and communication skills. | |
|  | | Low aspirations of some pupils and their parents. | |
|  | | Some parents do not support home learning well e.g. do not hear their children read. | |
|  | | Pupils are not resilient, independent learners and this affects their progress. | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **E.** | | Some children enter school with English as an Additional Language | |
| **F.** | | Attendance rates for pupils eligible for PP are 94.1% (whole school attendance is 96.9%). This reduces their school hours and can limit their ability to make rapid progress in order to achieve their academic targets. | |
| 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 have experiences similar to those of their peers. | | Children’s reading and homework is completed with their parents.  Other additional priorities are identified by the school/ families and are provided for by the school.  Opportunities are provided to enrich children’s life experiences. |
|  | Improved attainment for GLD at the end of Reception for pupils eligible for PP. | | Pupils eligible for PP make more progress by the end of Reception than ‘other’ pupils so that the GLD gap closes further. This will be evidenced using SIMS mark sheets at the end of Autumn, Spring and Summer term. |
|  | Improved rates of progress at the end of Key Stage One for pupils eligible for PP. | | Data captures and monitoring show that there is a narrowing gap between those children who are entitled to pupil premium funding and their peers.  Pupils eligible for PP identified as Exceeding at EYFSP make as much progress as ‘other’ pupils identified as other “Exceeding” pupils so that 100% are on track to be greater depth at the end of KS1 and Year 4. |
|  | An increase in the number of children who are exceeding the expected standard by the end of Key Stage One. | | Data scrutiny tracks pupil progress and children who are entitled to pupil premium funding are targeted to reach greater depth as appropriate. |
|  | Improved attendance of pupils eligible for PP. | | Attendance of PP children is at least in line that of with non-PP children |
|  | Accurate identification of families who are entitled to PP | | Families who are entitled to PP will be accurately identified and support provided as required. |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2018 - 2019** | | | | |
| 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?** |
| D.Rapid and sustained progress made between leaving Reception and leaving Key Stage One for pupils eligible for Pupil Premium. | Greater depth focus and challenge within lessons- particularly in writing and mathematics.  Enhancement of the curriculum to develop excitement and hooks for writing. | Emphasis on QFT.  Teachers to access training and coaching around this area.  2 further teachers to attend the Developing Teaching Programme.  3 Teachers to attend OTP. | Planning scrutiny  Book scrutiny  Lesson observations  Pupil voice.  Pupil progress meetings termly. | HT | Each term – at data captures and pupil progress meetings. |
| E.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. |
| C. Improved attainment for GLD at the end of Reception for pupils eligible for PP.  D. Rapid and sustained progress made between leaving Reception and leaving Key Stage One for pupils eligible for Pupil Premium.  E. An increase in the number of children who are exceeding the expected standard by the end of Key Stage One. | Increase level of support staff within each Key Stage  Deploy staff to undertake interventions with PP premium children in order to narrow the gap between PP children and non-PP.  Opportunities for pre-teaching for low attaining PP children. | Increased support and opportunities to pre-learn and revisit objectives will help children to make better progress in their learning.  The Sutton Trust Toolkit also evidences Behaviour Interventions and Social & Emotional Learning as having positive impact. | Monitor impact of interventions.  Monitor planning and delivery of interventions. | All | Termly |
| **Total budgeted cost** | | | | | £11,540 |
| 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?** |
| A.Children enter school ready to learn.  B. Children have experiences similar to those of their peers. | Close communication with parents and pupils to identify additional priorities to enhance pupil well-being at the discretion of the school and the HT. | 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.  Pupil voice / parental questionnaire. | All | Each term at pupil progress and termly pupil voice captures. |
| D.Improved rates of progress at the end of Key Stage One for pupils eligible for PP.  E. An increase in the number of children who are exceeding the expected standard by the end of Key Stage One. | Mark PP children’s work first | Evidence shows that high quality marking and feedback is an effective strategy for raising standards. Staff mark PP children’s work first to ensure they get the highest quality marking possible. | Monitoring of pupils books. | All | Termly |
| D.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.  Data from use of the Lexia programme in recent years realised great progress rates in pupils’ reading comprehension and word reading skills. The programme can be accessed as a home learning tool as well as providing individualised learning support for reading in school. | Teaching assistants to co-ordinate both interventions for identified pupils across the school. | Class teachers and SENDCo. | Pupil Progress meetings.  Interventions log. |
| F. Improved attendance of pupils eligible for PP. | Projects/topics to motivate and engage children and families to improve attendance. | Children can only make progress if they are in school and accessing lessons. Families need to support the school in its approach towards improving attendance so we are trying new strategies to engage parents and therefore engage children. | Attendance will improve for those not meeting current targets. Better attendance in school will result in better progress made.  Legal consequences for consistent and unauthorised low attendance. | DHT | Weekly attendance monitoring/briefings |
| **Total budgeted cost** | | | | | £5,000 |
| 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?** |
| B.Children have opportunities to access all educational experiences available. | Full payment of educational visits and extra-curricular activities, music tuition etc.  Provide high quality learning experiences for all pupils, encouraging them to have high aspirations. | Children are not disadvantaged by a lack of opportunities. | -Monitoring of trips and experiences available.  -Pupil and parent voice. | HT and CTs | July 2019 |
| F. Accurate identification of families who are entitled to PP | 10% discount on school uniforms | Often families in our school are reluctant to register for FSM which means our identification of this group is not as accurate as possible. This incentive will encourage families to fill in the eligibility form. | -Admin staff to liaise with uniform providers  -Share incentive with parents on newsletters | Admin  HT | July 2019 |
| F. Accurate identification of families who are entitled to PP | All families re-issued with eligibility for at the beginning of the school year/on admission to school. | Often families in our school are reluctant to register for FSM which means our identification of this group is not as accurate as possible. We will encourage all families to complete and return the eligibility form. | -Admin staff to send out form to all families in in September and include as part of the new starters (Nursery & Rec) packs | Admin  HT | July 2019 |
| A.Children enter school ready to learn. | Subsidised attendance at Breakfast Club (when established) | We want to offer wrap around care for our families whilst also offering subsidised places to pupils eligible for PP. Teeside Research Repository has noted the positive impact on breakfast clubs on attendance and school punctuality. | -Seek to set up a school based Breakfast Club in Autumn Term 2018 | Breakfast Club staff  HT | July 2019 |
| D.Improved attainment at Greater Depth at the end of Key Stage One for pupils eligible for PP. | Forest School activities/Outdoor learning opportunities  Gibside OAA  OAA planned in to PE sessions and Andy Vince to deliver in Autumn Term | Studies of adventure learning consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning appear to make approximately three additional months’ progress. | -Arrange termly Forest School Activities at school for each class  -KS1&2 to do OAA at Gibside linked to “Face your fears”  -Meet with cluster schools to discuss residential in the future | HT & CTs | July 2019 |
| **Total budgeted cost** | | | | | £9.000 |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2017 - 2018** | | |
| 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** |
| D.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. | Success criteria was partially met. Needs to be developed next year. | This approach has been successful. Two further teachers will attend the DTP course next academic year and OTP for those who have already completed DTP. Greater depth and mastery will continue to be a focus and will now widen to writing as well as mathematics.  Improved resources and environmental changes. | **£4,000** |
| E.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. | Success criteria was partially met. Continue next year. | Careful tracking and monitoring of children entitled to pupil premium funding to continue.  Timely adjustments to be made in order to ensure rapid and sustained progress. |
| 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** |
| A.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. | Success criteria not fully met – approach needs to be more personal for the individual. | This approach has not been fully successful. 2018 -19 will not continue due to the limited impact (see data) however there will be a bespoke package of support available for pupils entitled to pupil premium funding that is responsive to individual need delivered by the Acting DHT. | £15,191 |
| E.Improved attainment at greater depth at the end of Key Stage One for pupils eligible for PP. | Lexia  RM Easimaths | Success criteria met. | This approach has been successful and data demonstrates progress from pupil starting points and therefore will be continued next year. |
| 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** |
| B.Children have opportunities to access all educational experiences available. | Subsidising educational visits and extra-curricular activities. | The success criteria was met. | This has been an approach that has had a positive response from parents. It will be continued next year. | £800 |