

Pupil premium strategy statement (primary)

1. Summary information					
School	Belford First School				
Academic Year	2017-18	Total PP budget	£21,120	Date of most recent PP Review	May 2016
Total number of pupils	57	Number of pupils eligible for PP	10	Date for next internal review of this strategy	6 th Jan 2018

2. Attainment 2016-17 (16 children)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving in reading, writing and maths	87.5%	83%sch (national 75%)
% achieving in reading	87.5%	83%sch (national 92%)
% achieving in writing	81%	83%sch (national 95%)
% achieving in maths	87.5%	85%sch (national 91%)

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.	Low aspirations prevent children from reaching their full potential.
B.	Recruitment and retention of quality staff
External barriers (issues which also require action outside school, such as low attendance rates)	
C.	Receiving children midyear can impact heavily on data when cohorts are small. In 2015 stability rate was 78.6% 7% lower than national.
D.	Attendance rates for PP are 94.5% compared to Non pp 96.4%

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve family aspirations so that more children are supported at home and children achieve age related expectations	Children eligible for PP make rapid progress by the end of the academic year and meet age related expectations or beyond.
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
C.	Quality first teaching so that all pupils have at least good if not outstanding teaching	Teaching demonstrates high standards in reading that supports children's progress
D.	Increase attendance for all pupils eligible for PP funding	Reduce the number of persistent absentees among pupils eligible for PP and improve overall attendance from 93.3% to 96% in line with 'other' pupil.

5. Planned expenditure					
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?
d) Increase attendance for all pupils eligible for PP funding	Provide a curriculum that is relevant and meets the needs and interests of all children at Belford First School	EEF say "children cannot benefit from a lesson if they are not present in the classroom engaged in the lesson"	<ul style="list-style-type: none">• Monitor weekly planning to ensure teachers are planning appropriate activities• Lesson observations• Book scrutinites	JR	ongoing
b) Improve attainment for higher ability pupils		EEF toolkit suggest reading comprehension linked with phonics, collaboration and peer learning techniques can improve learning by 5 months	<ul style="list-style-type: none">• High quality CPD• Peer observation of attendees' classes after the course• Lessons from training embedded• Consistent systems and routines	JR	May 18
c) children become active readers		Staff training on reading /guided reading/inference training/language and communication Purchase resources	EEF research show that effective verbal and written feedback is integral to effective teaching.	<ul style="list-style-type: none">• Lesson observation• Learning walks• Pupil interviews	
Total budgeted cost					2,000
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?
c) provide quality first teaching	Targeted support <ul style="list-style-type: none">• CPD• Resources to support interventions• TA to deliver high quality interventions and support 'catch-up' session	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective,	<ul style="list-style-type: none">• CPD for all TA so that interventions are of a consistently high standard• Monitoring of interventions by Senior leaders• Data collection every half term• Pupil progress meetings to consider impact and next steps	JR	Nov 17
d) Increase attendance for all pupils eligible for PP funding		By raising children's self-esteem they will approach their work with greater confidence. Children cannot learn			Feb 18 April 18 June 18
a)Raise aspirations for all	Support parents to work with children at home through workshops	EEF suggests that parental support at home can influence children's attainment in school when planned effectively	<ul style="list-style-type: none">• Questionnaires linked to children's aspirations for the future• Monitoring of usage of websites designed to support children's	JR	Jan 18
b)Improve attainment for higher ability pupils	Whole school project	To raise self-esteem and confidence			

	Maths Whizz	To support independent learning	learning at home. • Parent attendance at workshops and open days		
Total budgeted cost					19,000
iii. 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?
a) Raise family aspirations d) Improve attendance rates	Careers fayre, links with local industry – meaningful mastery curriculum	By raising children's aspirations for the future, linking the curriculum to future life skills more children will have the desire to attend school.	Whole school project	ND/ monitored by JR	Sep 2018
c) quality first teaching b) higher rates of progress	Philosophy for children to improve children's reasoning, social skills and overall academic performance.	EEF toolkit believes approaches that support pupils to plan, monitor and understand their own learning help develop inquisitive self-motivated learners.	Monitor P4C lessons and evaluation sheets Lesson observation with a focus on pupil voice and self and peer evaluation	SP/ monitored by JR	Weekly
Total budgeted cost					2,000

6. Review of expenditure 2016-17				
Previous Academic Year				
i. 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 progress for all PP children so more children reach ARE by the end of the year	Quality first teaching	REC – 100% GLD (others 79%) Year 1 -100% passed phonic screening (75% other) Year 2 – 100% ARE (82% others) Year 3 – 100% ARE (87.5% others) Year 4 -67% (100% others)	Where teachers and teaching assistants are jointly responsible for progress and TA have a good understanding of learning progress is accelerated.	£500
ii. 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
To improve progress for all PP children so more children reach ARE by the end of the year	One to one support	REC – 100% GLD (others 79%) Year 1 -100% passed phonic screening (75% other) Year 2 – 100% ARE (82% others) Year 3 – 100% ARE 87.5% others) Year 4 -67% (100% others)	This method was very successful when interventions were matched to individual pupils and especially when end of year expectations were clear. Progress in spelling has seen outstanding progress this year.	23,000
iii. 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
To improve progress for all PP children so more children reach ARE by the end of the year	Creative curriculum to engage all learners	Children say they like to learn topic subjects and make literacy and numeracy more relevant.	Insufficient recording in topic / science book linked to literacy and numeracy	3.100

7. Additional detail
<p>In this section you can annex or refer to additional information which you have used to inform the statement above.</p> <p>Our full strategy document can be found online at: www.aschool.sch.uk</p>