

Pupil premium strategy statement (primary)

1. Summary information					
School	Belford First School				
Academic Year	2018-19	Total PP budget	£14,520	Date of most recent PP Review	May 2016
Total number of pupils	75	Number of pupils eligible for PP	12	Date for next internal review of this strategy	6 th Jan 2019

2. Attainment 2017-18 (11 children)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving in reading, writing and maths	100%	85%sch (national 75%)
% achieving in reading	100%	85%sch (national 92%)
% achieving in writing	100%	85%sch (national 95%)
% achieving in maths	100%	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.	Children's ability to impact on own learning through self-regulated activities.
B.	Reduced language and communication skills to support collaborative learning.
External barriers (issues which also require action outside school, such as low attendance rates)	
C.	Parental support including low aspirations
D.	Lack of enrichment activities to support language development

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children able to adapt and apply self-regulation methods to learning so as to think about learning, set goals and monitor academic progress	Higher rates of progress for higher attaining pupils eligible for PP
B.	Children work collaboratively on task to promote learning and progress	Children more able to communicate learning and work alongside others.
C.	Parents engage with children's learning by attending workshops and supporting with homework.	Children complete homework, parents are empowered to support.
D.	Progress, especially in literacy, is accelerated due to significant experiences which impact on children's vocabulary and understanding	Children make better than expected progress in reading and comprehension skills/

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?
a) Improve attainment for all pupils b) encourage collaborative learning to promote progress and attainment d) improve language and communication skills	Promote higher order thinking skills by making links between pupil's learning in science, literacy and numeracy- Thinking, doing, talking science.	When links are made between pupil's learning in science, literacy and numeracy there is an increase in cognitive challenge throughout the curriculum -EEF toolkit	<ul style="list-style-type: none">• Monitor weekly planning to ensure teachers are planning appropriate activities• Lesson observations• Book scrutiny• Share good practise /CPD	JR	ongoing
	Develop metacognition and self-regulations	EEF toolkit believes approaches that support pupils to plan, monitor and understand their own learning help develop inquisitive self-motivated learners.	<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 19
	Provide opportunities to support collaborative learning	EEF say the impact of collaborative approaches to learning is consistently positive. Structured approaches with well-designed tasks lead to the greatest learning gains.	<ul style="list-style-type: none">• Lesson observation• Learning walks• Pupil interviews• Planning scrutiny• Sharing good practise/CPD	JR	Ongoing
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?
a) Improve attainment for all pupils b) improve language and communication skills	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 18
		By raising children's self-esteem they will approach their work with greater confidence.			Feb 19
c) Improved parent support	Support parents to work with children at home	EEF suggests that parental support at home can influence children's attainment in school	<ul style="list-style-type: none">• Monitoring of usage of websites designed to support children's	JR	April 19
					June 19
					Jan 19

	through workshops Whole school project Topic based homework	when planned effectively To raise self-esteem and confidence To support independent learning	learning at home. • Parent attendance at workshops and open days		
Total budgeted cost					10,000
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) Improve attainment for all pupils d) provide enrichment activities to support language and communication	Provide an enriched curriculum that supports children to make connections between their experiences and the curriculum, especially language and reading skills.	EEF say enrichment activities have intrinsic benefits. All children, including those from disadvantaged background deserve a well-rounded culturally rich education	Visits, visitors, REAL projects, P4C, international school award/projects	JR	Sep 2018
Total budgeted cost					2,000

6. Review of expenditure 2017-18				
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
c) Provide quality first teaching b) High quality teaching of reading comprehension	Quality first teaching	REC – 100% GLD (others 78%) Year 1 -100% passed phonic screening (87.5% other) Year 2 – 100% ARE (75% others) Year 3 – 100% ARE (92% others) Year 4 -100% (85% others)	Where teachers and teaching assistants are jointly responsible for progress and TA have a good understanding of learning progress is accelerated.	£2000
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
b) Improve attainment for higher ability pupils	One to one support	REC – 0% working at depth (others 22%) Year 1 -0% working at depth (19% other) Year 2 – 0% working at depth (50% others) Year 3 – 33.3% working at depth 25% others) Year 4 - 0% working at depth(57% others)	Targeted support when linked to specific programmes and tracked through standardised scores has greatly improved progress and attainment in school. This will be continued and developed further. Results of more able depends on the individuals and cohorts	19,000
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
a) Raise aspirations of families	Purchase e-learning resources children can access from home.	REC – 100% GLD (others 78%) Year 1 -100% passed phonic screening (87.5% other) Year 2 – 100% ARE (75% others) Year 3 – 100% ARE (92% others) Year 4 -100% (85% others)	Limited use at home. Not a cost effective method to make progress. Not to be continued.	
d) Improve attendance rate	Prepare at risk register and follow up low attendance quickly through interviews with parents	Attendance PP – 96.61% Not PP – 96.43%	Attendance this year is significantly higher than previous years. PP children attending school more than non PP children.	2000

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>

