

Princefield First School 2018 - 2019

Pupil premium strategy statement

1. Summary information					
School	Princefield First School				
Academic Year	2018 - 2019	Total PP budget	£18,480	Date of most recent PP Review	Sep 2018
Total number of pupils	216	Number of pupils eligible for PP	14 (1x E6) 4.2%	Date for next internal review of this strategy	Jan 2019

2. Current attainment		
Current data available for 9 children (3 x new to Reception 2 x new to school)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average 2016 - 2017)</i>
% achieving AR or above (S4 or above) in reading, writing and maths	55.5% (5/9)	53%
% achieving AR or above (S4 or above) in reading <i>Average Progress points Yrs 2- 4</i>	77.7% (7/9) 8.4	66%
% achieving AR or above (S4 or above) in writing <i>Average Progress points Yrs 2- 4</i>	55.5% (5/9) 7.8	74%
% achieving AR or above (S4 or above) in maths <i>Average Progress points Yrs 2- 4</i>	77.7% (7/9) 7.4	70%

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.	Lower skills / abilities / understanding in writing and maths leading to children achieving only S4 or below. Average progress in writing and maths below that of reading. Confidence levels need to be raised to at least S5 or above where possible.
B.	Poor Phonetical language skills (year 1's and Year 2 who didn't reach required level in year 1.
C.	Lack of confidence on academic and social abilities
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Lack of income in the household will hold back the children from accessing extracurricular activities
E.	Low attendance means learning is disjointed or disrupted
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

A.	Percentage of PP children achieving S5 or above has risen. Percentage of Reception children achieving ELG2 or 3	Aspirational targets = All 3 – 73% (8/11) Reading – 73% (8/11) Writing – 73% (8/11) Maths – 73% (8/11) 67%
B.	All PP children in year 1 achieve the required level for phonics. Year 2 child who didn't achieve level as a year 1 achieves desired level at the end of year 2.	4/4 year 1's achieve desired level at the end of year 1 in National phonics check. 1/1 year 2 achieves the desired level at the end of year 2 in National phonics check.
C.	Provide Nurture interventions where necessary to tackle low confidence levels and behaviour needs where necessary	Boxall profiles show an increase in confidence. Children/ teacher / parents report a higher belief in their abilities and achievements PP children's behaviour is positive with interventions from other not needed.
D.	PP children access after school clubs, trips and residentials without money being a barrier	PP children access after school clubs, trips and Yr 4 residential where requested.
E.	Attendance for PP children is above the green level set by school (95%)	All PP children's attendance is above 95%

5. Planned expenditure

Academic year

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?
Percentage of PP children achieving S5 or above has risen.	Interventions planned especially for the S4 children Extra small group / 1:1 support provided	Smaller more focussed groups impact on more specific needs and greater progress is historically seen	Monitored by HB and Key stage 1 / 2 lead	HB CM & BC	Half Termly

All PP children in year 1 achieve the required level for phonics. Year 2 child who didn't achieve level as a year 1 achieves desired level at the end of year 2.	Extra small group / 1:1 support provided from after Oct half term once initial assessments and settling in sessions have happened	Past experience has shown the positive impact this has had in those children needing the extra support / booster. More focussed teaching / sessions delivered to very specific targets	Protected support time – as this is extra this time will be protected and TA's not used for other causes/ support Monitored by Key stage 1 lead and RN UPS for phonics	CM & RN	Half Termly
Total budgeted cost					8000
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?
Provide Nurture interventions where necessary to tackle low confidence levels and behaviour needs where necessary	Weekly sessions with specific member of staff (CS) trained in Nurture. Small group / 1:1 depending on need.	Nurture can promote positive ethos and this in turn breaks down barriers to learning. Concentration levels can be raised as the child(ren) are less worried about issues concerning them	BC to monitor impact termly through review sessions with CS. Boxall profiles used to monitor impact session may be having Reviews to be gathered from the children	BC & CS	Termly
Attendance for PP children is above the green level set by school (95%)	For PP children whose attendance falls below 95% - involve ATTENDedc in investigating why. Offer placements at Breakfast Club if this is considered something which will help. Involve other outside agencies where necessary	Regular attendance is proved to be positive towards attainment and progress.	Evaluate attendance % figures for all PP children half termly. Analyse any who fall below 95% Discuss low attendance figures with parents to ascertain reasons. Set attendance targets wit the parents fr the next term to help improve where necessary	HB ATTENDedc staff	Jan 2019
Supporting behaviour barriers to ensure attendance at school regularly and in a frame of mind to access the teaching and learning framework	1:1 support	Without 1:1 accessing school and the teaching and learning framework would not happen	Attendance is above 95% Access to teaching and learning supports assessments	HB CS VC LI	Jan 2019
Total budgeted cost					6,000
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?
PP children access after school clubs, trips and residential without money being a barrier	PP children to have school trips/ extra activities within school paid for. Free school milk provided. Yr 4 residential fee reduction / provided. Access to paid for lunchtime/ after school clubs at the discretion of the Headteacher	This reduces the stress caused from having to pay for such activities within the home setting and therefore promoting a more positive / stress free environment	HB to monitor with the support of the office staff Termly meetings to ensure PP list remains up-to-date and potential parents are supported in making an application for PP.	HB Office staff	Termly
Total budgeted cost					3,000

6. Review of expenditure

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

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

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

7. Additional detail

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