# Pupil Premium Strategy Statement – Finstall First School

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| 1. **Summary information** | | | | | |
| **School** | Finstall First School | | | | |
| **Academic Year** | 2017-18 | **Total PP budget** | £25,600 | **Date of most recent Internal PP Review** | Sept 2017 |
| **Total number of pupils** | 299 | **Number of pupils eligible for PP** | 13 | **Date for next internal review of this strategy** | Sept 2018 |

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| 1. **Current attainment of pupils eligible for PP** | | | | |
| Based on Academic Year – 2016/17 | | |  | |
| **% achieving at Age Related Expectations or above in Reading.** | | | **14/15 = 93.3%** | |
| **% achieving at Age Related Expectations or above in Writing.** | | | **13/15 = 86.7%** | |
| **% achieving at Age Related Expectations or above in Maths.** | | | **14/15 = 93.3%** | |
| **% making at least expected progress in Reading** | | | **14/15 = 93.3 %** | |
| **% making at least expected progress in Writing** | | | **12/15 = 80%** | |
| **% making at least expected progress in Maths** | | | **13/15 = 86.7 %** | |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | |
|  | | Possible attachment issues for most of our disadvantaged pupils, which affects their concentration in lessons. | | |
|  | | Poor social skills for half of our disadvantaged pupils, which affects their ability to collaborate with other pupils. | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **A.** | | Lack of stability at home for a very small number of our Pupil Premium pupils, which affects their concentration in lessons. | | |
| 1. **Desired outcomes** *(Desired outcomes and how they will be measured)* | | | | **Success criteria** |
|  | Improved concentration in lessons in order to accelerate progress so that Pupil Premium children make at least expected and often better than expected progress. | | | A high % of PP children make at least expected progress and better than expected progress in R,W, M. |
|  | Improved social skills and social interaction with other pupils so that PP children collaborate more effectively with other pupils and are involved in fewer incidents of poor behaviour. | | | PP children collaborate more effectively in lessons and are involved in reduced number of incidents of poor behaviour. |
|  | Support from external agencies leads to improved stability at home. | | | As above for A and B. |

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| 1. **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 | | | | | | |
| 1. **Quality 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?** |
| Accelerated progress in Reading, Writing and Maths. | High quality differentiation, providing them with challenging independent tasks. | | Evidence from assessment information / observations / teacher knowledge. Independent tasks to raise self- esteem and promote inclusion. Level of challenge to develop, deepen and extend their learning. | Monitoring through observation, discussion and feedback. Support for staff to be provided by specialist Pupil Premium TAs and Senco, where appropriate. Ongoing tracking of assessment information. Professional development for staff. | KH, BB, SS | Half termly. |
| **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?** |
| For Pupil Premium children to make at least expected and possibly better than expected progress in R, W and M in order to close the gap between themselves and their peers from the same starting points.  For PP children to attain at a level that is at least in line with age related expectations. | Employment of TAs /SSAs to deliver intervention groups.  Employment of SSAs to provide 1:1 targeted support. | | Intervention groups are used to target specific gaps in the children’s learning.  Evidence of positive impact from observing groups and ongoing analysis of attainment and progress data.  Additional adults to provide specific targeted support with 1:1 or small group interventions to raise levels of attainment and achievement. | KH, BB and SS ensure that all staff are given planning and guidance on what they need to deliver the interventions successfully. They also monitor the effectiveness of these interventions through ongoing analysis of assessment data, children’s work and conversations with teacher and TAs who are leading the interventions.  As above. | KH  BB  SS | Interventions are reviewed at least termly. |
| Improved concentration, which will have a positive impact on progress and attainment. | Employment of SSAs to help to sustain concentration.  Listening groups and other intervention groups. | | Additional adults to help sustain concentration for longer periods of time. Evidence from termly observations, teacher discussion and from ongoing analysis of assessment information.  Weekly Listening group helps to instil rules of good listening and can be used within the classroom. Other intervention groups such as precision teaching / pre-teaching can give pupils additional confidence and improve levels of attention. | Analyse data / talk to staff to see if improved concentration has had a positive impact on attainment and progress.  All staff have received listening training from the NHS Speech and Language therapy service. KH, BB and SS to ensure staff are confident and competent when delivering interventions. | KH  BB  SS | Support is reviewed at least termly. |
| Improved Social skills in order to improve relationships with their peers, help with collaborative tasks and raise self-esteem. | Social skills groups  Massage programme.  Nurture group  Anger Management work /  Structured play at playtimes and lunchtimes. | | Views of Staff and Parents following discussions. Incidents of unacceptable behaviour reduced in the whole school behaviour log. The number of children with an Individual Behaviour Plan to be reduced.  Massage programme promotes positive touch with peers, awareness of personal space and ability to trust others.  Social skills group promotes social development and play with others. Focusing on turn taking, playing with others, being able to co-operate with others and deal with disputes in an appropriate manner.  Nurture group focuses on emotional and social development - exploring such topics as trust, feeling safe and being listened to.  Anger management work to provide pupils with anger issues with strategies to manage their anger better.  Structured play sessions to help targeted pupils to play more successfully and happily with their peers – focusing on fairness, turn-taking, kindness, etc.  As a result of the above, we expect to see improved relationships between targeted pupils and other pupils in lessons and during play / lunch times. Raised self-esteem to also have a positive impact on learning outcomes. | KH, BB and SS to discuss with staff the programme for the group they are delivering and provide support if necessary.  Review the Behaviour Log at regular intervals to record number of incidents of poor behaviour.  Observe and have regular discussions with all staff delivering the interventions and with class teacher. Measure the impact and adapt / change / continue / withdraw intervention as appropriate.  KH, BB and SS to measure impact of each intervention. | KH  BB  SS | Interventions are reviewed at least termly. |
| **Total budgeted cost** | | | | | | £21,600 |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2016-17** | | |
| 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** |
| Accelerated progress in Reading, Writing and Maths. | High quality differentiation, providing them with challenging independent tasks. | Almost all pupils made at least expected progress in Reading, Writing and Maths. 22.2% of children made rapid progress in reading. In fact, the progress of pupil premium children is significantly better than other pupils in the school. In writing and maths progress of pupil premium children was close to that made by other children in the school. | We will continue with this approach. Specialist PP TAs to help senior Leaders to monitor the progress of PP children and their provision and to provide further advice and support to Staff. We will also look carefully at the impact of the interventions on a regular basis by identifying aspects of the curriculum the children couldn’t do prior to intervention and their achievements post intervention. | £2,000 |
| 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** |
| For Pupil Premium children to make at least expected and possibly better than expected progress in R, W and M in order to close the gap between themselves and their peers from the same starting points.  For PP children to attain at a level that is at least in line with age related expectations. | Employment of TAs /SSAs to deliver intervention groups.  Employment of SSAs to provide 1:1 targeted support. | Almost all pupils made at least expected progress in Reading, Writing and Maths and 22.2% of children made rapid progress in reading.  Almost all pupils were working at least at ARE by the end of 2016/17 and a high % were working above ARE in all 3 core areas. Attainment of pupil premium children in reading, writing and maths is at least in line with other pupils in the school and is often better. | Specialist PP TAs to help Senior Leaders to:   * Measure the impact (in terms of pupil progress) of each separate intervention * Check that all supporting adults (in intervention groups or providing 1 to 1 support) always know exactly what targets PP children are working towards * Provide appropriate support to CTs and Supporting Staff | £13,140 |
| Improved concentration, which will have a positive impact on progress and attainment. | Employment of SSAs to help to sustain concentration.  Listening groups | Additional adults helped to sustain concentration for longer periods of time. Evidenced by termly observations, teacher discussion and from ongoing analysis of assessment information.  Weekly Listening group helps to instil rules of good listening and can be used within the classroom. All staff received listening training from the NHS Speech and Language therapy service. | We will continue with this approach. PP TAs will help to monitor the impact of this provision and the Listening groups and will be able to provide additional support and advice to Staff. | £3,000 |
| Improved Social skills in order to improve better relationships with their peers and better collaboration. | Social skills groups / Nurture groups  Structured play at playtimes and lunchtimes. | Social Skills groups focused on helping children to improve relationships with other pupils e.g. to play games together successfully, taking turns, etc. Nurture group focused on improving pupils’ emotional and social development, exploring such topics as trust, feeling safe and being listened to.  Structured play at lunch-times reinforced work done in Social skills and nurture groups and helped targeted children to have happy, successful lunch times. Massage programmes promoted positive touch with peers and ability to trust others. Anger management sessions were used to help children to develop strategies when feeling angry.  Incidents of unacceptable behaviour were reduced, as evidenced in the whole school behaviour log. The number of children with an Individual Behaviour Plan / Behaviour Chart was reduced. | We will continue with this approach. Ensure that staff have appropriate and up to date training. PP TAs to provide training and support if needed. | £5,000 |
| 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** |

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| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to support the sections above. |