

# Pupil premium strategy statement Spittal Community First School

1. Summary information					
<b>School</b>	Spittal Community First School				
<b>Academic Year</b>	2019-2020	<b>Total PP budget</b>	£67,200	<b>Date of most recent PP Review</b>	N/A
<b>Total number of pupils</b>	166+22 nursery	<b>Number of pupils eligible for PP (29%)</b>	EYFS- 5 Year 1- 13 Year 2-10 Year 3- 10 Year 4- 10	<b>Date for next internal review of this strategy</b>	September 2020

2. Current attainment		
	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (national average 2018)</i>
<b>EYFS % achieving a Good Level of Development (5 pupils)</b>	40%	74%
<b>Phonics End Of Year 1 % working at required standard (13 pupils)</b>	90%	85%
<b>% achieving expected standard or above in reading (10 pupils)</b>	80%	79%
<b>% achieving expected standard or above in writing (10 pupils)</b>	60%	74%
<b>% achieving expected standard or above in maths (10 pupils)</b>	70%	80%
<b>Phonics End of Year 2 % working at required standard (2 pupils)</b>	100%	%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	When they join school, many children are below age related expectations and have poor language, communication and social skills.
<b>B.</b>	A high number of pupil premium children also have special educational needs.
<b>C.</b>	Difficulties in social and emotional learning
<b>D.</b>	Lack of access to a broad range of experiences
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>D.</b>	Poor attendance of some disadvantaged children

4. Desired outcomes
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	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Early Years	Children eligible for the Pupil Premium make rapid progress throughout the Early Years from their individual start points. They have access to a range of interventions enabling the gap to narrow between school PP and those nationally.
<b>B.</b>	Year 1 Phonics screening	85% of children reach the required standard 89% of pupil premium Maintain the high proportion of children eligible for the Pupil Premium who pass the Phonics Check.
<b>C.</b>	End Of KS1 % of pupil premium children to achieve the expected standard:	Children eligible for the Pupil Premium make rapid progress by the end of the academic year meet age related expectations or beyond in reading, writing and maths.
<b>D.</b>	KS2 Year 4% of pupil premium to achieve the expected standard:	Children eligible for the Pupil Premium make rapid progress by the end of the academic year meet age related expectations or beyond in reading, writing and maths.
<b>E.</b>	Children able to access a rich creative curriculum and have their social and emotional needs supported	Wide variety of creative activities in school. Wide range of after school clubs available Wide range of visits and visitors. Nurture group, lunch social and emotional support Thrive practitioner providing support to vulnerable children ELSA trained staff providing in class support
<b>F.</b>	Children will improve oral language skills	EY, KS1 And KS2 Talk Boost groups accessed Nursery Narrative available to nursery and reception children. Speech and language therapy and activities in place Continue to develop partnership working with NHS and LA Speech therapists. Launchpad to literacy resources and approach implemented
<b>G.</b>	The attendance of PP children improves	Reduce the number of persistent absentees among pupils eligible for PP to 0%. Attendance for the children to be in line with national at 96%

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?
A/B/C/D Provide targeted interventions to increase progress rates for pupils in specific areas of learning	CLIC, phonics and read/write inc spelling, reading support delivered daily in small groups according to ability	Ability group work will have a greater impact on children’s learning as basic skills are clearly targeted and regularly practiced resulting in accelerated progress.	High quality training Frequent assessment Regular monitoring and observation	English and maths subject co-ordinators	Half termly
A/B/C/D Maintain high staffing levels to ensure all children make the best possible progress	Fund additional levels of TA support to provide teaching interventions to close the gaps in communication, language, literacy and numeracy	For those pupils who require additional support to ensure they are able to achieve to their full potential, teaching assistants are deployed in all classes to increase capacity to support children academically.	High quality training Regular assessment Regular monitoring and observation Half termly progress meetings Book scrutiny Performance management targets	HT/DHT	Half Termly
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/B/C/D To support small group additional support	Additional TA sessions to support small groups in reception and year one Additional TA to run interventions throughout school Additional TA support in KS2	Successful strategy from the previous year. Children were closely targeted and provided with additional support to develop basic communication, language, literacy and numeracy skills.	Regular assessment Regular monitoring and observation Half termly progress meetings Book scrutiny Performance management targets	HT/ TA	Half Termly
Total budgeted cost					£38,790

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?
E To create wider opportunities for children experiences providing stimulating learning experiences and raising aspirations.	Wow days planned for each half term to enrich the curriculum Inspirational visits and visitors e.g authors, dancers, athletes to provide a wide range of activities encouraging aspirations.  Continue to remove financial barriers to learning by subsidising educational visits, music specialists and sporting opportunities.	Some pupil premium children have limited opportunities to experience the wider world due to financial constraints They have limited opportunities for sporting and cultural events.	High quality training Regular assessment Regular monitoring and observation Planning scrutiny	Class Teachers	Half Termly
E Improve confidence and emotional well-being.	Provide lunch time nurture group  Provide subsidised breakfast and, after school and provision Thrive programme	Some pupil premium children have social, emotional or behavioural issues and require additional support.	Regular monitoring and feedback	HT/HLTA	Half Termly
A/B/C/D/E To develop staff skills and knowledge of interventions, implementing strategies in school	Delivery of targeted SEND, safeguarding, literacy and numeracy, emotional and social training as it becomes available Thrive training for 2 members of staff	To ensure all staff are equipped with the knowledge and skills required to meet the needs of all pupils.	High quality training Regular assessment Regular monitoring and observation	HT/DHT	Half Termly
A/B/C/D/E Additional resources to support, interventions and outdoor developments	Allow children access to a wide range of learning environments. Support children's academic and physical development through use of the outdoors	Some children have limited access to outdoor creative and environmental activities. Children need to have opportunities for active learning and exploration.	High quality training Regular assessment Regular monitoring and observation	All staff	Half Termly
<b>Total budgeted cost</b>					£28,370

Previous Academic Year			
Desired outcome; Quality of teaching for all	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)
A/B/C/D Provide targeted interventions to increase progress rates for pupils in specific areas of learning	CLIC, phonics and read/write inc spelling delivered daily in small groups according to ability	All pupil premium children accessed 2 or more interventions throughout the school year which provided targeted support for those at risk of not meeting individual targets. Highly successful phonics check results with 90% of Pupil Premium achieving the pass mark.	To continue 2019-20 Due to timetabling issues CLIC groups were not as successful but review of timetabling will enable this provision to be provided more extensively in 2019-20
A/B/C/D Maintain high staffing levels to ensure all children make the best possible progress	Fund additional levels of TA support to provide teaching interventions to close the gaps in communication, language, literacy and numeracy	All pupil premium children had access to additional in class support. Half termly pupil progress meetings allowed children to be closely monitored and additional interventions provided quickly and effectively. Results show that PP groups in most year groups are making increasing rates of progress. Gaps remain where there is a crossover for pupils who are PP and have SEND	To continue 2019-20
Desired outcome; Targeted support	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)
A/B/C/D To support small group additional support	Additional TA sessions to support small groups in reception and year one Additional TA to run interventions throughout school Additional TA support in KS2	Successful strategy from the previous year. Children were closely targeted and provided with additional support to develop basic literacy and numeracy skills. Children in reception made good progress from individual start points with 3/5 achieving a GLD. Additional interventions in KS2 included Talk Boost 2, Precision Teaching, writing support, handwriting and reading enrichment.	To continue 2019-20 Flexible use of nursery staff to run additional interventions when numbers allow resulted in increased numbers accessing support.
Desired outcome; Other approaches	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)

<p>E To create wider opportunities for children experiences providing stimulating learning experiences and raising aspirations.</p>	<p>Wow days planned for each half term to enrich the curriculum Inspirational visits and visitors e.g authors, dancers, athletes to provide a wide range of activities encouraging aspirations. Continue to remove financial barriers to learning by subsidising educational visits, specialists and sporting opportunities.</p>	<p>The range of visits and visitors to school further extended this year widening all children's cultural and physical experiences. Visits included Travelling By Tuba, Ballet company, Artist and dance specialist to provide a creative seaside week. Participation in Create, Aspire, Transform art project allowed children to visit Northumbria University, The Baltic, and The Granary Gallery and to have their work displayed in The Gymnasium Gallery. Additional sports coaching including a family learning programme and access to additional swimming and sporting events ensured the children had an increased range of enrichment opportunities.</p>	<p>Continue 2019-20 The positive impact of school involvement in Create, Aspire, Transform art project to be embedded this year which will have funding implications if children are to continue to be offered a wide range of creative opportunities.</p>
<p>E Improve confidence and emotional well-being.</p>	<p>Provide lunch time nurture group  Provide subsidised breakfast or after school provision Thrive programme</p>	<p>ELSA trained staff available at lunchtime to support children socially.  One member of staff completed Thrive training and was released to establish this approach in school. A designated room was resources and 17% of Pupil Premium children accessed this support.</p>	<p>Continue 2019-20 Due to staffing issues a nurture support was difficult to staff all year. Additional lunch staff to be appointed to allow this to be re-established 2019-20.</p>
<p>A/B/C/D/E To develop staff skills and knowledge of interventions, implementing strategies in school</p>	<p>Delivery of targeted SEND, safeguarding, literacy and numeracy, emotional and social training as it becomes available Thrive training for 2 members of staff</p>	<p>To ensure all staff are equipped with the knowledge and skills required to meet the needs of all pupils. Thrive training completed by one member of staff. A wide range of training was offered including ELSA, ACE, MAPA, Lego therapy, Safeguarding, Reluctant Talker, Vocabulary, Grammar and Engaging Boys, Behaviour Management, Active Maths, Operation Encompass, Talk Boost.</p>	<p>Continue 2019-20 Evidence of knowledge gained from training is evident in the range of interventions in place and in lesson observations.</p>

A/B/C/D/E Additional resources to support, interventions and outdoor developments	Allow children access to a wide range of learning environments. Support children's academic and physical development through use of the outdoors	The further development and resourcing of additional areas of the school grounds have allowed an increased number of children access to outdoor activities.	Continue 2019-20
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## 6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)