**Pupil premium strategy statement Spittal Community First School**

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| 1. **Summary information** | | | | | |
| **School** | Spittal Community First School | | | | |
| **Academic Year** | 2017-2018 | **Total PP budget** | £48,840 | **Date of most recent PP Review** | N/A |
| **Total number of pupils** | 162+9 nursery | **Number of pupils eligible for PP**  **(24%)** | EYFS- 8+1  Year 1- 5  Year 2-10  Year 3- 8  Year 4- 6 | **Date for next internal review of this strategy** | January 2018 |

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| 1. **Current attainment** | | |
|  | *Pupils eligible for PP (our school)* | *Pupils not eligible for PP (national average 2016)* |
| **EYFS % achieving a Good Level of Development (4 pupils)** | 50% | 69% |
| **Phonics End Of Year 1 % working at required standard (12 pupils)** | 75% | 83% |
| **% achieving expected standard or above in reading (7 pupils)** | 57% | 78% |
| **% achieving expected standard or above in writing(7 pupils)** | 57% | 70% |
| **% achieving expected standard or above in maths(7 pupils)** | 43% | 77% |
| **Phonics End of Year 2 % working at required standard (1 pupil)** | 0% (1 child) | % |

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| 1. **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)* | | | | |
|  | | When they join school, many children are below age related expectations and have poor language, communication and social skills. | | |
|  | | A high number of pupil premium children also have special educational needs. | | |
| **C.** | | Low aspirations of some pupils and their parents | | |
| **D.** | | Lack of access to a broad range of experiences | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **D.** | | Poor attendance of some disadvantaged children | | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Early Years | | 73% of children achieve a GLD and % of pupil premium |
|  | Year 1 Phonics screening | | 85% of children reach the required standard % of pupil premium |
|  | End Of KS1 % of pupil premium children to achieve the expected standard: | | Reading; 85% of children reach the required standard % of pupil premium  Writing; 79% of children reach the required standard % of pupil premium  Maths: 82% of children reach the required standard % of pupil premium |
|  | KS2 Year 4% of pupil premium to achieve the expected standard: | | Reading; 86% of children reach the required standard % of pupil premium  Writing; 72% of children reach the required standard % of pupil premium  Maths: 81% of children reach the required standard % of pupil premium |
|  | 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 |
|  | Children will improve oral language skills | | Talk Boost groups available  Speech and language therapy and activities in place |
|  | 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% |

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| 1. **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. | | | | | | |
| 1. **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 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  Regular 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 |
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| 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?** |
| 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 | Successful strategy from the previous year. Children were closely targeted and provided with additional support to develop basic literacy and numeracy skills. | | Regular assessment  Regular monitoring and observation  Half termly progress meetings  Book scrutiny  Performance management targets | HT/ TA | Half Termly |
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| **Total budgeted cost** | | | | | | £35,258 |
| 1. **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, 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 or after school provision | | 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 | | 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 |
| **Total budgeted cost** | | | | | | £13,610 |

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| **Previous Academic Year** | |
| **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) |
| Provide targeted interventions to increase progress rates for pupils in specific areas of learning | Staffing to maintain high levels of support in class and run small group interventions | The small group teaching, targeted support and in class support has meant that although some gaps remain they are narrowing and results show by year 4 disadvantaged children outperform non disadvantaged in maths and writing with a narrow gap in reading. | To continue 2017-18 |
| **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) |
| To support and develop emotional literacy and social skills development | Nurture group  Midday supervisor to support social skills  Lunch emotional and behavioural support | With access to nurture group, social and emotional support and behaviour support children have had the opportunity to develop social skill, emotional literacy and be supported to manage their behaviour. | To continue 2017-18 |
| To provide small group additional support | Additional TA sessions to support small groups in reception and year one  Additional TA to run interventions throughout school | 75% of disadvantaged children in year 1 passed the phonics screening check (national 70%)  In reading writing and maths 20%+ improvements were seen in pupil premium attainment.  An increased number of children accessing additional interventions including phonics, Read/write inc, Early Years Talk Boost, Talk Boost1, Talk Boost 2, Reading Comprehension, Precision Teaching, Extended writing, basic maths skills. | To continue 2017-18 |
| **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) |
| To develop staff skills and knowledge of interventions, implementing strategies in school | Talk Boost training  Read/write inc training  Science in the outdoors training  ELSA | Talk Boost groups being run by a larger number of support assistants increasing the number of children accessing this support. Assessment shows this has a positive impact on literacy skills.  Majority of teaching staff now read/write inc trained and implementing the approach for spelling from year 2 on.  All staff participated in science in the outdoors and are developing curriculum opportunities.  Four TA staff completed ELSA training. | The approaches are to continue to be implemented throughout school, with children ability grouped for spelling and CLIC.  Staff to continue to promote outdoor opportunities.  ELSA support to be provided when necessary |
| Funding to mitigate against the effects of poverty and improve equality | Providing assistance for extra-curricular activities, swimming, trips and after school provision. | All children accessed trips, swimming, after school clubs regardless of financial circumstances. An increased number of trips took place and emergency after school and breakfast club provision was available when needed. | To continue in 2017-18 |
| Additional resources to support transition to school, interventions and outdoor developments | Development of an Early Years outdoors area  Additional playground markings  Early years transition packs | Outdoor area is established with all children increasingly accessing the area. Additional playground markings have increased all children’s activity rates at playtimes and provided a focus for activities.  Transition packs successfully distributed and used with positive feedback from all parents. Children successfully transitioned into school from a variety of Early Years settings. | To extend the use of the outdoor area in 2017-18 and additional funding to create additional outdoors space for use by the older children.  The establishment of our own nursery provision means that there will no longer be a need for as extensive a transition programme |

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| 1. **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 |