

# Pupil premium strategy statement Spittal Community First School

1. Summary information					
<b>School</b>	Spittal Community First School				
<b>Academic Year</b>	2018-2019	<b>Total PP budget</b>	£50,160	<b>Date of most recent PP Review</b>	N/A
<b>Total number of pupils</b>	162+11 nursery	<b>Number of pupils eligible for PP (23%)</b>	EYFS- 2 Year 1- 9 Year 2-9 Year 3- 9 Year 4- 9	<b>Date for next internal review of this strategy</b>	September 2019

2. Current attainment		
	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (national average 2017)</i>
<b>EYFS % achieving a Good Level of Development (4 pupils)</b>	63%	56%
<b>Phonics End Of Year 1 % working at required standard (7 pupils)</b>	86%	84%
<b>% achieving expected standard or above in reading (10 pupils)</b>	70%	79%
<b>% achieving expected standard or above in writing (10 pupils)</b>	60%	72%
<b>% achieving expected standard or above in maths (10 pupils)</b>	60%	79%
<b>Phonics End of Year 2 % working at required standard (2 pupils)</b>	0% (2 children)	%

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>	Low aspirations of some pupils and their parents
<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	73% of children achieve a GLD and 50% of pupil premium
<b>B.</b>	Year 1 Phonics screening	85% of children reach the required standard 89% of pupil premium
<b>C.</b>	End Of KS1 % of pupil premium children to achieve the expected standard:	Reading; 85% of children reach the required standard 89% of pupil premium Writing; 79% of children reach the required standard 78% of pupil premium Maths: 82% of children reach the required standard 78% of pupil premium
<b>D.</b>	KS2 Year 4% of pupil premium to achieve the expected standard:	Reading; 86% of children reach the required standard 67% of pupil premium Writing; 72% of children reach the required standard 56% of pupil premium Maths: 81% of children reach the required standard 67% of pupil premium
<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
<b>F.</b>	Children will improve oral language skills	Talk Boost groups available Speech and language therapy and activities in place
<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 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
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 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					£35,360

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, 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 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>					£14,800

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 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 SFND	To continue 2018-19
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 2018-19 Increased numbers of pupil premium children are accessing nurture activities. The high demand for this support means that staff will be attending Thrive training to enable school to support a wider number of vulnerable children both PP and non-PP.
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	86% of disadvantaged children in year 1 passed the phonics screening check (national 84%) which is an increase of 11% from last year. In reading writing and maths significant 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 2018-19 Additional teacher and TA time to be put into KS2 to allow a wider range of successful interventions to be extended from KS1. Training will also be provided to develop language skills in nursery.

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 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. TA staff completed additional ELSA training.	To continue 2018-19 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 2018-19 Staff to complete MIDAS training which will facilitate access to mini buses to bring down costs of trips and swimming.
Additional resources to support transition to school, interventions and outdoor developments	Development of an Early Years outdoors area Additional playground markings Development of new area for Reception and year one	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.	To extend the use of the outdoor area in 2018-19 and additional funding to create additional outdoors space for use by the older children.  The establishment of our own nursery provision means that there is no longer be a need for as extensive a transition programme The establishment of a Reception/ Year One area has begun but is not yet completed. Additional Beach School activities promoted language development and will be extended to additional year groups.

## 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)