

Pupil Premium Strategy Statement

Summary Information					
School	Prudhoe West First School				
Academic Year	2016 / 17	Total PP Budget	£69,660	Date of most recent PP Review	May 2016
Total Number of Pupils	317	Number of pupils eligible for PP	79	Date for next PP Strategy Review	January 2017

Early Years: Children achieving a Good Level of Development in 2016 (Reception class)			
EYFS invalidated results	Pupils eligible for the Early Years pupil premium (6 pupils)	Other Pupils (47 pupils)	National average for others
% achieving a Good Level of Development (GLD)	50%	85.1%	69.3%

2. Current Attainment				
KS 1 Invalidated Results 2015-16	Pupils eligible for Pupil Premium (13 pupils)	Pupils not eligible for Pupil Premium	All Pupils (54 pupils)	National Average (All pupils)
Reading % achieving expected standard	76.9%	78.0%	77.8%	74.0%
Writing % achieving expected standard	84.6%	75.6%	77.8%	65.5%
Maths % achieving expected standard	69.2%	82.9%	79.6%	72.6%
Phonics End of Year 1 % working at required standard	56.3%	76.9%	70.9%	81%
Phonics End of Year 2 % working at required standard	100%	94.9%	96.2%	88%

3. Barriers to Future Attainment	
In-school Barriers	
A	Basic skills of some PP children are low and therefore hinder progress.
B	Poor language and communication skills prevent children achieving a GLD
C	% of PP children that have Special Educational Needs and Disabilities (SEND)
D	Poor attendance and punctuality of some PP children.
E	Some parents do not support home learning e.g. listen to children read regularly and complete homework on time.

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External Barriers	
A	Parental confidence to help children complete homework. Working patterns for some parents (e.g. nights) make it difficult to supervise the completion of homework.
B	Some children do not have the necessary resources at home e.g. computer or tablet, pencils, crayons, paper.
C	Emotional well-being and unsettled family circumstances.

4. Outcomes	Success Criteria																																									
To increase the number of pupil premium pupils who achieve a Good Level of Development (GLD)	85% of the cohort to achieve a GLD (Good Level of Development) and 67% of pupil premium children to achieve GLD. The gap between our pupil premium children and others nationally to diminish.																																									
To improve the quality of teaching, intervention and monitoring, so that the gaps in progress and attainment in reading, writing and maths between PP and non PP children are significantly reduced and the school continues to achieve or exceed the national averages for PP children.	<p><u>PP Outcomes</u></p> <table border="1"> <thead> <tr> <th rowspan="2">Year Group</th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th>Expected</th> <th>Depth</th> <th>Expected</th> <th>Depth</th> <th>Expected</th> <th>Depth</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>85%</td> <td>30%</td> <td>85%</td> <td>25%</td> <td>90%</td> <td>30%</td> </tr> <tr> <td>2</td> <td>85%</td> <td>35%</td> <td>83%</td> <td>22%</td> <td>88%</td> <td>30%</td> </tr> <tr> <td>3</td> <td>80%</td> <td>50%</td> <td>80%</td> <td>30%</td> <td>85%</td> <td>40%</td> </tr> <tr> <td>4</td> <td>95%</td> <td>45%</td> <td>85%</td> <td>35%</td> <td>95%</td> <td>35%</td> </tr> </tbody> </table>	Year Group	Reading		Writing		Maths		Expected	Depth	Expected	Depth	Expected	Depth	1	85%	30%	85%	25%	90%	30%	2	85%	35%	83%	22%	88%	30%	3	80%	50%	80%	30%	85%	40%	4	95%	45%	85%	35%	95%	35%
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To improve the attendance and punctuality of pupils eligible for Pupil Premium.	Attendance increases by 1% from the 2015/16 figure of 96% to 97% in 2016/17, so the attendance rate of PP children is the same as non PP children. Percentage of PP and non PP children with an attendance rate of below 90% (new PA figure) remains below 2%.																																									
To increase the number of pupil premium children who achieve the expected standard in the phonics screening check so this is at least in line with the national average for non-pupil premium children (>83%).	85% of Year 1 pupils working at required standard in Phonics. 100% Year 2 pupils working at the required standard in Phonics.																																									
To increase participation in home learning, encourage PP children and their parents to have very high aspirations and ensure the most able are all working above age related expectations.	Increased parental participation Homework completed on time and to a satisfactory standard. Children read regularly to an adult.																																									
Half termly impact evaluation through pupil progress meetings and monitoring of the attainment and progress of pupil premium children.																																										

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5.Planned Expenditure 2016-2017				
i Quality Teaching for all				
Desired Outcome: To improve the quality of teaching, intervention and monitoring, so that the gaps in progress and attainment in maths, reading and writing between PP and non PP children are significantly reduced and the school achieves or exceeds the national averages for PP children.				
Chosen Action / Approach	Evidence / Rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review checkpoints
External review of use of pupil premium funding, resulting in new PP policy, action plan etc.	Recommended by SIP/Evidence from self evaluation	New PP policy, new action plan and a more rigorous approach to measuring impact is in place	CD MB	2016
New senior leader appointed to drive up standards in teaching and learning for all pupils including PP children.	Sutton Trust – EEF Teaching & Learning Toolkit: Feedback High impact	Teaching and Learning Leader develops coaching, mentoring and team teaching. Organises demonstration lessons and the sharing good practice. Intervention learning walks will take place to ensure effective delivery of sessions. Book scrutiny's will ask for PP children within range of books looked at. Next step marking will be monitored to ensure it is of a consistent quality across all subjects.	TI	Autumn 1 Autumn 2 2017
Staff CPD including: Use of "The Key CPD Toolkit" Growth Mindsets Sept 16 Teaching assistants & optimizing impact Oct 16 Skillful questioning Feb 17 Raising achievement & closing gaps	Need for High Quality, inspiring CPD for staff / Previous high quality CPD has led to staff led improvements in Teaching and Learning	Every INSET day has a teaching and learning focus to improve pupil outcomes.	CD SD	Spring 1 Spring 2
Focused visits to outstanding schools for teachers.	Sharing good practice promotes improvements in Teaching and Learning.	At staff meetings staff report on visits and share good practice.	CD	Summer 1 Summer 2
Progress report sheets updated every half term and used at parent's evenings. Summary sheet on pupil outcomes for PP and non PP issued to all staff and governors every term.	Early identification of pupils who are not making accelerated progress.	Progress report sheets record impact of each intervention. Also pupil progress meetings held with staff and parents of underachieving PP children. Follow up review meetings arranged.	MB	
Total Budgeted Cost				£8,390

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ii English				
Desired Outcome: To improve the quality of teaching, intervention and monitoring, so that the gaps in progress and attainment in reading and writing between PP and non PP children are significantly reduced and the school achieves or exceeds the national averages for PP children.				
Chosen Action / Approach	Evidence / Rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review checkpoints
Introduce 'Sounds Write', a new approach to teaching phonics. New resources purchased & CPD for staff. Additional TAs to provide small groups for PP pupils to boost progress.	Sutton Trust – EEF Teaching & Learning Toolkit: Phonics Moderate impact Sounds Write Report (2009) Visits to other schools who have successfully used this approach	Learning walks to ensure sessions are delivered correctly using Sounds Write lesson plans. Half termly review of progress. Specific leadership time to monitor impact and track data to ensure outstanding progress. Baseline spelling and reading test.	MB	2016 Autumn 1 Autumn 2 2017
Develop the library to promote reading for pleasure. Open the library to parents and children to encourage reading at home to develop comprehension strategies. Target PP children.	Sutton Trust – EEF Teaching & Learning Toolkit: Comprehension Moderate impact	English Lead monitors use of library and books issued to PP pupils. Report on reading habits. Parent and pupil interviews. Children have access to an excellent range of books that cover a wide range of interests.	SD	Spring 1 Spring 2
Appoint and train a Reading HLTA Lead to support PP children who do not read at home and to boost progress. 1:1 support.	Sutton Trust – EEF Teaching & Learning Toolkit: 1:1 support Moderate impact	All PP children read regularly in school. Children are regularly assessed using benchmark kit to ensure books provide correct level of challenge to accelerate progress. English Lead listens to pupils read.	CD MB SD	Summer 1
Interventions. Continue to use programmes to improve reading and writing skills: Read Write Inc., Early Talk Boost, Talk Boost and Primary Talk. Additional TAs to provide interventions or support teacher to provide interventions.	Sutton Trust – EEF Teaching & Learning Toolkit: Oral language interventions. Moderate impact	Intervention learning walks will take place to ensure effective delivery. PP progress data tracked half termly.	CD MB	Summer 2
Revise English homework policy so it is more effective at improving literacy skills. Devise a home learning guide for parents and children, including a SPAG dictionary and handwriting scheme.	Sutton Trust – EEF Teaching & Learning Toolkit: Homework Low impact	Parent and pupil interviews.	CD SD	
Total Budgeted Cost				£25,852

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iii Mathematics				
Desired Outcome: To improve the quality of teaching, intervention and monitoring, so that the gaps in progress and attainment in maths, between PP and non PP children are significantly reduced and the school achieves or exceeds the national averages for PP children.				
Chosen Action / Approach	Evidence / Rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review checkpoints
Firstclass@number and Firstclass@number2 intervention programmes delivered by trained TAs.	Children made an average Number Age gain of 12 months in only 3.5 months – over 3 times the expected progress. 93% of them showed more confidence and interest in learning mathematics in class after 1 st Class@Number.	Intervention learning walks. Regular assessments and sessions tailored to pupils needs. Progress closely monitored.	TI	2016 Autumn 1 Autumn 2
Maths interventions. Daily ‘Big Maths’ sessions. Additional TAs to provide small groups for PP pupils who need to accelerate progress.	Sutton Trust – EEF Teaching & Learning Toolkit: Small group tuition. Moderate impact	Weekly progress checks. Maths Lead monitors whole school. Intervention learning walks. Book scrutiny identifying PP pupils.	TI	2017 Spring 1
Maths Lead to investigate the benefits and challenges of Singapore Maths. Purchase resources to trial in classrooms.	Singapore consistently tops the international benchmark studies for maths teaching. Pupils learn to think mathematically.	Feedback from pupils and teaching staff. Track progress data.	TI	Spring 2
Use iPad and other technology to support the teaching of maths to motivate PP pupils.	Sutton Trust – EEF Teaching & Learning Toolkit: Digital technology. Moderate impact	Maths Lead monitors use of technology in the classroom to support pupils learning. Staff training organised when required.	TI	Summer 1
Maths workshops for parents /carers to help them support pupils at home. Share and Stay Maths sessions.	Sutton Trust – EEF Teaching & Learning Toolkit: Parental Involvement. Moderate impact	Monitor PP use of online maths homework. Feedback from parents and pupils.	TI	Summer 2
Lunchtime Homework Club to access Abacus online maths activities.	Sutton Trust – EEF Teaching & Learning Toolkit: Homework Moderate impact	All PP pupils are able to complete their online homework even though they may have no computer access at home.	MB	
Total Budgeted Cost				£25,757

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iv Early Years Foundation Stage				
Desired Outcome: 2017 GLD PP target is 67%. In 2016 50% PP children achieved GLD; the LA PP average was 56.4%. 2017 GLD Other pupils target is 87%. In 2016 85% Other Pupils achieved GLD, above the national average of 69.3% (invalidated).				
Chosen Action / Approach	Evidence / Rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review checkpoints
Appoint new EYFS team. EYFS action plan. Improve the learning environment to aid the teaching of literacy and maths. Also develop the outdoor area and the curriculum to meet the needs/interests of the cohort which has a significant proportion of boys (75%).	Sutton Trust – EEF Teaching & Learning Toolkit: Early Years Intervention. Moderate Impact	EYFS Lead reports to SLT and GB. EYFS meetings with all staff. Lesson observations. Book scrutiny with a focus on PP pupils. Monitor PP pupils’ use of different learning areas. Ensure we have capacity to diminish the difference between PP pupils and other pupils by the end of the EYFS.	JF	2016 Autumn 1 Autumn 2
Tapestry training for staff. Workshops for parents / carers. Assessment CPD. Moderation meetings.	Sutton Trust – EEF Teaching & Learning Toolkit: Early Years Intervention. Moderate Impact	EYFS Lead monitors input into Tapestry from staff and parents/carers. Parents of PP pupils offered additional support to ensure access. Pupil progress meetings which include focus on PP pupils.	JF	2017 Spring 1
Early Talk Boost and Talk Boost interventions to increase attainment levels in language and communication. Trained TA to deliver programme.	Sutton Trust – EEF Teaching & Learning Toolkit: Oral language interventions. Moderate impact	Intervention learning walks to monitor delivery of programme. EYFS Lead to track progress.	JF	Spring 2
Introduce ‘Sounds Write’, a new approach to teaching phonics. New resources purchased & CPD for staff. Additional TAs to provide small groups for PP pupils to boost progress.	Sounds Write Report (2009) Visits to other schools who have successfully used this approach Sutton Trust – EEF Teaching & Learning Toolkit: Phonics Moderate impact	Learning walks to ensure sessions are delivered correctly using Sounds Write lesson plans. Half termly review of progress. Specific leadership time to monitor impact and track data. Baseline spelling and reading test.	MB JF	Summer 1 Summer 2
Introduce Early Bird attendance awards for nursery children. Share and stay sessions for parents and carers to ensure they are aware of the learning that takes place in school.	Sutton Trust – EEF Teaching & Learning Toolkit: Parental Involvement Low impact	Feedback from parents and pupils. Attendance monitored by office. Reports to SLT.	JF JG	
Total Budgeted Cost				£12,004
(Sounds Write costs included in teaching and learning)				

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v Attendance				
Desired Outcome: To improve the attendance rate of PP children by 1% from the 2015/16 figure of 96% to 97% in 2016/17, so the attendance rate of PP children is the same as non PP children. To ensure the percentage of PP and non PP children with an attendance rate of below 90% (new PA figure) remains below 2%.				
Chosen Action / Approach	Evidence / Rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review checkpoints
Source motivational attendance awards. Ensure parents and pupils know about them- published on website. Weekly attendance awards for classes. Attendance published on weekly newsletter. <u>Bronze Award</u> for outstanding attendance for 1 term. Attendance prize. <u>Silver Award</u> for outstanding attendance for 2 terms. Attendance prize. <u>Gold Award</u> for outstanding attendance for 3 terms. Attendance prize and raffle ticket for grand annual prize draw for a superb prize.	Pupil voice showed a lack of motivation with previous reward system. Previous initiatives have had positive impact on attendance and motivation.	SLT monitor attendance. Early intervention when attendance drops. Attendance regularly included in assemblies. Attendance figures displayed in school.	CD JG MB	2016 Autumn 1 Autumn 2 2017 Spring 1
Attendance review and support meetings for PA pupils and those at risk of becoming PA.	Early intervention with attendance issues has positive impact. Attendance issues are often caused by external factors and support can be offered to parents if this is the case.	Parents meet with HT, Governor, EWO and their son/daughter. Contract drawn up that includes personalized support.		Spring 2 Summer 1
Local employers invited to special assembly to present attendance awards and talk about the importance of good attendance at school and work.	Positive role models help to raise children's aspiration. Pupil voice told us children were interested in jobs.	Briefing with local employer to ensure key message is shared with pupils.		Summer 2
Early Bird opening 8.30 to 8.40am to encourage better punctuality and a more purposeful start to the school day.	Sutton Trust – EEF Teaching & Learning Toolkit: Extending school day. Low impact	Monitor arrival times of PP pupils. PP pupils change reading books, access additional early morning tasks. PSHE time.		
Total Budgeted Cost				£800

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v High Aspirations				
Desired Outcome: To encourage PP children and their parents to have very high aspirations and ensure the most able are all working above age related expectations.				
Chosen Action / Approach	Evidence / Rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review checkpoints
All PP children attend school visits to enrich their learning experience. The cost barrier is removed for some trips.	Sutton Trust – EEF Teaching & Learning Toolkit: Outdoor adventure learning. Moderate impact	Monitor pupils signing up for trips. All pupils access educational visits.	CD MB	2016 Autumn 1
Weekly enrichment opportunities, and creative days, inspire all pupils to aim higher; some will be enhanced by visits from authors, illustrators, dramatists and artists.	Pupil voice/ children have access to activities which broaden the curriculum	Subjects Leaders will plan visits form outside agencies. Resources will support learning. Learning walks during activities. Pupil feedback.	CD MB	Autumn 2 2017 Spring 1
Think Skills Club for most able pupils. Liaise with their parents to progress their learning and provide extra challenges.	Sutton Trust – EEF Teaching & Learning Toolkit: Small group tuition Moderate impact	Pupil and parent interviews. Monitor progress and attainment.	TI MB	Spring 2 Summer 1
Mentor support and SEAL activities to support PP children with emotional and social needs personalized to their requirements.	Sutton Trust – EEF Teaching & Learning Toolkit: Social and emotional learning Moderate impact	Learning walks. Pupil and parent interviews.	MB	Summer 2
Share and Stay sessions. Parent workshops.	Sutton Trust – EEF Teaching & Learning Toolkit Moderate impact Parent voice	Questionnaires sent to all parents re workshops they would like to attend to support their child’s learning. Workshop evaluations from parents so we are able to improve content and delivery.	CD MB	
Total Budgeted Cost				£3,308

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