

Pupil premium strategy statement (primary)

1. Summary information					
School	Blackshaw Moor First School				
Academic Year	2016/17	Total PP budget	£13 100	Date of most recent PP Review	Mar 2017
Total number of pupils	72	Number of pupils eligible for PP	10	Date for next internal review of this strategy	July 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE or above in reading, writing and maths	60%	60.3%
% making at least expected progress in reading	90%	74%
% making at least expected progress in writing	70%	65.5%
% making at least expected progress in maths	90%	72.6%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor speaking and listening skills of pupils risk achievement of a Good Level of Development at end of EYFS and secure transition to national curriculum work in KS1.
B.	Spelling of PP children hampers achievement of expected standard in writing
C.	Acquisition of higher order reading comprehension skills to ensure high ability PP pupils make rapid progress to achieve working in greater depth /mastery standard.
D.	Maths gaps; poor application of skills and knowledge and retention of strategies.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
A.	Attendance rates of some PP pupils.
B.	Lack of home support
C.	Participation in after-school clubs

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All PP pupils achieve the speaking, understanding, listening and attention ELG by end of R	Percentage of PP pupils achieving a GLD at end of reception matches that of non-PP pupils
B.	Improved phonological knowledge of PP pupils to support more rapid progress in reading, spelling and	% gap between PP pupils and non-PP pupils succeeding in Y1 phonics

	writing.	check and in achievement of expected standard in reading and writing is reduced
C.	High ability PP pupils make rapid progress in reading and maths.	Increase in % of PP pupils achieving WIGD/ mastery in maths and reading.
D.	Accelerate progress of PP pupils in maths.	% gap between PP and non PP pupils achieving at least expected standard in maths is reduced
E.	Improved attendance rates for PP pupils	PP pupils' attendance improves to align with school target of 96%

5. Planned expenditure					
Academic year	2016-17				
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?
Improved speaking and listening skills.	Speech and language training for teachers and TAs delivered by Speech and Language therapist .	Increasing numbers of pupils coming into school with poor speech, poor articulation, very limited vocabulary and poor listening skills.	Training provided by a speech and language therapist who has public and private practice and is highly respected. Observations of lessons /interventions using strategies demonstrated by SALT. Feedback on impact of strategies on pupils.	HT	July 2017
Accelerated reading progress	Switch on to Reading	Intervention programme with proven success	Observation of intervention sessions. Programme ethos adopted	Lit co-ordinator	July 2017
Accelerated maths progress	Purchase of Numicon resources	Materials have been trialled in EYFS. Pupils have made rapid progress in number work	Staff training and peer observation to ensure effective use of materials.	Maths co-ordinator	July 2017
Total budgeted cost					£2 500
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?
Improved speaking and listening skills in EYFS	Small group support Time to talk programme	Personalised support to accelerate progress	Monitor implementation. Feedback to staff delivering	Lit co-ordinator	Jun 2017
Improved phonics, spelling , handwriting	Beat Dyslexia programme	Proven record of raising standards in spelling, reading and handwriting	Key stage 1 and 2 co-ordinators monitor implementation	Lit co-ordinator	Jun 2017
Accelerate maths progress	Several targeted small group sessions weekly	Observation of areas in maths pupi	TA and teacher implementation- close liaison with class teachers	Maths co-ordinator	Jun 2017
Total budgeted cost					£ 9 600
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?

Increased attendance	Monitor % attendance and if it is deteriorating contact parents, LST or EWW	There have been improvements in attendance rates of several pupils using this approach.	Monitor attendance regularly to ensure desired improvements occur	HT	Jun 2017
Participation in after-school clubs and on school trips	Subsidise club participation and trip participation for PP pupils	PP pupils, particularly with siblings, participate in fewer, and in some cases, no clubs. Provision of free membership has improved participation rates.	Frequent monitoring of OSHL participation rates to enable PP to participate	HT	Jun 2017
Parents /carers are able to support school ambition of increasing progress and raising attainment by being well informed on how they can support their child at school	Drop in spelling /reading sessions for parents Stay and play mornings in EYFS	Parental feedback shows parents felt more knowledgeable and had strategies for helping their child at home.	Evaluate opportunities thoroughly and respond to parent feedback	KS co-ordinators	Jun 2017
Total budgeted cost					£1 000

6. Review of expenditure				
Previous Academic Year		2015-2016		
i. 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
Accelerate rate of reading progress for all pupils	Update and extend school's core reading scheme.	Reading gap between PP pupils and peers narrowed for 66% of PP pupils (4/6)	Beat Dyslexia (small group intervention) programme was successful in accelerating progress in reading and spelling and will continue. 1-1 reading programme to be introduced.	
Improve reading and reading comprehension skills	Purchase new assessment materials	Pupils have more opportunity to consolidate (if appropriate) a reading stage through access to a wider bank of reading material. Able pupils have greater challenge through extension materials. Teachers have additional assessment tool for determining progress and attainment.	New assessment materials have provided useful additional evidence of standards and progress. . School will continue to evaluate reading scheme to ensure it continues to provide challenging and engaging texts.	Total £2000
ii. 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
Accelerate progress in reading spelling phonics	Beat Dyslexia programme	Programme enabled PP to narrow gaps with non PP children in reading and writing.	Programme has been very successful and will be continued.	
Accelerate progress in maths	Personalised support addressing weakness	PP child closed gap with non-PP pupils. Child reached expected attainment by end of Y4	Targeting specific areas of weakness rather than adopting an 'off the shelf' maths programme proved effective.	
Improve speech /language of R pupils	Time to talk programme	PP pupil achieved ELG in speaking and listening and attention. 3 non PP participants in programme were emerging in speaking, listening,	Time to talk programme has improved the speaking and listening skills of reception pupils, however, school staff are to receive CPD on further strategies to support speech and language	

		understanding and attention at end of reception and 4 non PP pupils achieved the ELG.	language development of pupils in reception.	£4420
iii. 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
Increased PP participation in OSH clubs	Funding available to PP pupils	Several pupils (but not all eligible PP pupils) took part in after-school clubs.	More extensive support to be put in place 2016-17. Continue to offer a range of clubs to appeal to all tastes.	£500