



Pupil premium strategy statement:

1. Summary information					
School	Otterburn First School				
Academic Year	2016-2017	Total PP budget	£5,280	Date of most recent PP Review	
Total number of pupils	36	Number of pupils eligible for PP	4	Date for next internal review of this strategy	2017

2. 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.	Baseline levels for all areas of development are significantly below age-related expectations	
B.	Poor reading skills (phonics)	
C.	SEMH needs (emotional health)	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Pupil premium children do not all have access to ICT, including access to internet resources at home.	
E.	Parental engagement in positive parenting strategies.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Higher rates of attainment in EYFS for PP eligible pupils.	Pupils eligible for PP identified as being low on entry make rapid progress to catch up inline with their peers.
B.	PP children's reading and phonic ability improves in line with non-pp children	PP children make better progress in reading so that their writing is influenced by this. PP children can achieve well in spelling. Children enjoy reading and can talk enthusiastically about a book they are enjoying. PP children achieve in line with non-PP children.

C.	Improve speech and language skills for PP pupils in foundation stage	Pupils eligible for PP in Foundation Stage make rapid progress from their very low starting points to meet the Communication and Language and Speaking elements of the Early Learning Goal expectations by the end of their Reception year
D.	The attendance of PP children improves	Reduce the number of persistent absentees among pupils eligible for PP EWO involvement will not be needed Attendance for the children is in line with national at 96%
E.	PP pupils engaged and responsive to learning opportunities which enable them to reach their full potential.	PP pupils make better progress in all curriculum areas.

4. 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 progress for children in reading	RWI booster sessions delivered by a trained member of the school team. Regular re-assessments to track individual progress. Pupil Progress meetings – termly.	We want the children to received high quality phonics sessions on a daily basis plus high quality phonics intervention sessions.	Staff will continuously monitor progress of PP children Increased % of children on track to ensure PP are in line to meet the phonics requirements in Year 1.	Teaching staff and teaching assistants	End of Autumn Term End of Spring half term End of Spring Term End of Summer half term End of Summer Term
Increased progress in EYFS.	Full implementation of online journal and data analysis program (Tapestry). Additional adult support to enable small focussed group work.	We want all EYFS pupils, both PP and non-PP to make greater than typical progress.	Tapestry is used to track individual pupil progress and target areas for intervention and greater focused teaching.	Teaching staff and teaching assistants	End of Autumn Term End of Spring half term End of Spring Term End of Summer half term End of Summer Term

Improved attainment of pupils in KS1	Work with outside agencies to implement advised systems to develop both social, emotional development as well as academic progress.	We want the children to received high quality lessons on a daily basis plus high quality intervention sessions which build on engagement, co-operation and participation in learning. We want all pupils to be able to follow adult direction.	Regular meetings with all agencies involved with greater support from home using the Home/school communication.	Teaching staff and teaching assistants	End of Autumn Term End of Spring half term End of Spring Term End of Summer half term End of Summer Term
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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?
Use experienced teachers to deliver the most effective use of targeted support work.	Experienced school staff identified to lead smaller group teaching of core areas. This ensures 'quality first' teaching.	Some of the pupils need targeted support to catch up. This is a methodology which ensures that teaching is provided by experienced teachers.	Class teachers will manage their team to best need the children's needs, with first reference to Pupil Premium Children. Effectiveness of teaching, learning and progress will be assessed during termly pupil progress reviews, learning walks, and book scrutiny and lesson observations.	Senior Leadership	End of Autumn Term End of Spring half term End of Spring Term End of Summer half term End of Summer Term
Provide additional focused support for pupils in EYFS and Year 1.	Provide additional capacity to support the teaching team in providing high quality smaller group teaching support through teaching assistants.	Some of the pupils need targeted support to catch up. This is a methodology which ensures that teaching is provided by experienced teachers.	Class teachers will manage their team to best need the children's needs, with first reference to Pupil Premium Children. Effectiveness of teaching, learning and progress will be assessed during termly pupil progress reviews, learning walks, and book scrutiny and lesson observations.	Senior Leadership	End of Autumn Term End of Spring half term End of Spring Term End of Summer half term End of Summer Term

<p>Planned interventions targeted at identified individual needs.</p>	<p>HLTA to work with SENcO to develop programmes of support to enable 1:1 specialised learning sessions and small group sessions to take place daily.</p> <p>Parents informed of interventions and advised as to support that can be given at home.</p>	<p>Some of the pupils need targeted support to catch up. This is a methodology which ensures that teaching is provided by experienced teachers.</p>	<p>SENcO will manage HLTA effectively to ensure a robust timetable is in place and adhered to.</p>	<p>Senior Leadership Sendco</p>	<p>End of Autumn Term End of Spring half term End of Spring Term End of Summer half term End of Summer Term</p>
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5. Additional detail