

Seghill First School: 2016-2017 Pupil Premium Strategy Statement

1. Summary information						
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4
Total number of pupils	18	27	9	19	16	28
Eligible for PP funding	3	3	5	6	6	17
On SEND register	2	5	2	3	4	8
Eligible for PP funding and on SEND register	1	2	1	2	3	7
Number of pupils eligible for pupil premium funding: 40 / 117 (34% of total on roll) 37 / 99 (37% of Reception to Year 4)						
Number of pupils eligible for pupil premium funding on SEND register: 16 PP / 24 on SEND register 67% of SEND register						
Total pupil premium budget:	£52360	Amount per pupil:	Reception to 4 =£1,320 (33); Armed forces children=£300 (1): CLA=£1,900 (4); EYPP = £300 (3)			
Date of external pupil premium review: March 2016		Date of internal half termly reviews: 17/10/16, 12/12/2016, 13/2/17, 3/4/17, 22/5/17, 3/7/2017.				

2. End of Key Stage 1 (Year 2) Attainment and Progress 2016				
	% all pupils	% PP pupils	% non-PP pupils nationally	% gap
% reaching expected standard in reading	81	33	78	-45
% working at greater depth in reading	31	0	27	-27
% reaching expected standard in writing	81	33	70	-37
% working at greater depth in writing	19	0	16	-16
% reaching expected standard in maths	81	67	77	-10
% working at greater depth in maths	25	0	20	-20

3. Barriers to future attainment (for pupils eligible for pupil premium funding in 2016-2017)	
A.	Poor attendance of disadvantaged children.
B.	Next steps marking is developing well, but is not yet of a consistent high standard for all pupil premium children.
C.	An increasing number of children requiring additional speech and language support.
D.	An increasing number of pupils are PP and have SEN therefore they require additional support to reach their challenging learning outcomes.

4. Outcomes and success criteria for summer 2017	
A.	Early Years: 72% of the cohort to achieve GLD (18/25) and 67% of pupil premium children to achieve GLD (2/3). The gap between our pupil premium children and others nationally to reduce from 12% to 5% or less (target GLD 72%, PP target GLD 67%, 2016 NA non FSM 72% GLD).
B.	Year 1 phonics screening: 89% (8/9) of cohort to pass the phonics test and 80% (4/5) of pupil premium children (2016 pass rate was all pupils 86%, 71% PP pupils, 81% nationally all pupils and 83% other pupils nationally).
C.	End of KS1 (Year 2) % of pupil premium pupils to achieve expected standard: Reading all pupils 91%, PP pupils 86% (NA other pupils 78%); writing all pupils 86%, PP pupils 86% (NA other pupils 70%); maths all pupils 86%, PP pupils 86% (NA other pupils 77%).
D.	End of KS1 (Year 2) % of pupil premium children working at a higher score/greater depth in reading, writing and maths to improve significantly, so the gap between our pupil premium children and others nationally reduces: 14.3% of PP children working at greater depth in reading, writing and maths.

5. Planned expenditure 2016-2017

5.1 High quality teaching for all: to improve the percentage of good and outstanding teaching from 67% to 83%.

Desired outcome	Actions	Evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Ensure all teachers and teaching assistants have high expectations about the progress and attainment of pupil premium children, so they stretch and challenge them appropriately.	Revisit pupil premium strategy half termly with all staff in staff meeting. Plan CPD on needs of staff to support pupil premium children. Subject leaders to focus on outcomes of PP children in all lesson observations, work scrutiny and learning walks.	Ofsted said “teaching has not successfully helped disadvantaged pupils to improve”.	HT to QA all monitoring records and cross reference with HT observations and those of external agencies- SIP, PP reviewer etc.	HT and all staff

Review and evaluation

This is an ongoing action and will continue to be until the PP gap is closed.
More staff show a clear understanding of their role in terms of PP children, even if they have a comparatively low number of PP children in their class group.
Half termly data analysis shows outcomes for PP and non PP children and comparison to other pupils nationally.
Due to a stronger focus on pupil outcomes, teaching over time is improving. Teaching that requires improvement has almost been eradicated (evidence monitoring records, SIP visit record).

Desired outcome	Actions	Evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
All teachers and TAs have an appraisal target linked to pupil premium or SEND outcomes.	Appraisal targets linked to pupil premium/SEND outcomes agreed by end of October for teachers and November for TAs. All targets analysed through annual governor visit by teaching and learning governor.	Ofsted said “the quality and effectiveness of support is not as strong in all classes”.	HT and appraisal governors to QA.	HT and appraisal leads

Review and evaluation				
<p>All appraisal targets set by the end of October 2016 for teachers and November 2017 for TAs. All targets reviewed through anonymised analysis by ChOG. Mid-year review dates all included in annual planner and completed by end of March 2017.</p>				
Desired outcome	Actions	Evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
<p>Improve the quality of marking so it impacts strongly on the attainment and progress of pupil premium children.</p>	<p>Review marking and feedback policy. Teachers mark the work of pupil premium /SEND children first and in greater detail so children know how to improve their work.</p>	<p>Marking and feedback is more effective in some year groups than others in improving pupil performance and outcomes.</p>	<p>Half termly book scrutinies. Focus of governor visit.</p>	<p>All teachers HT and SLT to QA</p>
Review and evaluation				
<p>This is an ongoing action and will continue to be until the PP gap is closed. Most staff show a consistent application of the marking and feedback policy and this is impacting on outcomes for all pupils and PP pupils. Good practice is being shared and some staff are receiving further guidance to develop next steps marking.</p>				
Desired outcome	Actions	Evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
<p>To ensure misconceptions in lessons are quickly addressed.</p>	<p>Address children's misconceptions within lessons or later in the day through feedback and marking.</p>	<p>Ofsted said "in mathematics lessons, some staff miss opportunities to correct misconceptions promptly enough"</p>	<p>Learning walks and book scrutinies to ensure marking addresses misconceptions and next steps, moving the learning on.</p>	<p>All staff HT and SLT to QA</p>
Review and evaluation				
<p>Monitoring records show that misconceptions are dealt with promptly and often used as teaching points in mini plenaries. Evidence- monitoring records, SIP visit report.</p>				

5.2 Targeted support for pupil premium children.				
Desired outcome	Actions	Evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Improve outcomes so 67% PP children achieving GLD.	Upskill EY lead through CPD. Disseminate to all EY staff. EY lead to visit other outstanding settings and liaise with NCC EY consultant for support.	Gap between % PP GLD and % other pupils nationally in 2016 and previous years.	Monitoring pupil progress half termly through pupil progress meeting, data analysis and learning walks.	SM
Review and evaluation				
<p>2 children in EY entitled to PP funding. Not on track to achieve GLD end of autumn A 2016. Both on SEND register. Now 4 PP children end of autumn B 2016. Same PP children not on track to achieve GLD. Two additional children now PP- 1 x NPP to PP; 1 x new admit. Additional support provided and two children now on track to achieve GLD. End of summer A 2 out of 4 PP children on track to achieve GLD- 1 x PP, 1 x PP and SEND. 2 out of 4 PP children not on track to achieve GLD.</p>				
Desired outcome	Actions	Evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
80% of pupil premium children (4/5) to pass the phonics screening test in 2017 (89% of all pupils 8/9).	Small sized groups for daily RWI intervention. Additional daily reading opportunities provided. Focus for reading champions.	To ensure phonics knowledge is embedded to increase chances of success in reading and writing.	Check that pupil premium children know their phase 1/2/3/4 phonics and can apply them confidently. PK to monitor and change RWI groups half termly.	Year 1 teacher & English Lead PK
Review and evaluation				
<p>Only one child will still need to receive daily RWI intervention after Easter due to impact of this intervention on other PP children. RWI groups changed end of spring B. All Year 1 children now taught by EO/SW, with RWI intervention from AM. End of spring B 2017 80% of pupil premium children are on track to pass the phonics screening check. Meet with mum of this child again to review progress and provide further guidance to support and boost learning at home. End of summer B 4/5 PP children pass the phonics screening test and 90% of all pupils 9/10 (new admit June 2017).</p>				

Desired outcome	Actions	Evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
End of key stage 1 results are above NA for all pupils and PP pupils compared to other pupils nationally.	Organise staff timetables to ensure the focus of support is PP pupils. Continue to improve targeted support via "First Class Numbers", RWI, in class and withdrawal support.	Pupil premium outcomes at KS1 are too low and below the average for others nationally.	Monitoring pupil progress half termly through pupil progress meeting, data analysis and learning walks.	HT and all staff

Review and evaluation

Spring B 2017 headlines-

Year 2 all pupils working at the secure+ level is reading 74%, writing 68% and maths 84%.

Outcomes for PP children still cause concern- PP reading 50%, PP writing 33% and PP maths 67%. Targets for PP pupils to achieve secure+ by the end of the year are challenging- reading 83%, writing 83% and maths 83%;

2 out of 6 PP pupils are also SEND. Their outcomes cause concern. 0% PP SEND secure+ reading; 0% PP SEND secure+ writing; 50% PP SEND secure+ maths.

4 out of 6 PP pupils who are non-SEND. Their outcomes are much better- 75% PP non-SEND secure+ reading; 50% PP non-SEND secure+ writing; 75% PP non-SEND secure+ maths. One PP and SEND child has been permanently excluded. See end of year data report.

Desired outcome	Actions	Evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Improve self-esteem and engagement of PP pupils through introduction of homework club.	Analyse homework records and identify PP children to be invited to homework club. Introduce weekly homework club for invited PP pupils where learning is supported by teachers. Provide children with a snack and a drink for completion of tasks.	Records show that the majority of children who fail to complete homework tasks or get support with homework are PP children.	QA by HT.	HT and all teachers

Review and evaluation

64% 9/14 of those PP children invited to attend homework club attend every week. Tasks are completed with the support of a teacher.

Self-esteem is raised and rewards are given due to the completion of homework tasks.

6. Other approaches to raise the attainment and progress of pupil premium children.

Desired outcome	Actions	Evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Attendance of all pupils and PP pupils is at least in line with NA.	<p>Weekly attendance figures published outside each classroom.</p> <p>League table for class attendance updated weekly and focus for assembly every Monday.</p> <p>Issue NAA letters following unauthorised absence and attendance approaching 93%.</p> <p>Send praise postcards for improved PP pupils' attendance.</p> <p>Half termly certificates for bronze, silver, gold and platinum attendance.</p> <p>Referral to EWO as per NCC policy.</p> <p>Office manager to inform TC on the first day of every absence for all PP children.</p>	Ofsted said "while frequent absences hinder the progress of disadvantaged pupils, not enough support is offered for these pupils to catch up, and gaps in their learning are compounded".	<p>Fortnightly attendance review meetings with EWO.</p> <p>Half termly attendance report to E4L committee and termly update for full governing body.</p> <p>Governor visit report 02.02.17.</p>	HT and all staff

Review and evaluation

This is an ongoing action and will continue to be until the PP gap is closed. Attendance of PP pupils continues to be a cause of concern. Parents are less engaged with their child's learning and the impact of frequent absences.

	% absence all pupils	% absence PP children	% absence other children	2016 NA % absence	% persistent absence	2016 NA % persistent absence
Autumn A 2016	4.6	5.8	4.0	3.9 based on autumn 2015 and spring 2016	11.9 (12 children, 6 x PP, 6 x other)	8.8% based on autumn 2015 and spring 2016
Autumn B 2016	5.1	7.1	3.9		7.9 (8 children, 5 x PP, 3 x other)	
Autumn 2016	4.8	6.2	4.0		5.0 (5 children, 3 x PP, 2 x other)	
Spring A 2017	5.0 (95%)	6.2 (93.8%)	4.2 (95.8%)		6.9 (7 children, 3 x PP, 4 x other)	
Spring B 2017*	4.9 (95.1%)	5.2 (94.8%)	4.7 (95.3%)		7.1 (7 children, 3 x PP, 4 x other)	
Summer A 2017	4.8 (95.2%)	4.5 (95.5%)	4.9 (95.1%)		13.1 (13 children, 4 x PP, 9 x other)	
Summer B 2017	4.8 (95.2%)	5.1 (94.9%)	4.7 (95.3%)		13.7 (13 children, 3 x PP, 10 x other)	
All year	4.7 (95.3%)	5.5 (94.5%)	4.2 (95.8%)		8.3 (8 children, 5 x PP, 3 x other)	

Absence rates for PP children are higher than for other pupils every half term and in total. Rates of absence and persistent absence are both above 2016 NA.

*Spring B 2017 figures do not include 1 child, now PEx. In 4 out of 6 half terms, more "other pupils" are PA than PP pupils.

7. Review of expenditure for 2016 - 2017

7.1 Quality of teaching for all: to improve the percentage of good and outstanding teaching.

Desired outcome	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)
Ensure all teachers and teaching assistants have high expectations about the progress and attainment of pupil premium children, so they stretch and challenge them	Due to a stronger focus on pupil outcomes, teaching over time is improving. Teaching that requires improvement has almost been eradicated (evidence monitoring records, SIP visit record).	Use of coloured dots on pupils books to identify groups of PP, SEND and HA pupils has helped staff to focus on
All teachers and TAs have an appraisal target linked to pupil premium or SEND outcomes.	Appraisal targets linked to pupil premium/SEND outcomes agreed for teachers and TAs. See section 7.2 for outcomes for PP children.	All teachers and TAs will have an appraisal target linked to pupil premium or SEND outcomes again in 2017 – 2018.
Improve the quality of marking so it impacts strongly on the attainment and progress of pupil premium children.	Most staff show a consistent application of the marking and feedback policy and this is impacting on outcomes for all pupils and PP pupils. Good practice is being shared and some staff are receiving further guidance to develop next steps marking.	This will always be part of quality first teaching and does need to be part of planned actions again for next year.
To ensure misconceptions in lessons are quickly addressed.	Monitoring records show that misconceptions are dealt with promptly and often used as teaching points in mini plenaries. Evidence-monitoring records, SIP visit report.	This will always be part of quality first teaching but does not need to be part of next year's planned actions.

7.2 Targeted support for pupil premium children.		
Desired outcome	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)
Improve outcomes so 67% PP children achieving GLD.	Target was based on 2 out of 3 PP children achieving GLD. Two PP children did achieve GLD. One new PP child joined school. Although 2 PP children did achieve GLD this does not equate to 67% due to the increase in PP numbers.	Diminishing the difference will continue to be a key priority area for us.
80% of pupil premium children (4/5) to pass the phonics screening test in 2017 (89% of all pupils 8/9).	Target was based on 4 out of 5 PP children passing the phonics screening test and this was achieved. Target was also based on 8 out of 9 children passing the phonics screening test. 9 out of 10 children or 90% passed the phonics screening test. One new admit June 2017.	Diminishing the difference will continue to be a key priority area for us.
End of key stage 1 results are above NA for all pupils and PP pupils compared to other pupils nationally.	All pupils reading 84%; NA 76% +8% PP reading 67%; other pupils NA 78% - 11% (less than one pupil) All pupils writing 79%; NA 68% +11% PP writing 50%; other pupils NA 71% -21% (slightly more than one pupil) All pupils maths 84%; NA 75% +9% PP maths 67%; other pupils NA 78% - 11% (less than one pupil)	Each pupil equates to 17% so it is crucial to contextualise the information. An 11% gap equates to less than one child. Diminishing the difference will continue to be a key priority area for us.
Improve self-esteem and engagement of PP pupils through introduction of homework club.	Pupil surveys shows children enjoy attending homework club and getting help to do their homework. They say that this better than having to stay in at playtimes and lunchtimes to do homework.	Homework club for PP children will continue in 2017 – 2018.

7.3 Other approaches to improve the attainment and progress of pupil premium children.			
Desired outcome	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)
Attendance of all pupils and PP pupils is at least in line with NA.	Absence all pupils 4.7% (95.3%)	PA all pupils 8 pupils 8.33%	Improving attendance of all pupils and specifically PP pupils will continue to be a key priority area for 2017 – 2018.
	Absence PP pupils 5.5%	PA PP pupils 5 pupils 13.9%	
	Absence other pupils 4.2%	PA other pupils 3 pupils 5.0%	
	Difference +1.3%		
	In 4 out of 6 half terms, more “other pupils” are PA than PP pupils. 11 out of 13 PA in summer term B are PA due to the impact of leave of absence during term time in this half term.		

8. Additional detail
<p>In this section you can annex or refer to additional information which you have used to support the sections above.</p> <ul style="list-style-type: none"> • Further detailed analysis of data can be found in the end of year 2016 – 2017 data report.