

Lowick CE First School pupil premium strategy statement (2018-19)

Summary information					
School	Lowick CE First School			Academic Year	2018-19
Total number of pupils	26	Number of pupils eligible for PP	1	Total PP budget	£2 300
Current attainment					
Pupil did not attain GLD at end of Reception					
Barriers to future attainment (for pupils eligible for PP)					
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>					
Pupil is quiet and needs support to develop his confidence and resilience. Joined school late in Reception year and had not previously attended school. Was not mark making on arrival so has needed extra intervention for reading and support for writing.					
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
Attendance below 90% - work ongoing with EWO support.					
Desired outcomes <i>(Desired outcomes and how they will be measured)</i>				Success criteria	
PP pupil is confident in speaking to listening partners, joining in class talk in groups or with whole class and can talk about their learning.				Pupils observed talking about their learning in class and in groups.	
PP pupil is able to effectively decode and develop reading skills to enable him to access the curriculum.				Pupils demonstrate effective reading skills when observed which result in them working at least at expected standard for end of Year 1.	
PP pupils are in school and able to take part in learning activities which lead to them making strong progress.				PP pupils are in school for a minimum of 90% of the possible sessions over the year and ideally above 95%.	

Planned expenditure

Academic year

2018-19

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

Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Lead	Review date
<p>PP pupil is confident in speaking to listening partners, joining in class talk in groups or with whole class and can talk about their learning.</p> <p>PP pupil developing good reading skills for their age which allows them to make strong progress.</p>	<p>QFT and teacher CPD to develop active learning. Use of Read Write Inc resources and training to ensure confident reading out loud. Small group and 1:1 intervention using RWI resources to enable pupil to catch up with peers.</p> <p>Useful speaking and listening activities include:</p> <ul style="list-style-type: none"> • pupils read books aloud and are encouraged to have conversations about them; • a teacher models inference-making by asking relevant questions aloud and answering them herself; • pupils engage in paired or group work so they can share the thought processes that led them to make inferences; • activities which extend pupils' spoken and receptive vocabulary; and • a teacher encourages children to clearly articulate what they are going to say in their writing. <p>Outside learning approaches to build confidence, resilience and strong learning skills. Curriculum designed with rich experiences to promote talk and engagement.</p>	<p>EEF guidance for improving KS1 literacy states: Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships through an organised sequence. (very extensive evidence)</p> <p>A focus on developing oral language skills is especially important for the development of a range of reading and writing skills in this age group. (extensive evidence)</p> <p>EEF: Overall, the introduction of peer tutoring approaches appears to have a positive impact on learning, with an average positive effect of approximately five additional months' progress. Though all types of pupils appear to benefit from peer tutoring, there is some evidence that children from disadvantaged backgrounds make the biggest gains.</p> <p>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year.</p>	<p>CS</p>	<p>Spring term 2019</p>
Total budgeted cost				<p>£1,800</p>

i. Targeted support				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Staff lead	Review date
<p>PP pupil is confident in speaking to listening partners, joining in class talk in groups or with whole class and can talk about their learning.</p> <p>PP pupils are developing good reading skills for their age which allows them to make strong progress.</p>	<p>Interventions put in place where required to encourage more confident, organised working and thinking.</p> <p>Purchase resources which stimulate talk or support intervention such as base 10 materials and targeted reading books.</p> <p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Interventions scheduled in addition to usual maths and English lessons.</p>	<p>EEF: Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.</p> <p>Short, regular sessions over a set period of time appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Some research has indicated that tuition in groups of two or three has been equally or even more effective compared to one to one.</p> <p>EEF: guidance for improving outcomes in maths: Manipulatives (physical objects used to teach maths) and representations (such as number lines and graphs) can help pupils engage with mathematical ideas</p>		Spring term 2018
Total budgeted cost				£400

ii. Other approaches				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Staff lead	Review date
PP pupil is in school and able to take part in learning activities which lead to them making strong progress.	<p>Parents more engaged in school life and have a greater understanding of the importance of attendance through regular communication.</p> <p>Home-school communication improved to reinforce message about the importance of attendance.</p> <p>Catch ups planned where required if pupil has been absent.</p> <p>Liaison with EWO and outside specialists where appropriate to support parental awareness of the importance of attendance.</p>	If a child is not in school then they are not taking part in learning activities.	Head	termly
			Total budgeted cost	£200