

Frome Valley First School Pupil premium strategy statement

1. Summary information					
School	Frome Valley CE First School				
Academic Year	2018/2019	Total PP budget	£17,160	Date of most recent PP Review	November '18
Total number of pupils	140	Number of pupils eligible for PP	14	Date for next internal review of this strategy	April '19

Please remember that small cohorts of PP children can affect data (e.g. 1 child = 25%). Please note that you need to take into consideration if a PP child is also a SEN child.

2. Current attainment (Pupil Premium Children) 2017-2018		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE Reading at Year 2	75%	79%
% achieving greater depth Reading at Year 2	25%	26%
% achieving ARE Writing at Year 2	75%	70%
% achieving greater depth Writing at Year 2	0%	16%
% achieving ARE Maths at Year 2	75%	76%
% achieving greater depth Maths at Year 2	0%	22%

Our internal tracking system tracks progress through a tracking point system. We view 3 points progress as expected progress.

3. Current Progress (Pupil Premium Children) 2017-2018		
	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (school)</i>
Whole school progress reading	3.0	3.3
Whole school progress writing	3.1	3.1
Whole school progress maths	2.8	3.1

Please note that small cohorts can affect data results (e.g. for 4 children, each child is worth 25%).

4. Phonic Screening Check and Recheck (Pupil Premium Children) 2017-2018			
	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (school)</i>	<i>All pupils</i>
% of Year 1 pupils passing phonic screening check	100%	91%	93%
% of Year 2 pupils passing phonic screening check	100%	100%	100%

5. 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>)	
A.	Exposure to rich language
B.	parental support (reading/homework)
C.	Spelling skills
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	attendance/lateness of specific PP children

6. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Identified PP children to have 20 mins /week support on reading to them, watching videos online, virtual tours of museums etc.. where can explore rich language together and extend their vocabulary.	Improved language skills incorporated in writing
B.	Parental support for homework (with a strong focus on spelling skills). Chart and stickers to identify a specific number of times to work on spellings and this is celebrated back in school.	Improved spelling skills and parental support in homework
C.	Identified PP children to have regular (2 x weekly) spelling support that links to spelling of key words. This will also link to homework and targeting homework support.	Greater percentage of PP children achieve key skills in spelling to improve overall progress in writing
D.	HT to monitor PP children half termly; half termly staff meetings to monitor attendance; 4 week improvement plan for targeted children; working with individual families DASP attendance panel (as needed).	Improved attendance of PP children

7. Planned expenditure					
Academic year		2018 - 2019			
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 teaching of Maths Mastery through lesson design.	Singapore Maths teaching	We are focusing on our lesson design so that we use the Maths No Problem books to create our own lessons that focus on misconceptions for the class and the use of non-examples.	This is a whole school focus and part of the maths subject leader action plan. The school is part of a maths mastery project with the Jurassic Maths Hub/NCETM and part of the Wimborne Teaching School SSIF bid.	CD All Staff	We will review termly our progress as part of the maths mastery project and our own action plans. Initial and termly data will ensure we can see progress, including progress of key groups of children (including PP).
Improved use of maths manipulatives.	Whole school approach to maths manipulatives	We are looking at the use of maths manipulatives by pupils which will support their progress in maths. We are focusing on a progression in the use of manipulatives as well as the children's use of them to understand key concepts (rather than just to solve a problem).	There are staff meetings throughout the year that are focused on this area. Half termly scrutiny of work by the Literacy subject leader will also focus on handwriting.	CD All Staff	We will review termly our progress as part of our termly action plan review. We will use SPT data to look at progress in maths of key groups.
Total budgeted cost					£2,000

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?
Supporting children with physical and emotional needs	Learn to Move Handwriting intervention ELSA I can problem solve OT programmes of support	These interventions support our children that have high needs of which some are PP.	SENCO to monitor intervention work through termly tracking and monitoring meetings.	SF, KN, BS, TT, CB, GN	Termly review through SPT and termly tracking and monitoring meetings by HT and SENCO.
Improved progress of underperforming children.	Teacher led intervention work	Using previous evidence of impact of interventions, we are providing teachers with 30 mins weekly intervention time to work with underperforming children in their class of which PP children are some of the children. By the teachers delivering the	Dedicated timetable of intervention time.	All teaching staff	Termly review of intervention work by HT and staff.

		intervention, they can also make links within the classroom.			
To support children's language development	Intervention/opportunity to develop rich language to support writing progress.	At a review staff meeting, many staff commented that language development often prevents some PP children from progressing in writing.	TA to be PP champion in this area and to work with teaching staff on developing a programme for language development including videos, virtual tours of museums, reading to them.	KN All teaching staff	Termly review of intervention work by HT and staff.
To support progress of spelling of key words.	Intervention/working with parents to support children's progress in spelling.	At a review staff meeting, staff commented that spelling skills often prevent some PP children from progressing in writing. This is often linked to homework and support at home for homework.	Teachers to provide a programme of key spellings to work on in school and with parents. Teachers to meet parents individually.	KN All teaching staff	Termly review of intervention work by HT and staff.
Total budgeted cost					£13,000

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?
To support PP families	To provide £100 per PP child for use on such items as peripatetic music lessons, school uniform, school trips and after school activities.	We are using this approach for the first time. This is to support PP families with finance and also, hopefully, to allow PP children to access more clubs. We are also using this approach to encourage more families to apply for the PP grant.	Monitoring of the PP £100 allowance by office staff. Advertising the PP allowance through news weekly and a leaflet.	JT JS	Review at the end of the academic year and review how the money was spent.
Individual support	We use some PP money to support individual pupil's needs as they arise.	Individual/tailored support can have an impact on children's attitude to learning and friendship groups etc..	All decisions by Senior Leadership team. Working with outside agencies	Senior Leadership Team	Termly
Addressing low attendance/frequently late attendance of PP children	To monitor and support attendance of PP children that are persistent absences or frequently arrive at school late.	National evidence tells us that attendance has a direct impact on pupil performance. We will continue with our systems for monitoring attendance but also address regular late attendance as well.	Half termly monitoring of attendance by HT; half termly staff meetings; DASP attendance panel.	JT All teaching staff,	Half termly.
Total budgeted cost					£2,500

8. Review of expenditure				
Previous Academic Year		2017/2018		
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
Improved mastery of number skills.	Singapore Maths teaching	There was an increased % of PP children achieving number objectives compared to 2016-2017. Pre-teach was also used daily in maths to support children, including some PP children, in preparing for the lesson that day.	The focus on whole school mastery will continue next year. We will focus on revising our NC to make it a school NC with a stronger focus on number skills and key skills.	£3,000
Improved teaching of handwriting	Whole school approach to handwriting	There has definitely been an improvement in the % of pupils achieving the handwriting objectives from the National Curriculum compared to 2016-2017, including PP children. There were less PP children achieving the KS2 objectives than the KS1 objectives. Some of this was due to children having fine/gross motor control difficulties. We supported these children with Learn to Move and Handwriting Interventions. In the individual books, you could see an improvement in handwriting which showed the whole school focus on this area.	We will continue focusing on handwriting next academic year, particularly focusing on writing across the curriculum and ensuring that children's handwriting is consistent across the curriculum.	
Improved differentiated questioning in maths	Singapore Maths teaching	This was a whole school focus and included staff meetings, lesson observations and videoing our classes. It is difficult to measure impact in this area though the above observations showed improvement in questioning skills and using questions to help children explain their thinking and to build on each other's ideas with the teacher as a facilitator.	This will not continue as a focus for next year as we feel that we have embedded this approach with existing teachers. We will focus on this with new staff.	
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
Supporting children with physical and emotional needs	Learn to Move Handwriting intervention ELSA I can problem solve OT programmes of support	The Headteacher analysed data for interventions. As always, it is difficult to assess the impact of these approaches by looking at data alone. The Headteacher also discussed the individual children in termly tracking and monitoring meetings.	The school will continue with this approach as it supports the emotional and physical needs of pupils which is as important as supporting the educational needs of core subjects. These interventions will support the progress in core subjects as well/	£16,000

Greater % of PP children achieving ARE in writing and maths.	1st Class@Number 1 intervention 1st Class@Number 2 intervention SENSS support	The Headteacher analysed data for these two interventions. For 1 st Class@Number 1, the children made expected progress. Although there was no value added for this intervention, these were often SEN children and the intervention supported addressing gaps. For 1 st Class@Number 2, the children made about expected progress in maths.	We will continue with this intervention for pupils that require specialist intervention support for number. However, we will continue to focus on quality first teaching as well.
Improve progress of underperforming children in maths	Preteach Targeted intervention work	Preteach was taught throughout the year. It is difficult to judge the impact of this one intervention with data alone. Discussions with staff during staff meetings noted that preteach supported the confidence of pupils in this group as they knew what would take place in the lesson and had been introduced to specialist language before the lesson began. This helped children with working memory difficulties. Some teachers also noted that children could have already exerted their energy in preteach and therefore found concentration towards the end of the lesson more challenging.	We will continue to monitor this intervention.
Improved progress of underperforming children.	Teacher led intervention work	Using previous evidence of impact of interventions, we provided teachers with 30 mins weekly intervention time to work with underperforming children in their class of which PP children are some of the children. By the teachers delivering the intervention, they could also make links within the classroom. The Headteacher analysed this intervention. Teacher led literacy support and numeracy support focused on an identified group of underperforming pupils, including PP pupils and children that were both SEN and PP. These were some of the most vulnerable children in the school. The teacher led intervention work showed, for these pupils, that they made expected progress this year and did not underperform. They made a little more than expected progress in maths.	We will continue to use PP money next year to provide teacher led intervention work for our most vulnerable children.

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
Improved attendance of PP children	HT monitoring attendance half termly Half termly staff meetings 4 week support programme as required DASP attendance panel as required	Attendance of PP children did not improve from July '17 to July '18. Whole school PP attendance July '17: 95.8% Whole school PP attendance July '18: 94.6% When monitoring attendance, the HT assessed half termly patterns such as which days were the least well attended etc... Staff meeting discussions ensured that all staff were aware of vulnerable children's attendance. It should be noted that two PP children joined the school in March 2018 and were both persistent absences which affected data.	The school will continue to monitor the attendance of all pupils and, in particular, vulnerable pupils.	£2,400
Individual support	We use some PP money to support individual pupil's needs as they arise (e.g. accessing activities; nurture groups; ELSA support)	Money was used to support accessing activities as required.	This is essential to support PP children in particular need. This will continue next academic year.	

9. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.