

Pupil Premium Strategy Statement – Finstall First School

1. Summary information					
School	Finstall First School				
Academic Year	2018-19	Total PP budget	£25,000	Date of most recent Internal PP Review	Sept 2018
Total number of pupils	299	Number of pupils eligible for PP	6	Date for next internal review of this strategy	Sept 2019

2. Current attainment of pupils eligible for PP	
Based on Academic Year – 2017/18	
% achieving at Age Related Expectations or above in Reading.	11/13 = 84.6%
% achieving at Age Related Expectations or above in Writing.	10/13 = 76.9%
% achieving at Age Related Expectations or above in Maths.	11/13 = 84.6%
% making at least expected progress in Reading	12/13 = 92.3 %
% making at least expected progress in Writing	10/13 = 76.9%
% making at least expected progress in Maths	11/13 = 84.6 %

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Possible attachment issues for most of our disadvantaged pupils, which affects their concentration in lessons and can impact on their behaviour and their ability to form strong relationships.
B.	Poor social skills for a 1/3 of our disadvantaged pupils, which affects their ability to communicate with and collaborate with other pupils.

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
A.	Lack of stability at home for a very small number of our Pupil Premium pupils, which affects their concentration in lessons.	
5. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improved concentration in lessons in order to accelerate progress so that Pupil Premium children make at least expected and often better than expected progress.	A high % of PP children make at least expected progress and better than expected progress in R,W, M.
B.	Improved social skills and social interaction with other pupils so that PP children collaborate more effectively with other pupils and are involved in fewer incidents of poor behaviour.	PP children collaborate more effectively in lessons and are involved in reduced number of incidents of poor behaviour.
C.	Support from external agencies leads to improved stability at home.	As above for A and B.

6. 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					
i. Quality teaching for all					
Desired outcome	Chosen action /	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
Accelerated progress in Reading, Writing and Maths.	High quality differentiation, providing them with challenging, independent tasks.	Evidence from assessment information / observations / teacher knowledge.	Monitoring through observation, discussion and feedback. Support for staff to be provided by specialist Pupil Premium TAs. Ongoing tracking of assessment information. Professional development for staff on high quality 1 st teaching. Check for evidence of independent tasks - to raise self- esteem and promote inclusion – and appropriate level of challenge to develop, deepen and extend their learning.	KH, BB, SS	Half termly.

Total budgeted cost					£3,000
ii. Targeted support					
Desired outcome	Chosen action /	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
<p>For Pupil Premium children to make at least expected and possibly better than expected progress in R, W and M in order to close the gap between themselves and their peers from the same starting points.</p> <p>For PP children to attain at a level that is at least in line with age related expectations.</p>	<p>Employment of TAs /SSAs to deliver intervention groups.</p> <p>Employment of SSAs to provide 1:1 targeted support.</p>	<p>Intervention groups are used to target specific gaps in the children's learning.</p> <p>Evidence of positive impact from observing groups and ongoing analysis of attainment and progress data.</p> <p>Additional adults to provide specific targeted support with 1:1 or small group interventions to raise levels of attainment and achievement.</p>	<p>KH, BB and SS ensure that all staff are given planning and guidance on what they need to deliver the interventions successfully. They also monitor the effectiveness of these interventions through ongoing analysis of assessment data, children's work and conversations with teacher and TAs who are leading the interventions.</p> <p>As above.</p>	<p>KH BB SS</p>	<p>Interventions are reviewed termly. KH, BB and SS</p>
<p>Improved concentration, which will have a positive impact on progress and attainment.</p>	<p>Employment of SSAs to help to sustain concentration.</p>	<p>Additional adults to help children to independently sustain concentration for longer periods of time and to refocus children if they go off task.</p> <p>Evidence from termly observations, teacher discussion and from ongoing analysis of assessment information.</p> <p>Children to attend listening group.</p>	<p>Analyse data / talk to staff to see if improved concentration has had a positive impact on attainment and progress.</p>	<p>KH BB SS</p>	<p>Support is reviewed at least termly.</p>

Regular exercises and activities during the day to support two of our pupil premium children with their sensory processing difficulties.	Daily exercises recommended by the occupational therapist.	Regular exercises have been recommended by an Occupational therapist to support the children's sensory processing difficulties.	KH to ensure that the exercises are taking place regularly. Seek advice from the occupational therapist if needed.	KH S.S.A/ Class T.A	
Total budgeted cost					£22,000

7. Review of expenditure				
Previous Academic Year		2017-18		
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
Accelerated progress in Reading, Writing and Maths.	High quality differentiation, providing them with challenging independent tasks.	Almost all pupils made at least expected progress in Reading, Writing and Maths. Some pupils made better than expected progress in Writing (9.1%) and Maths (10%). The progress in pupil premium children is close to that of other pupils in the school.	We will continue with this approach. Specialist PP TAs to help Senior Leaders to monitor the progress of PP children and their provision and to provide further advice and support to Staff. We will also look carefully at the impact of the interventions on a regular basis by identifying aspects of the curriculum the children couldn't do prior to intervention and their achievements post intervention.	£3,000
i. 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
For Pupil Premium children to make at least expected and possibly better than expected progress in R, W and M in order to close the gap between themselves and their peers from the same starting points. For PP children to attain at a level that is at least in line with age related expectations.	Employment of TAs /SSAs to deliver intervention groups. Employment of SSAs to provide 1:1 targeted support.	Almost all pupils made at least expected progress in Reading, Writing and Maths. Almost all pupils were working at least at ARE by the end of 2017/18 and some children were working at Greater Depth in all 3 core areas. Attainment of pupil premium children in reading, writing and maths is close to that of other pupils in the school and in some year cohorts is often better.	Specialist PP TAs to help Senior Leaders to: <ul style="list-style-type: none"> • Measure the impact (in terms of pupil progress) of each separate intervention and change accordingly. • Check that all supporting adults (in intervention groups or providing 1 to 1 support) always know exactly what targets PP children are working towards. • Provide appropriate support to CTs and Supporting Staff. • Monitor progress of PP children particularly closely in Yr4. Aim to increase the % of children who make rapid progress.	£12,600

Improved concentration, which will have a positive impact on progress and attainment.	Employment of SSAs to help to sustain concentration.	Additional adults helped to sustain pupils' concentration for longer periods of time. Evidenced by termly observations, teacher discussion and from ongoing analysis of assessment information. Weekly Listening group helps to instil rules of good listening and can be used within the classroom. All staff received listening training from the NHS Speech and Language therapy service.	We will continue with this approach. PP TAs will help to monitor the impact of this provision and the Listening groups and will be able to provide additional support and advice to Staff.	£3,000
Improved Social skills in order to improve better relationships with their peers and better collaboration.	Social skills groups / Nurture groups Structured play at playtimes and lunchtimes.	Social Skills groups focused on helping children to improve relationships with other pupils e.g. to play games together successfully, taking turns, etc. Nurture group focused on improving pupils' emotional and social development, exploring such topics as trust, feeling safe and being listened to. Structured play at lunch-times reinforced work done in Social skills and nurture groups and helped targeted children to have happy, successful lunch times. Anger management sessions were used until Spring 2018 to help children to develop strategies when feeling angry. Incidents of unacceptable behaviour were reduced, as evidenced in the whole school behaviour log. The number of children with an Individual Behaviour Plan / Behaviour Chart was reduced.	We will continue with this approach. Ensure that staff have appropriate and up to date training. PP TAs to provide training and support if needed. Anger management sessions are going to be replaced by Thera-play for one of the Pupil Premium children on the recommendations of outside agencies. Nurture sessions will continue, if necessary, during the year.	£7,000

ii. 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
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8. Additional detail

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