****

**Pupil Premium Strategy Statement: Appletree Gardens First School 2018-2019**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Summary information** | | | | | |
| **School** | **Appletree Gardens First School** | | | | |
| **Academic Year**  (figures from Jan ’18 census**)** | 2018-19 | **Total PP budget** | £112,680 (full year) | **Date of most recent PP Review** | Mar 2016 |
| **Total number of pupils** | 297 (FT)  333 (inc PT) | **No. of pupils eligible for PP** | Nurs- 6 pupils  (R-Y4) 80 | **Date for next internal review of this strategy** | July 2019 |

Appletree Gardens ‘Pupil Premium Strategy Statement’ is guided by publications from DfE, John Dunford’s ‘10 points for PP Funding’, the Sutton Trust Social Mobility Report 2017 and the EEF ‘Toolkit for Teaching and Learning’.

Our families make up a very diverse community- socially, economically and culturally- with children from each IMD decile group. 64% of our children are from households in the IMD range 1 to 5 (Jan18). Average class size is 27 -slightly higher number of boys than girls**.** Larger than average primary. Pupil Premium- 24.6%; FSM- 13.8%; BME-10.21%; SEND-18.9% ; LAC-0.3%. There is an increased focus on improving outcomes for disadvantaged groups across school with a stronger emphasis on narrowing gaps between all children and PP children.

The % of FSM children is dependent on year group-Sept 2018 **; Y1- 22.7% (10) ; Y2-32.8% (20); Y3- 33.3%(20) and Y4- 21.4% (12).**

**3 Service children; Children with ‘post looked after arrangements’- 9**

**Attendance –HT-1 to 4 17/18 Whole school- absence = 4.2% Disadvantaged- FSM6 = 5.6% (Nat Pri-5.4%).**

**Nursery – Pupils eligible for EYPP- 14.6% (6) (**Jan ’18**)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Current attainment** | | | | | |
| Key Outcomes Summer 2018 | *Pupil eligible for PP funding* | | *Pupils not eligible for PP funding* | | ***Pupils not eligible for PP******(national average)*** |
| **Achieving a Good Level of Development at the end of the EYFS – FSM** | 83% | | 79% | | 72% |
| **Achieving at the expected standard in the Y1 phonics screener** | 88.2% | | 93% | | 82% |
| **End of Key Stage 1** | EXP+ | GDS | EXP+ | GDS | EXP+ |
| **Achieving expected standard or greater depth at the end of KS1: reading** | 75% | 35% | 74.4% | 43.6% | 76% |
| **Achieving expected standard or greater depth at the end of KS1: writing** | 60% | 20% | 74.4% | 28.2% | 70% |
| **Achieving expected standard or greater depth at the end of KS1: maths** | 65% | 10% | 79.5% | 30.8% | 76% |

|  |  |  |  |
| --- | --- | --- | --- |
| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | |
| **In-school barriers** | | | |
|  | | Wide range of abilities of PP children across school and their diverse needs.- need for differentiation, targeted interventions and support (staffing implications) | |
|  | | % of pupil premium children have difficulties with literacy including speech, language and communication; some with identified special educational needs | |
| **C.** | | Low pupil aspirations, self-esteem and resilience. PP children who require additional provision with personal welfare, behaviour and social skills to access learning. | |
| **External barriers** | | | |
| **D.** | | Lack of parental understanding/engagement with school/education for some PP children | |
| **E.** | | Social barriers - including lack of emotional and social skills; economic barriers including financial’ expenses- uniform, educational experiences such as trips, music lessons and participation in physical activities | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | To improve progress and attainment across school so that the proportion of PP (and other) children reaching age-related expectations or above increases. | | The school’s tracking system will show attainment and progress for each child and the cohort as a whole over the year.  Year-end outcomes will be comparable with those of other schools in Reception GLD, Year One (phonics screener) and Year Two (National, and the NTC September Data Pack). |
|  | Improve writing attainment across school through development of the second year of the Primary Writing Project | | PWP including Talk for Writing implemented across school Nursery to Y4.  Parent/carers informed of PWP and approaches to speaking, reading and writing in school. Increase % of support from home – completing homework, supporting reading at home. etc.  Target -100% of PP parents/carers to be informed/signed up for parental consultations and other events to support their child with literacy skills. |

|  |
| --- |
|  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Improve PP pupils’ social/emotional/mental development. | | | All PP children social/emotional/mental needs identified and monitored over the year.  A highly trained team of Senco and TA’s will to work effectively with pupils, parent/carers over the year to identify and support individual social and emotional needs. We will react to individual cases and support where needed.  Improve and extend provision – whole school scheme ‘Jigsaw – Mindful approach to PSHE’. Introduction of ‘Mindfulness’ to Y4 PP.  2 Staff trained in ‘Thrive’ (Jan 18) and scheme to be implemented across school.  Friendship/ Nurture groups, individual counselling initiated according to child need.  Counsellor employed 2x2hrs per week. | | | | | | | | |
|  | Wellbeing – Enrichment within and beyond the curriculum Physical including Outdoor Learning, Food and Healthy Eating. | | | SIP priority- develop school grounds through OPAL. Increase opportunities for both ‘free and structured apparatus. Develop creativity, imagination and stimulate pupils to increase learning. | | | | | | | | |
| 1. **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. | | | | | | | | | | | | |
| 1. **Quality of teaching for all – NB This is only a small selection of our teaching & learning strategies funded from our main school budget** | | | | | | | | | | | | |
| **Strategy Objective** | | **Specific Action /**  **approach** | **What is the evidence and rationale for this choice?** | | **How will you ensure it is implemented well?** | | | **Staff lead** | **Monitoring** | | **Cost** | |
| To improve progress and attainment across school so that the proportion of PP (and other) children reaching age-related expectations or above increases. | | 3 teachers per year group Y1 to Y3 – for Literacy and Numeracy -smaller targeted groups of similar ability pupils.  Interventions Lead TA L3 | All PP children will benefit from smaller classes for literacy and numeracy and additional TA support in targeted classes/sets with PP children. | | Progress and attainment of all PP children monitored through work scrutiny, PP meetings, discussion between staff, movement between classes/sets, discussion with parent/carers. | | | HT  Intervention Lead  TA  SENCO | Review each PP child, each half term. | | £60,000 per annum  TA Int Lead  £18,000. | |
| Reading Recovery Teacher (Y1&2) | Reading Recovery is a short-term intervention proven to improve reading of PP children in Y1 and Y2 | | Ongoing monitoring of children’s progress and attainment.  RR Teacher ongoing CPD and regularly observed by RR peers and external RR Mentor | | | Reading Recovery Teacher | Ongoing by internal RR link tutor and external RR Mentor | | RR training £1,500  Staffing additional 8,000 | |
| 2 additional part- time TA’s deployed to provide in class support and deliver appropriate interventions | Whole class teaching of PWP with additional TA support in class. | | Achievement and attainment will be monitored on a weekly basis during liaison time (FRI) -TA and Teacher  Targets will be adjusted to support individuals. | | | HT  SMT  Lit Lead Intervention Lead | Weekly discussions between TA and Class/Sets teacher | | 2 x L2 experienced  £20 000 | |
| Improve writing attainment across school through development of second year of Primary Writing Project (PWP) | | PWP including Talk for Writing implemented across school Nursery to Y4.  PP parents/carers to be informed/signed up for parental consultations and other events to support their child with literacy skills. | PWP a proven and successful approach to improving writing in primary schools. | | Parent/carers informed of PWP and approaches to speaking, reading and writing in school. Increase % of support from home – completing homework, supporting reading at home. etc.  Complete second year of PWP Whole School training | | | SMT | On an ongoing basis & following evaluation of data at the end of each half  term | | £4,500  Plus supply costs- £2,000 | |
| Good and outstanding first quality teaching. Every lesson will impact directly on PP. | | Regular staff training on improving practise- particularly on feedback and self regulation.  Specific training on PWP Talk for Writing.  Increase staff awareness of all PP children across each year group in each class/set. | ALL pupils across school will benefit from teachers’ increased knowledge & skill.  All PP children identified through plans and other discreet methods so able to access maximum teacher/TA support and input. | | Monitoring and evaluation of impact through-  teaching observations, planning & book scrutinies.  Discussions with pupils, parents/carers & staff. | | | HT  SMT  SENCOs | On an ongoing basis & following evaluation of data at the end of each half  term | | Staff release time  £5,000  Specific Training packages  £2,000 | |
| Development of Learning To Learn Techniques | | 1 day ‘Positively Mad- Creative Learning Experience  Y1 to Y4  and Staff training. | 2nd L2L day (2017) Positive impact on pupils observed. | | Staff training. Expectation of L2L obvious in classrooms, books and during lesson observations. | | | HT  SMT | Class monitoring  environment | | £3,000  Inc resources provision | |
| Improve PP pupils’ social/emotional/  mental health and physical development. | | Improve and extend provision - ‘Jigsaw – Mindful approach to PSHE’.2 Staff trained in ‘Thrive’ (Jan 18) and scheme implemented across school.  Friendship/ Nurture groups, individual counselling initiated on child need.  Whole school CPD termly basis. Parent/carers informed | Evidence from EEF that increased self esteem, improved mental health and building resilience can help improve a child’s | | All children assessed before and after SME intervention. Senco monitors delivery of intervention.  Senco monitors data results.  Groups of children changed half termly. | | | SENCO  InterventionLead  HT | Assessment of pupils SME needs.  Discussion at PP meetings half termly | | | TA release  Approx. £5,000  SENCo additional hours £4,000  2x 0.5 Counsellor  £4,000 |
| Wellbeing – Enrichment within and beyond the curriculum Physical including Outdoor Learning, Food and Healthy Eating. | | Adopt the OPAL Primary Programme  Introduction of 2 year plan for development of school grounds. | Improved play opportunities contribute positively to children’s SEM and physical health. | | Development Group working with OPAL consultant lead whole school change to outdoor play /area. | | | OPAL consultant  HT  Development Group. Staff training, Parent/  Carer contribution. | 8 workshops and training across 1 or 2 years. | | | £2,150  Resources £2,000 |
| **1.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?** | | |
|  | |  |  | | |  |  | | | Ongoing & at half termly meetings pupil progress meetings  Additional TA support for pupils:- review through Performance Management | | |
| All PP children are supported effectively in order to allow them to make good progress whatever their starting points. | | Tailored interventions to ensure targeted, focused and  challenging input for PP pupils, based on their current needs & updated regularly..  Close monitoring of progress of PP pupils | Pupils benefiting from one to one or group work sessions from well-trained TA’s have attained well & made good progress in relation to their starting points. Class teachers & TAs will liaise regularly and share outcomes and programmes in regular staff meetings & on a daily basis. Use research-based interventions to impact on pupils’ knowledge and skills. | | | Monitor interventions and levels of progress to ensure effectiveness of input. Members of staff work together to provide opportunities to share progress, problems, ideas, etc.  Half-termly data scrutiny and Progress meetings. | Intervention Co-ordinator (CC) with Senco and DHT | | |
| More able PP children are targeted in writing effectively in order to allow them to progress whatever their starting points, to reach higher levels. | | Early identification of potential and MA PP’s.  MA PPs provided with targeted support and opportunities to challenge and raise expectations | Smaller % of PP children reach Greater Depth and/or S+ levels in Target Tracker for writing | | | Monitor interventions and levels of progress to ensure effectiveness of input. Members of staff work together to provide opportunities to share progress, problems, ideas, etc.  Half-termly data scrutiny and Progress meetings. | MA Lead teacher and DHT | | | Each half term  Full review of impact- end of academic year | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Review of expenditure** | | | | |
| **Academic Year** | | **2017-2018 allocation (full academic year) £127,595** | | |
| 1. **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** |
| Good and outstanding first quality teaching every lesson will impact directly on PP. Increased staffing to support 3 sets across Y1 to y4 for literacy and numeracy | Staff training on outstanding practice.  Smaller sets. | All lesson observed were good or outstanding.  Impact was positive –  Early years GLD- 2017-74% to 2018- **80%**  Y1 Phonics – 2017-84.2% ; 2018- **92%** KS1 SAT’s(All)   |  |  |  | | --- | --- | --- | | Exp | 2017 | 2018 | | Reading | 81% | 74.6% | | Writing | 75% | 60% | | Maths | 75% | 65% |   More Dis children achieved Greater Depth  in R&W than previous year,   |  |  |  | | --- | --- | --- | | Dis at GDS | 2017 | 2018 | | Reading | 27% | 35% | | Writing | 9% | 20% | | Maths | 18% | 10% | | Increased staff awareness of PP children ensured that the children were supported within lessons and challenged appropriately. Early intervention with targeted groups ie Y1 phonics from January onwards  Dyslexia Friendly School Awarded | Staffing-  £120 0000  Dyslexia Award registration and training £500 |
| Increase in training for research based interventions  ie Reading Recovery | Reading Recovery teacher for Y1 and Y2 PP children | 8 children were given access to Reading Recovery – 7/8 made more than expected progress in reading. All RR Y1 children passed Phonics screener. | Extend RR teaching to more children outside of the small group targeted. Share RR good practice with all TA’s who can implement | £5,000  Plus staffing costs ; supply cover  £1,000 |
| Increased levels of support/ parental contribution to pupil learning outcomes. | Embed good practise of the LLPA award involving parent/carers. | Increased level of parental/carer involvement. High take up of Parent/carer consultations.  Increase in % of homework , PE kit etc | Individual positive 1:1 contact is needed more often to engage parent/carers. They respond well to personal approach.  Further analysis of Parent/carer response to school events needed to further . Will continue to embed LPP strategies. |  |
| **Targeted support**   1. **£9,650** | | | | |
| **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** |
| All PP children attain well & make good progress in relation to their starting points. | Individual support  For PP children. | The particular needs of each pupil within these groups were met to a greater degree than before due to the emphasis on support & challenge for PP children.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | PROGRESS  EXP + | Y1 +5 | Y2 +6 | Y3 +6 | Y4 | | R | 76.3% | 74.6% | 86.7% | 86.7% | | W | 89.9% | 71.2% | 96.7% | 96.7% | | M | 83.2% | 88.1% | 93.3% | 93.3% | | The role of the Interventions lead, SENCo and TAs under the leadership of the PP teacher.  In 2018-19 a Nurture staff team will focus planning, delivery & evaluation of input in a more targeted way. | Staffing  £120,000 |