**Pupil Premium Strategy Statement: Appletree Gardens First School **

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| 1. **Summary information** | | | | | |
| **School** | Appletree Gardens First School | | | | |
| **Academic Year** | 2017-18 | **Total PP budget** | £127, 580 (full year) | **Date of most recent PP Review** | Mar 2016 |
| **Total number of pupils** | 288 (237 YR-Y4 & 51 in YN) | **No. of pupils eligible for PP** | (R-Y4)  (84 FSM +FSM 6; 8 post LAC; 5 service children) | **Date for next internal review of this strategy** | Sept 17 |

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 (Jan17). Average class size is 27 -slightly higher number of boys than girls**.** Larger than average primary. Pupil Premium- 30 %; FSM-17%; BME-13%; SEND 19.71%; LAC 1.18%. 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 2017 **; Y1- 28.8% (17) ; Y2- 29.8% (17 ); Y3- 26.8%(15) and Y4- 26.7% (16).**

**5 Service children 8 Post adoptive.**

**Attendance –HT-1to4 16/17 Whole school- absence = 3.6% Disadvantaged = 3.8%**

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| 1. **Current attainment** | | | |
| Key Outcomes Summer 2016 | *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** | 60% | 81% | % |
| **Achieving at the expected standard in the Y1 phonics screener** | 82% | 82% | % |
| **Achieving expected standard or greater depth at the end of KS1: reading** | 91% | 85.1% | 78% |
| **Achieving expected standard or greater depth at the end of KS1: writing** | 72% | 85.7% | 70% |
| **Achieving expected standard or greater depth at the end of KS1: maths** | 81% | 83.7% | 77% |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | | | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | | | | | | |
|  | | 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 and language and communication some with identified special educational needs | | | | | | | |
| **C.** | | Raising pupil aspirations,self esteem and resilience. Supporting those PP children who require additional support 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 – ensuring more parents engage with the school, including parent workshop events, reading weeks and parents/carer’ consultations | | | | | | | |
| **E.** | | Social/Economic - Support for some ‘financial’ expenses- uniform; educational experiences such as trips, music lessons and participation in physical activities, out of school care and lack of emotional and social skills. | | | | | | | |
| 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 (Data Dashboard and the NTC September Data Pack). | | | | |
|  | Improve writing attainment across school through implementation of PWP (Yr1) and Elklan Rec NELI project | | | | Staff in Reception trained in Elklan NELI language and intervention programme.  PWP including Talk for Writing implemented across school Nursery to Y4.  All 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 including 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. Improve and extend provision – whole school scheme ‘Jigsaw – Mindful approach to PSHE’.  2 Staff trained in ‘Thrive’ (Jan 17) and scheme implemented across school.  Friendship/ Nurture groups, individual counselling initiated on child need. | | | | |
| 1. **Planned expenditure** | | | | | | | | | |
| **Academic year** | | | **2017-18** | | | | | | |
| 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** | | | | | | | | | |
| **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?** |
| Support across school – teacher and TA- to cover the range of PP children from SEN to MA | | | 3 teachers per year group – smaller targeted groups of similar ability pupils.  TA’s deployed to provide in class support and deliver appropriate interventions | All PP children will benefit from smaller classes for literacy and numeracy and additional TA support in targeted classes/sets with PP children. | | 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  T  TA  SENCO | Review system in July |
| Good and outstanding first quality teaching every lesson will impact directly on PP. Additional teachers to support sets. | | | Regular staff training on improving practise- particularly on feedback and self regulation 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 |
| Improve PP pupils’ social/emotional/mental health and development. | | | Introduction of Jigsaw and Thrive. | Evidence from EEF that increased self esteem, improved mental health and building resilience can help improve a child’s | | 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 | | SENCO  Interventions Lead  HT |  |
| Increased levels of support/ parental contribution to pupil learning outcomes. | | | Embedding LPPAward | Limited support from those hard to reach parent/carers which affects pupil attitude to learning – unable to contribute, to school equipment ie PE kit Non-attendance at parent/Carer consultations, No homework | | TA’s Performance Management target;  All p/c to attend | | SMT | As above & following lesson observations, learning walks, planning & book scrutinies, etc. |
| **(including staffing on costs**  **Learning to Learn strategies/ Self regulation/ Staff training )**  **Jigsaw resources**  **Thrive**  **Total budgeted cost** | | | | | | | | | £104,795  £3,000  £2800  £3,500  £114, 095 |
| 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 an 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. | Interventions Co-ordinator (CC) with Senco and DHT | |
| More able PP children are targeted effectively in order to allow them to make good or better progress whatever their starting points, to reach higher levels. | | | Early identification of potential and MA PP’s.  MA PPs provided with additional support and opportunities to challenge and raise expectations | Smaller % of PP children reach Greater Depth and/or S+ levels in Target Tracker. | | 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  Supply/release time  £1,500 |

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| 1. **Review of expenditure** | | | | |
| **Academic Year** | | **2016-2017allocation (full academic year) £119,380** | | |
| 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 practise including training for ‘Dyslexia friendly school award’.  Smaller sets. | All lesson observed were good or outstanding.  Impact was positive –  Early years GLD2016-67% to 2017- 74%  Y1 Phonics – ‘16-79% to 84.2% ‘17and KS1 SAT’s   |  |  |  | | --- | --- | --- | | Exp | 2016 | 2017 | | Reading | 79% | 81% | | Writing | 63% | 75% | | Maths | 66% | 75% |   More Dis children achieved Greater Depth than previous year,   |  |  |  | | --- | --- | --- | | Dis at GDS | 2016 | 2017 | | Reading | 0% | 27% | | Writing | 0% | 9% | | Maths | 15% | 18% | | 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 | Staffing-  £127,595  Dyslexia Award registration and training £500  Phonics groups  Staffing  Resources £500  Resources300 |
| Increase in training for research based interventions  Ie Reading Recovery | Introduce 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. | LPPA  £2,200  Supply  3xdays for lead-£450  **Total**  **£9,650** |
| **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. |  | Outcomes for PP children varied between year groups because of the very different nature of each cohort. 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. | The role of the Interventions lead and Senco TAs under the leadership of the PP teacher. In 16-17 a Nurture Team will focus planning, delivery & evaluation of input in a better targeted manner. | 0.4 x £16,000 TAs. Reading Recovery  Teacher trained and set up |