

Pupil premium 2017-18 strategy statement

1. Summary information					
Milborne First School					
Sept 2017 to July 2018		Total PP budget	£10,450	Date of most recent internal PP Review	October 2017
Total number of pupils	76	Number of pupils eligible for PP	8	Date for next internal review of this strategy	July 2018

Our internal tracking systems track progress through a tracking point system. We view 3 points progress as good progress

2. Current attainment (pupil premium children 2016-17)		
	Pupils eligible for PP	Pupils not eligible for PP
% achieving ARE in reading, writing and maths		%
Progress in reading	3.6	3.3
Progress in writing	3.6	3.4
Progress in maths	2.9	3.1

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Access to after school clubs/care due to family background /circumstance
B.	Poor self esteem
C.	Poor language skills
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Low attendance

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To make three points progress in Reading, Writing and Maths	Measure year by year progress points but also % at Y2 achieving ARE from Expected in Reception
	Attendance is at least 95% and/or no unauthorised	

B.	To increase % of those who are ARE to greater depth	Greater % of PP children achieving greater depth by end of Year 2, end of Year 4
	Attendance is at least 95% and/or no unauthorised	
C.	Attendance is at least 95% and/or no unauthorised	Improved attendance of PP children (greater than 95%)
	To make three points progress in Reading, Writing and Math	

5. 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.

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?
Increase % of outstanding lessons observed in Literacy and Numeracy	Power Write Talk for writing Metacognition Singapore Maths	Literacy- to continue to develop the talk for writing work that has taken place and to link with parents. children have more time in lessons for extended writing Numeracy- we believe that the Pedagogy of Singapore maths will support children's learning and understanding. Staff have had and continue to have staff training in this area and are constantly developing their skills set further and this should in turn increase the % of outstanding lessons	School lead Literacy coord Guy Claxton training school to school support	SH AA KY	Book scrutiny monthly Lesson observations DASP and GTAT moderation of Literacy and Numeracy
Make more lessons active and engaging	Active Literacy Singapore Maths Fit Friday Walk and talk	PE conference - evidence that children who are active learn better and those who have been active continue to learn better even when not active		AA AA JW JW	

Total budgeted cost

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?
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To improve basic spelling so that they are ARE	Read write Inc Spelling	Data review shows that poor spelling is an area that holds children back from achieving ARE	Teacher to visit and work with school already doing this allow time for staff training and staff meeting time to share with staff TA training	KY All staff TAs	Termly reviews and individual logs of children receiving this intervention
To improve attitude to school and learning	Growth mindset I can problem Solve	In assessments of pupil voice and attitudes to learning, school and self this was deemed an area for development for a small group	TA delivers this to Reception class	AA	Review attitudes to learning through pupil questionnaire This will be reviewed formally in July 2018 and if appropriate rolled out to other classes.
Improve reading and comprehension standard	Lexia	Comprehension and vocabulary has been highlighted as a weaker area	Targeted individual children have access to Lexia programme which is IT based. this is self correcting and moves from one level to the next as appropriate developing reading speed, vocabulary and comprehension	all staff	Termly through pupil Tracker and monitoring through pupil progress meetings by HT
improve % of attendance	Monitoring Fine implementation	Some attendance below expected levels	Report to Governing body through HT report Monthly review of all attendance Monitoring meeting with Attendance team from County Work with DASP attendance panel	SH BH	Monthly and at end of year JULY 2018

Total budgeted cost

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 develop confidence increase self esteem	Drama lessons ELSA support	To establish talk for writing and give ideas through drama to improve writing		SH TD	Termly
To self regulate emotions	Mindfulness classes	To enable children to manage their emotions and gain an understanding of themselves. To be able to experience a moment in time and observe it fully	Class teachers will be involved in sessions thus gaining CPD sessions are planned for staff and parents so we hope this will be sustained in future years but also developed further at home	SH	July 2018 as planned for Spring term

Total budgeted cost

6. Review of expenditure																
Previous Academic Year		2016-17														
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												
<p>Increase in percentage of outstanding lessons observed</p> <p>All PP children to make progress at least in line with non PP children at same starting point.</p> <p>Target to accelerate progress to close any gaps.</p> <p>PP who are prior high attainers to achieve greater depth</p> <p>Teaching a mastery curriculum</p> <p>Confidence in maths problem solving</p>	<p>children targeted within lessons. High expectations by teacher and at least same end of year target as non PP</p> <p>Maths No Problem Mastery maths scheme</p>	<p><u>Whole School Progress Sept 2016 to July 2017</u></p> <table border="1"> <thead> <tr> <th>Summer 2017</th> <th>Pupil Premium (APS)</th> <th>Non Pupil Premium (APS)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>3.6</td> <td>3.3</td> </tr> <tr> <td>Writing</td> <td>3.6</td> <td>3.4</td> </tr> <tr> <td>Maths</td> <td>2.9</td> <td>3.1</td> </tr> </tbody> </table> <p>Achieved target in reading and writing.</p> <p>Prior High Attainers</p> <p>lesson observations show reasoning skills and confidence improved</p> <p>Pupil survey and lesson observations show children enjoy maths (KS1)</p>	Summer 2017	Pupil Premium (APS)	Non Pupil Premium (APS)	Reading	3.6	3.3	Writing	3.6	3.4	Maths	2.9	3.1	<p>Maths No Problem will continue to be used across KS 1</p> <p>Begin to introduce some elements of the Singapore style maths learning into reception class</p> <p>KS 2 mixed age class to begin to use Maths No Problem textbooks and lessons following visits to another school.</p> <p>Maths will be a focus with training in school and visiting other schools to improve mastery maths teaching and learning. (DASP)</p> <p>Teachers in school will provide training to other DASP teachers through meetings and observations.</p> <p>Measurable impact on KS 1 maths confidence.</p> <p>Focus on using Maths journals for evidence and to extend children to greater depth.</p> <p>Look at timetabling to enable quick intervention for those who need support before moving on to the next lesson.</p>	
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<p>Improve reading and comprehension standard</p> <p>reading age progress above average</p> <p>Correct phonic phase for age</p>	<p>Lexia reading app</p>	<p>Reading progress above non PP children progress</p> <p>All PP except SEN children are in correct phonic phase</p>	<p>Difficulty with timetabling Lexia use in school so timetable being reviewed.</p> <p>Not all parents support children in using the app at home.</p>													
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PP children below ARE to make increased progress and move towards ARE. PP who are prior high attainers to achieve greater depth	small group targeted support in morning club, literacy and maths	All PP children made more progress in reading and writing than non PP.	Previously children attended in blocks of 6 weeks. All PP children will now be offered the before school club all year.	
To develop confidence increase self esteem	Drama lessons ELSA support	Impact difficult to assess so data was used from SPTO which showed progress above non PP in reading and writing	Review take up of after school drama club by PP children. online questionnaire for 'soft data' introduced to measure future impact ELSA will continue	

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk