

Archibald First School:2015-2017 Pupil Premium Strategy Statement: substantially revised May 2017

1. Summary information			
Total number of pupils	353 in September 2016	Number of pupils eligible for pupil premium funding	50 (14% of total on roll) 3 of the 50 (6%) are on the SEND register.
Number of pupil premium children in each year group: Nursery = 11 Reception = 5 Year 1 = 9 Year 2 =10 Year 3 =13 Year 4 = 13 Armed forces=1			
Total pupil premium budget:	£68,640	Amount per pupil: Yrs 1 to 4 =£1,320 Early Years & armed forces children=£300 LAC=£1,900	
Date of internal half termly reviews: 4/10/16, 9/12/2016, 10/2/17, 31/3/17, 19/5/17 & 7/7/2017			
Green = school above the national attainment figures for other pupils (not disadvantaged). Red = below			
2. Early years' pupil premium children achieving a Good Level of Development (reception class) and achieving the expected standard in the phonics check in 2016			
	<i>Attainment</i>	<i>National average for others</i>	<i>Difference</i>
% achieving a Good Level of Development (GLD)	50% (4 of 8 FSM children)	72%	- 22%
% achieving the expected standard in the Year 1 phonics check	78% 7 of 9 children	83%	- 5%
% achieving the expected standard in phonics by Year 2	100% All children	93%	- +7%
3. End of Key Stage 1 (Year 2) June 2016 Attainment Figures			
	<i>Attainment of our Year 2 pupil eligible for pupil premium funding. - 13 pupils</i>	<i>National averages for others</i>	<i>Difference %</i>
% reaching expected standard in reading	77%	78%	- 1%
% reaching a high score/working at greater depth in reading	15%	27%	- 12%
% reaching expected standard in writing	54%	70%	- 16%
% reaching a high score/working at greater depth in writing	8%	16%	- 8%
% reaching expected standard in maths	54%	77%	- 23%
% reaching a high score/working at greater depth in maths	8%	20%	- 13%
% reaching expected standard in science	85%	85%	Same

4. Barriers to future attainment for pupil eligible for pupil premium funding in 2016-2017

A.	Many of the pupil premium children are below age related expectations when they start school and have poor language and communication skills.
B.	Low aspirations of some pupils and their parents.
C.	Some parents do not support home learning well eg do not hear their children read.
D.	Pupils are not resilient, independent learners and this affects their progress.

5. Outcomes and success criteria for summer 2017

A.	Early Years: There are 5 children in receipt of pupil premium funding; 80% 4 of 5 children to achieve a Good Level of Development. 87% of the cohort to achieve a Good Level of Development.
B.	Year 1 phonics screening: 78% of the pupil premium children (7 of 9) to pass the phonics test. 85% of the cohort to pass the phonics test. The 2016 pass rate was for non-PP was 83%.
C.	End of KS1 (Year 2): Reading 80% 8 of 10 of the pupil premium children to achieve the expected standard. Cohort = 88% Writing 70% 7 of 10 of the pupil premium children to achieve the expected standard. Cohort = 84% Maths 70% 7 of 10 of the pupil premium children to achieve the expected standard. Cohort = 85%
D.	KS2 (Year 4): Reading 100% of the pupil premium children to achieve the expected standard. Cohort = 100% Writing 100% of the pupil premium children to achieve the expected standard. Cohort = 97% Maths 100% of the pupil premium children to achieve the expected standard. Cohort = 95%
E.	To ensure all of our most able pupils, including our pupil premium children make good progress so a higher percentage exceed age related expectations by the end of KS1. Reading = 20% Cohort target = 40% Writing = 20% Cohort target = 28% Maths = 20% Cohort target = 30%

7. Planned expenditure 2016-2017

i. Quality of teaching for all: to maintain our 100% record of good and outstanding teaching.					
Desired outcome	Actions	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	Impact
1) Ensure all teachers and teaching assistants have high expectations about the progress and attainment of pupil premium children, so they stretch and challenge them appropriately.	<ul style="list-style-type: none"> * Pupil premium children to be identified on staff planning, with interventions identified on provision map. Impact of interventions carefully monitored every half term. * CPD for new teaching assistants to ensure effective use of existing programmes continues. Actions for summer term * Continue to systematically monitor the effectiveness of teaching, learning and interventions * Continue to up skill our teaching assistants eg SEND consultant to deliver INSET, level 2 ASD training and in-house Lexia training. 	A shared vision for all children to reach their full potential.	<ul style="list-style-type: none"> • QA planning records • Book scrutinies • Learning walks • Planning and progress meetings 	SLT	<u>April 2017</u> All lessons graded good or outstanding.
2) All teachers and TA's have a performance management target linked to pupil premium, SEND or most able outcomes.	<ul style="list-style-type: none"> * Performance management targets linked to pupil outcomes agreed by end of Oct for teachers and November for TA's. Actions for summer term * Continue to review performance management targets, linking them closely to pupil premium /SEND targets. 	Attainment for pupil premium children in year 2 achieving Greater Depth Standard was below 2016 national average.	HT and performance management governors to QA.	HT & governors	<u>April 2017</u> Performance management targets have helped the school raise staff expectations.
3) Further improve the quality of marking so it impacts strongly on the attainment and progress of ALL pupil premium children.	<ul style="list-style-type: none"> * Quality assure marking and feedback. * Maths marking and feedback challenges based on performance within the lesson to further improve stretch/challenge for more able. * Teachers to check that all children respond to teacher feedback comments and that the wording clearly explains how pupils need to improve their work. * SLT will continue to monitor children's response to written and verbal feedback. Actions for summer term * Further develop pupils' self-reflection skills. * Pupil survey on marking and feedback. 	To ensure ALL can make good progress It is essential that our children know what they do well and how to improve their work.	Book scrutinies by SLT and Staff	All teachers SLT to QA	<u>April 2017</u> Book scrutinies show that next steps marking is developing well and impacting on strongly on pupil progress.
Total budgeted cost					£640

ii Targeted support for pupil premium children to enable them all to achieve well.

Desired outcome	Actions	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	Impact
EARLY YEARS 80% of pupil premium children to achieve a Good Level of Development (GLD)	<ul style="list-style-type: none"> * Provide literacy and maths challenge areas in EYFS unit and ensure all pupil premium children access these during independent play. * Provision mapping and personalised action plans for pupil premium children who need extra support to achieve GLD. * Continue to develop existing good relationships with parents to ensure they know how to support and challenge at home. <p>Actions for Summer Term</p> <ul style="list-style-type: none"> * Work closely with Year 1 staff to share information and ensure shared high expectations continue. * EYFS moderator and LA EY's consultant to QA assessment. 	Pupil premium attainment outcomes below national others in 2016.	Monitor carefully and review progress and attainment every half term.	Early Years Leader & SLT	April 2017 4 of 5 (80%) on track to achieve GLD.
PHONICS 78% of pupil premium children to pass the phonics test in 2017.	<ul style="list-style-type: none"> * Intensive daily phonics support for this group delivered by literacy TA and /or class 1 teacher. Read Write Inc and Phonic books purchased. <p>Actions for Summer Term</p> <ul style="list-style-type: none"> * Head teacher, deputy head and KS1 HLTA to deliver extra targeted support and interventions (RWI, Lexia, phonics, focus groups). * Involve parents in helping their children to learn tricky words etc. 	Year 1 PP phonics test results 5% below national others.	Check that pupil premium children know their phase 3/4 phonics and can apply them confidently.	Year 1 teachers	April 17 - Number of high frequency words/sounds known has increased. 78% of PP children on track to pass Year 1 phonics test.
MATHS End of KS1 70% of pupil premium children to achieve expected standard. End of year 4 (KS2) 100% of pupil premium children to achieve expected standard.	<ul style="list-style-type: none"> * White Rose maths framework piloted by one member of staff in each year group (Reception to Year 4). * Maths intervention plans address gaps in learning identified by assessment. * Key maths skills taught in a systematic way every day. * Partnership and LA moderation meetings to QA assessment. * Targeted interventions for pupil premium children at risk of not reaching their challenging targets. <p>Actions for Summer term</p> <p>Maths leader to provide INSET to ensure all staff are ready to fully implement the White Rose maths framework in September 2017.</p>	The attainment of pupil premium children from Year 1 to Year 4 in maths, is lower than that of non-pupil premium peers.	<p>Challenging performance management targets, learning walks and workbook scrutinies.</p> <p>Planning, progress and moderation meetings.</p>	Maths Leader & SLT	<p>April 17 Accurate assessment.</p> <p>KS1 7 of 10 PP pupils on track to achieve expected standard.</p> <p>KS2 13 of 13 PP pupils on track to achieve expected standard.</p>

<p>WRITING</p> <p>End of KS1 70 % of pupil premium children to achieve expected standard.</p> <p>End of year 4 (KS2) 100% of pupil premium children to achieve expected standard.</p>	<p>* Action plans and interventions for children at risk of falling behind.</p> <p>* Introduction of non-negotiable skills for writing, implemented across the curriculum.</p> <p>Actions for Summer Term</p> <p>* Maintain a strong focus on writing, ensuring at least once every two weeks pupils in Years 1 to 4 produce a significant piece of extended writing during literacy or cross curricular sessions.</p>	<p>To ensure pupils are confident communicators and achieve high level writing standards across the curriculum.</p>	<p>Lesson observations</p> <p>Book scrutinies</p>	<p>Literacy I Leader, & SLT</p>	<p>April 17</p> <p>KS1 7 of 10 PP pupils on track to achieve expected standard.</p> <p>KS2 13 of 13 PP pupils on track to achieve expected standard.</p>												
<p>READING</p> <p>End of KS1 80 % of pupil premium children to achieve expected standard.</p> <p>End of year 4 (KS2) 100% of pupil premium children to achieve expected standard.</p>	<p>* Purchase extra high quality guided reading books for all abilities and additional books for the school library.</p> <p>* Adult readers trained to provide strong support, particularly for pupil premium children whose parents do not hear them read frequently at home.</p> <p>* Targeted interventions eg Lexia, 1 to 1 phonics, Toe by Toe.</p> <p>Special Educational Needs Adviser provides advice on how to support dyslexic children well.</p> <p>Actions for Summer Term</p> <p>* Reading book stock check and new books purchased to encourage all to develop a love of reading.</p>	<p>To ensure pupils are confident, fluent readers.</p>	<p>Lesson and intervention observations</p>	<p>Literacy Leader & SLT</p>	<p>April 17</p> <p>KS1 8 of 10 PP pupils on track to achieve expected standard.</p> <p>KS2 13 of 13 PP pupils on track to achieve expected standard.</p>												
<p>MOST ABLE</p> <p>All of our most able pupils, including pupil premium children to make good progress so a higher percentage exceed age related expectations by the end of KS1.</p>	<table border="1"> <thead> <tr> <th>TARGETS</th> <th><u>Pupil Premium</u></th> <th><u>Whole cohort</u></th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>20 %</td> <td>40%</td> </tr> <tr> <td>Writing</td> <td>20 %</td> <td>28%</td> </tr> <tr> <td>Maths</td> <td>10 %</td> <td>30%</td> </tr> </tbody> </table> <p>Actions for Summer Term</p> <p>* Additional guided reading sessions for most able pupils (TA and class teachers)</p> <p>* Rearranged support in the maths session to target most able pupils within set 1.</p> <p>*Increased challenges / extension activities in Set 1 maths</p> <p>*Increased teacher support within writing.</p>	TARGETS	<u>Pupil Premium</u>	<u>Whole cohort</u>	Reading	20 %	40%	Writing	20 %	28%	Maths	10 %	30%	<p>To ensure our most able children achieve their full potential and are well prepared for KS2.</p>	<p>Lesson and intervention observations</p>	<p>HT</p>	<p>April 17</p> <p>20% of pupil premium children on target to reach the higher threshold in reading, writing and maths</p> <p>Cohort % = 40% reading, 28% writing and 30% maths</p>
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Reading	20 %	40%															
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Total budgeted cost =					£60,000												

iii Other approaches to raise the attainment and progress of pupil premium children.					
Desired outcome	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact
Parents better able to support learning at home.	<ul style="list-style-type: none"> * Discuss with PP parents' ways we can help them to support their children's learning at home. * Numeracy and literacy workshops to show parents how to support home learning. Personal invitations for hard to reach parents. * Toddlers, Tales and Tunes workshops run by our Family Support Adviser to develop our youngest children's social and communication skills. * Positive parenting classes and emotional wellbeing course organised by our Family Support Adviser. 	Increased parental support will lead to increased progress and attainment	<p>Frequency that parents hear their children read evidenced in homework diaries.</p> <p>Keep records of the number of parents attending parents' evenings.</p>	HT and class teachers Family Support Adviser	Our parents are encouraged and supported to be actively involved in their children's learning at home.
Remove the financial barrier to pupils accessing quality enrichment that enhances learning opportunities.	Paying for children to attend educational visits and theatre trips to inspire and enhance communications, writing and humanities progress. Also fund weekly music tuition, football coaching and other sporting activities before and throughout the day.	Paying for these things might be a barrier to them accessing them	Check enrichments are impacting on pupil outcomes by looking at the quality of work produced after visits and trips.	HT	Financial barriers removed
Provide high quality enrichment opportunities to inspire all pupils to aim higher.	<p>Visits from authors, theatre companies, primary ICT consultant, athletes, artists and employers to provide exciting learning experiences to encourage all children to aim high.</p> <p>Visit to North East Science Fair and universities.</p> <p>Special STEM days to provide science, technology, engineering and maths challenges and career information.</p> <p>During Book Week parents who are illustrators and authors come into school to talk about their jobs.</p>	Some of our pupil premium children have low aspirations.	<p>Plan quality opportunities.</p> <p>Invite feedback from children.</p> <p>Monitor evaluations from staff/pupils.</p>	SLT	Equality of access provided. Children inspired to achieve at the highest levels. Children are aware of possible future careers.
Total budgeted cost					£8,000

7. Review of expenditure				
Previous Academic Year		2015-2016 Pupil premium grant = £77,880		
Targeted support for pupil premium children.				
Desired outcome	Actions	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
EARLY YEARS Improve speech, language and communication skills in EYFS.	Employing an additional teaching assistant for 15 hours per week to support EYFS children. Targeted support. Pyjama Drama to promote CL Focus children on all planning Action plans to support slow/non-moving pupils.	All children in receipt of pupil premium funding made at least good progress from their individual starting points and 89% made better than expected progress in reading and writing and 78% made better than expected progress in mathematics.	Will be continued.	£2,000
READING Provide access to high quality reading materials and ensure regular reading habits develop.	Read, Write Inc, 1-1 phonics tutoring resources purchased Low ability/high interest reading books and library books audited purchased. Increased staffing to provide 1-1 phonics Lexia online to use at home I-pads and associated APPs	90% of pupil premium children in Years 1 to 4 made at least expected progress in reading.	Further reading resources to be purchased.	£7,000
WRITING Provide experiences within our curriculum to inspire pupils and enhance writing progress. Specific non-negotiable end of year targets identified for each year group	On-line teaching resources purchased to support access at home. I-pads and associated APPs Rapid Writing resources renewed Story teller sessions to inspire Visitors in/trips out to engage all children CPD for teaching staff to deliver high quality SPAG sessions.	90% of pupil premium children in Years 1 to 4 made at least expected progress in writing.	Continue to monitor the effectiveness of existing provision, adapting to meet the needs of individual pupils.	£630 i-pads (Part of reading expenditure)

<p>MATHS Improve basic maths skills.</p> <p>Specific non-negotiable end of year targets identified for each year group</p>	<p>Maths lead attended 2 day training</p>	<p>90% of pupil premium children in Years 1 to 4 made at least expected progress in maths.</p>	<p>New maths strategies are needed to ensure all pupils reach age expected standards.</p>	<p>£350</p>
<p>OTHER Contribution towards, well-being, safeguarding (incl FSA) instrumental music lessons, educational visits, residential trips, creative art days etc.</p>	<p>Financial barriers to enrichment activities removed. Purchase of Fruit for Schools scheme for KS2 pupils to ensure no pupils are hungry in lessons.</p>	<p>Increased self-confidence, particularly from those participating in music and outdoor activities, but impact on reading, writing and maths outcomes limited.</p>	<p>Will find ways of ensuring enrichment activities impact more strongly on reading, writing and maths pupil premium outcomes.</p>	<p>£42,746</p>
Total budgeted cost				<p>£84,327</p>
<p>Staffing costs relating to all associated intervention</p> <p>KS2 teacher - £14,613 KS1 TA - £16,988</p>				

8. Additional detail

For **additional** information and evidence relating to this plan please see Achievement Partner reports, Ofsted Report, progress tracker evidence, monitoring records and headteacher's reports for governors.