

## Seghill First School: 2017-2018 Pupil Premium Strategy Statement

| 1. Summary information   |         |                   |  |        |        |        |
|--|---------|-------------------|--|--------|--------|--------|
|  | Nursery | Reception         | Year 1   | Year 2 | Year 3 | Year 4 |
| Total number of pupils   | 19      | 14                | 26   | 10     | 19     | 15     |
| Eligible for PP funding  | 3       | 3                 | 6  | 8      | 6      | 7      |
| On SEND register   | 3       | 2                 | 6  | 3      | 4      | 5      |
| Eligible for PP funding and on SEND register   | 1       | 0                 | 3  | 3      | 3      | 4      |
| Number of pupils eligible for pupil premium funding: 33 out of 103 (32% of total on roll) 30 / 84 (36% of Reception to Year 4) |         |                   |  |        |        |        |
| Number of pupils eligible for pupil premium funding on SEND register: 14 PP / 23 on SEND register 61% of SEND register         |         |                   |  |        |        |        |
| Total pupil premium budget:  | £40500  | Amount per pupil: | Reception to 4 =£1,320 (30); Armed forces children=£0: CLA=£0; EYPP = £900 (3) |        |        |        |

| 2. Success criteria for 2018  |
|---|
| <p><b>Key area and success criteria</b></p> <p><b>Early Years</b></p> <ul style="list-style-type: none"> <li>79% of <b>all pupils</b> (11 out of 14) will <b>achieve GLD</b> in 2018; at least in line with national average (2017 NA 71%);</li> <li>67% of <b>disadvantaged children</b> (2 out of 3) <b>will achieve GLD</b>; 82% of non-disadvantaged children (9 out of 11) will achieve GLD. In school disadvantaged gap will be 15%;</li> <li>The gap between the % children entitled to FSM achieving GLD (67%) and others nationally (non-FSM achieving GLD in 2017 was 71%) will be 4% in 2018 (equates to less than one FSM child);</li> <li>33% of <b>all pupils</b> will be working at the <b>exceeding standard</b> in the prime areas plus literacy and mathematics.</li> </ul> <p><b>Year 1 phonics screening</b></p> <ul style="list-style-type: none"> <li>90% of <b>all pupils</b> (18 out of 20) will reach the <b>expected standard</b> in the phonics screening test in 2018 (2017 NA 81%);</li> <li>67% of <b>disadvantaged children</b> (2 out of 3) will reach the <b>expected standard</b> in the phonics screening test (2017 68% FSM, 83% non-FSM);</li> <li>the gap between % disadvantaged children reaching the expected standard (67% 2 out of 3) and others nationally (2017 non-FSM 83%) will be 16%, which is less than the equivalent of one disadvantaged pupil.</li> </ul> |

### End of KS1 (Year 2)

- 90% of **all pupils** will reach the **expected standard** (2017 NA 76%) and 40% will reach greater depth standard (2017 NA 25%) in reading;
- 90% of **all pupils** will reach the **expected standard** (2017 NA 68%) and 30% will reach greater depth standard (2017 NA 16%) in writing;
- 90% of **all pupils** will reach the **expected standard** (2017 NA 75%) and 40% will reach greater depth standard (2017 NA 21%) in maths;
- outcomes for all children will exceed outcomes for all pupils nationally in all subjects at both expected and greater depth standard.
- the proportion of **disadvantaged pupils** achieving the **expected standard** will be 87.5% (7 out of 8) in reading (2017 NA other pupils 79%), 87.5% (7 out of 8) in writing (2017 NA other pupils 72%) and 87.5% (7 out of 8) in maths (2017 NA other pupils 79%);
- the proportion of **disadvantaged pupils** achieving the **greater depth standard** will be 37.5% (3 out of 8) in reading (2017 NA other pupils 28%), 25% (2 out of 8) in writing (2017 NA other pupils 18%), and 37.5% (3 out of 8) in maths (2017 NA other pupils 23%);
- outcomes for disadvantaged children will exceed outcomes for other pupils nationally in all subjects at both expected and greater depth standard.

### Attendance

- **Whole school attendance** will be at least in line with national average (96.2%);
- % **persistent absence** is reduced to 8% (2015 – 2016 NA PA for primary schools 8.2% and all schools 10.5%).
- gap between % absence for disadvantaged and non-disadvantaged pupil is closed to 2% (2015 – 2016 NA disadvantaged absence 6.4%; non-disadvantaged 3.8%; national gap 2.6%).

### 3. Barriers to future attainment (for pupils eligible for pupil premium funding in 2017 - 2018)

|           |  |
|-----------|--|
| <b>A.</b> | Poor attendance of disadvantaged children.   |
| <b>B.</b> | An increasing number of children requiring additional speech and language support.   |
| <b>C.</b> | A significant number of pupils are PP and have SEN therefore they require additional support to reach their challenging learning outcomes. |
| <b>D.</b> | Reduction in staffing levels following staffing restructure  |

#### 4. Planned expenditure 2017 – 2018- improving outcomes for pupil premium children.

| Desired outcome   | Actions   | Evaluation   |
|---|---|--|
| <p>Differences between outcomes of disadvantaged children and other pupils nationally are reduced.- see success criteria pages 1 and 2</p> <p>Disadvantaged pupils making strong progress from their starting points.</p> | <p>Autumn A 2017 (5 weeks) teaching assistant is deployed to provide reading 3 x per week and handwriting/fine motor control 2 x per week intervention in key stages 1 and 2.<br/>£1000 / half term</p> | <p>100% of children moved up to the next reading band.<br/>Average increase in reading age was 2 months.<br/>100% of children demonstrated improved letter formation a, e and g then y, j and p and fine motor control following initial assessment of letter formation (least improvement by BM due to broken arm during intervention period)</p>   |
|   | <p>Autumn B 2017 (5 weeks) teaching assistant is deployed to provide writing and reading intervention 5 x per week in key stage 1.<br/>£1000 / half term</p>  | <p>Average increase in reading age was 3 months.<br/>100% of children demonstrated improved use of capital letters and full stops to demarcate sentences.</p>  |
|   | <p>Spring A 2018 teaching assistant is deployed to provide 1<sup>st</sup> class @ number intervention 5 x per week in key stages 1 and 2.<br/>£1000 / half term</p>                                     | <p>All pupils show increase in maths age at end of intervention from baseline using Sandwell maths test;<br/>Work scrutiny shows all pupils use taught calculation strategies and they are now embedded in their work</p>  |
|   | <p>Spring Band summer A and B interventions to be planned following analysis of data.<br/>£1000 / half term.<br/>£3000 total for 3 half terms.</p>  | <p>Impact to be added following interventions.</p>   |
| <p>100% of disadvantaged children take part in residential visit.</p> <p>Surveys show increased confidence and resilience</p>   | <p>Subsidised residential visit to Dukeshouse Wood to ensure participation of all disadvantaged pupils<br/>£1500</p>  | <p>Before and after questionnaires show increase in confidence and resilience;<br/>Anecdotal evidence from discussions with parents tell us that none of the disadvantaged children would have gone on the visit without the subsidy paid by school;<br/>Participation in outdoor adventurous activity rose from 0% before the visit to 100% after the visit;<br/>100% of disadvantaged children took part in residential visit.</p> |

| Desired outcome   | Actions  | Evaluation   |
|---|--|--|
| <p>The vast majority of disadvantaged children achieve their challenging targets set for end of 2018 and make at least good progress.</p>   | <p>Teacher led Homework Club weekly<br/>£1000</p>  | <p>Increased confidence for disadvantaged children;<br/>Anecdotal evidence from parents shows positive feedback as there is less stress at home previously caused by trying to complete homework tasks;<br/>Staff time is used effectively to support children with their homework at homework club and minimises time lost during daily break and lunch time catch up sessions;</p>   |
|   | <p>Be Your Best mentoring programme<br/>£300</p>   | <p>Set up Be Your Best programme in January 2018 following analysis of pupil profiles and individual pupil data from autumn 2017.</p>  |
|   | <p>Set up pupil profiles which focus on progress, barriers to learning, methods used to overcome barriers for all disadvantaged pupils<br/>£400</p>                      | <p>Pupil profiles for all disadvantaged children, including EY, in place.<br/>Assessment and attendance data added in line with assessment calendar and used to rigorously track progress.<br/>Analyse pupil profiles and individual pupil data from autumn 2017 to set up Be Your Best programme in January 2018.</p>   |
| <p>100% of parents of disadvantaged children attend meetings with class teachers and feel able to support their child at home.</p>          | <p>Parents receive personalised invites to ensure 100% of parents of disadvantaged children attend autumn and spring term meetings with class teachers.<br/>Cost £39</p> | <p>93% (28 / 30) of parents of disadvantaged children attend autumn term meetings with class teachers.<br/>Add spring term data.</p>   |
| <p>No children are adversely affected by not having the required equipment to complete homework and take part in school led activities.</p> | <p>Provide equipment including pupil packs to do homework tasks at home, clothing for residential trip, uniform items (coats, shoes, gloves).<br/>Cost £200</p>          | <p>Pupil packs provided for disadvantaged children not attending homework club to complete homework tasks at home.<br/>Most homework completed with no reasons for incomplete homework due to not having equipment.<br/>Trainers provided for Dukeshouse Wood x 2- all children participated in all activities.<br/>Gloves x 6 and coat x 2 provided in key stage 2 during December so children could access outdoor play in appropriate clothing.</p> |

| Desired outcome  | Actions  | Evaluation   |
|--|--|--|
| <p>Children use laptops to complete tasks at home.</p> <p>Children show increased confidence and engagement with their learning.</p> | <p>Purchase laptops to be used by disadvantaged children at home.</p> <p>Cost £10000</p>   | <p>Not yet purchased.</p> <p>Purchase requirements need to be analysed more carefully.</p> <p>Purchase date February half term.</p>  |
| <p>Children use ipads to complete tasks at school.</p> <p>Children show increased confidence and engagement with their learning.</p> | <p>Purchase ipads to be used by disadvantaged children at school</p> <p>Cost £3000</p>   | <p>10 ipads ordered.</p>   |
| <p>100% of children invited take part in each block of swimming and demonstrate improved technique, skills and confidence.</p>       | <p>Week long blocks of top up swimming lessons will start on 20 November- target group disadvantaged children in key stage 2. Dates for next week long blocks to be confirmed.</p> <p>Cost £350 per block x 4 = £1400.</p> | <p>Target 100% disadvantaged children invited to each one week long block of top up swimming attend.</p> <p>Autumn 2017 60% of invited disadvantaged children attended.</p> <p>Spring A, spring B and summer A 2018 attendance to add</p> <p>See autumn swimming evaluation reports for individual pupil impact.</p> |

| Desired outcome   | Actions   | Evaluation   |
|---|---|--|
| <p>Attendance of all pupils and PP pupils is at least in line with NA.</p>  | <p>Weekly attendance figures published outside each classroom.<br/> League table for class attendance updated weekly and focus for assembly every Monday.<br/> Issue NAA letters following unauthorised absence and attendance approaching 96%.<br/> Send praise postcards for improved PP pupils' attendance.<br/> Half termly certificates for bronze, silver, gold and platinum attendance.<br/> Referral to EWO as per NCC policy.<br/> Office manager to inform TC on the first day of every absence for all PP children.<br/> Cost £200</p> | <p>See autumn term attendance report.<br/> Whole school attendance is 93.2%<br/> Attendance of disadvantaged children is 92.8%, compared to non-disadvantaged children, which is 93.4%. There is no significant disadvantaged gap (gap = 0.6%, one child = 1.19%).</p> |
| <p>Greater proportion of children enter Year 1 at the expected level and outcomes at the end of EYFS continue to be above NA.</p> <p>Speech and language skills improve; all pupils making strong progress in all subjects.</p> | <p>Strategically review staff structure.<br/> Deploy teacher in Nursery to strengthen the quality of teaching in EYFS and ensure children make a good start to the learning.<br/> Children in EYFS are taught in two classes by two teachers and one LSA rather than one teacher and two LSAs.<br/> Monitor the impact on outcomes for disadvantaged children, ensuring they make rapid progress.<br/> Cost £16000</p>  | <p>Internal and external monitoring shows that the quality of teaching is strengthened.<br/> The outcomes for disadvantaged pupils are strong and progress is rapid.</p>   |

