

# Frome Valley First School Pupil premium strategy statement

1. Summary information					
School	Frome Valley CE First School				
Academic Year	2017/2018	Total PP budget	£23,760	Date of most recent PP Review	September '17
Total number of pupils	137	Number of pupils eligible for PP	16	Date for next internal review of this strategy	February '18

Please remember that small cohorts of PP children can affect data (e.g. 1 child = 25%). Please note that you need to take into consideration if a PP child is also a SEN child.

2. Current attainment (Pupil Premium Children) 2016-2017		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE Reading at Year 2	75%	79%
% achieving greater depth Reading at Year 2	25%	28%
% achieving ARE Writing at Year 2	50%	72%
% achieving greater depth Writing at Year 2	0%	18%
% achieving ARE Maths at Year 2	50%	79%
% achieving greater depth Maths at Year 2	0%	23%

Our internal tracking system tracks progress through a tracking point system. We view 3 points progress as expected progress.

3. Current Progress (Pupil Premium Children) 2016-2017		
	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (school)</i>
Whole school progress reading	3.4	3.4
Whole school progress writing	3.1	3.3
Whole school progress maths	3.3	3.2

Please note that small cohorts can affect data results (e.g. for 4 children, each child is worth 25%).

<b>4. Phonic Screening Check and Recheck (Pupil Premium Children) 2016-2017</b>			
	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (school)</i>	<i>All pupils</i>
<b>% of Year 1 pupils passing phonic screening check</b>	<b>100%</b>	<b>95%</b>	<b>96%</b>
<b>% of Year 2 pupils passing phonic screening check</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

<b>5. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Fine and gross motor skills; handwriting skills
<b>B.</b>	Knowledge of basic skills in maths (number bonds/addition & subtraction etc..)
<b>C.</b>	Spelling skills
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>D.</b>	attendance of specific PP children

<b>6. Desired outcomes</b> <i>(Desired outcomes and how they will be measured)</i>		<b>Success criteria</b>
<b>A.</b>	Progress in handwriting skills for PP children (in Rec/Year1/Year 2). Tailored support through Learn to Move and targeted handwriting group. Whole school focus on handwriting; Storycise daily (15 mins per day). OH activities completed daily.	Greater percentage of PP children achieve key handwriting skills
<b>B.</b>	Improved knowledge of basic skills in maths for PP pupils. Measured through specific activities and SPT data. Also, monitored through half termly scrutiny of work.	Greater percentage of PP children achieving key skills in maths to improve progress in maths
<b>C.</b>	Greater percentage of PP children achieving ARE in key spelling skills. We will continue to use RWI spelling to support whole class teaching and intervention work. We will measure progress through SPT, spelling ages and half termly scrutiny of work.	Greater percentage of PP children achieve key skills in spelling to improve overall progress in writing
<b>D.</b>	HT to monitor PP children half termly; half termly staff meetings to monitor attendance; 4 week improvement plan for targeted children; working with individual families	Improved attendance of PP children

7. Planned expenditure					
Academic year		2017 - 2018			
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?
Improved mastery of number skills.	Singapore Maths teaching	We are 3 years down the road in teaching of Singapore Maths. We are focusing on maths mastery in basic number skills (e.g. number bonds) as these are the areas that often stop children progressing in maths and tackling more challenging problems.	This is a whole school focus and part of the maths subject leader action plan.  The school is part of a maths mastery project with the Jurassic Maths Hub/NCETM	CD, MC	We will review termly our progress as part of the maths mastery project and our own action plans.  Initial and termly data will ensure we can see progress, including progress of key groups of children (including PP).
Improved teaching of handwriting	Whole school approach to handwriting	We began improving whole school teaching of handwriting last academic year. This work will build on that. We are looking at how handwriting is taught in class and handwriting across a range of subjects.	There are staff meetings throughout the year that are focused on this area. Half termly scrutiny of work by the Literacy subject leader will also focus on handwriting.	AP	We will review termly our progress as part of our termly action plan review. We will use SPT data to look at progress as well as half termly scrutiny of books.
Improved differentiated questioning in maths	Singapore Maths teaching	We are focusing on stem questions in maths for the teacher to facilitate the learning and encouraging children's reasoning and explanation skills.	This is a whole school focus and part of the maths subject leader's action plan.  There are staff meetings dedicated to this area of the curriculum as well as peer observations of teaching and learning.	CD	We will review termly our progress as part of our termly action plan review.  Termly learning walks will focus on questioning.
Total budgeted cost					£3,000

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?
Supporting children with physical and emotional needs	Learn to Move Handwriting intervention ELSA I can problem solve OT programmes of support	These interventions support our children that have high needs of which some are PP.	SENCO to monitor intervention work through termly tracking and monitoring meetings.	SF, KN, BS	Termly review through SPT and termly tracking and monitoring meetings by HT and SENCO
Greater % of PP children achieving ARE in writing and maths.	1st Class@Number 1 intervention 1st Class@Number 2 intervention SENS support	Two TAs will be training externally in delivering 1st Class@Number 1&2 as targeted intervention for Year 1,2 and 3 pupils. This maths intervention was chosen as it is a nationally recognised maths intervention with proven results.	Sandwell Early Numeracy Test to measure progress of intervention work.  JT to meet TAs regularly. TAs to report to class teachers	JT: monitoring intervention work  CB/KN: 1st Class Intervention work	Termly review of intervention work (CB/KN)  Tracking progress of children through Sandwell Early Numeracy Test
Improve progress of underperforming children in maths	Preteach Targeted intervention work	We trialled pre-teaching in maths last year for small cohorts and it improved their confidence and participation in lessons.	Preteach scheduled for every day in the timetable	All teaching staff	Termly tracking and monitoring meetings. Half termly maths scrutiny of work with a focus on the identified group of children.
Improved progress of underperforming children.	Teacher led intervention work	Using previous evidence of impact of interventions, we are providing teachers with 30 mins weekly intervention time to work with underperforming children in their class of which PP children are some of the children. By the teachers delivering the intervention, they can also make links within the classroom.	Dedicated timetable of intervention time.	All teaching staff	Termly review of intervention work by HT.  Half termly scrutiny of work in literacy and numeracy to look for progress in books.
Total budgeted cost					£15,000

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?
Improved progress of identified groups of children compared to 2016-2017 outcomes. Increasing parental engagement in school.	Achievement for All (AfA)	We have chosen AfA to particularly work on engaging parents in school and building partnerships between parents, staff and children. We have focused on children that are underperforming or in danger of underperforming.	AfA programme is very structured with 4 meetings per term and a focus for each meeting. AfA champion, HT and AfA coach to work together.	AfA champion	Termly reviews, including data reviews, with the AfA coach as part of the AfA programme.
Individual support	We use some PP money to support individual pupil's needs as they arise.	Individual/tailored support can have an impact on children's attitude to learning and friendship groups etc..	All decisions by Senior Leadership team.  Working with outside agencies	Senior Leadership Team	Termly
Total budgeted cost					£6,300

8. Review of expenditure				
Previous Academic Year		2016/2017		
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
Greater % of Year 2 PP children achieving ARE in writing	Staff focus on Vocabulary, grammar and Punctuation (VGP) in literacy lessons and across subjects. Storycise taught in Years R-3 daily. Purchasing RWI Spelling for Years 2-4 to support spelling skills TA focus on VGP in TA meetings.	50% of pupils achieved ARE at the end of Year 2 in writing. One child was both PP and SEN and required a lot of support for spelling. All PP children make the expected progress from end of EYFS to end of Year 2. There was a great amount of support for PP children in terms of interventions or daily support such as precision teaching. All Year 2 children that needed to passed their phonic screening recheck in Year 2 (all children were SEN and one child was PP). The impact of RWI spelling was shown in end of year spelling ages where the school tracked whole class progress for spelling which was 19 months in Year 2, 33 months in Year 3 and 26 months in Year 4.	The outcome was too broad and should have been in line with the children's needs. The desired outcome did not take into account individual children's needs or their starting points (e.g. end EYFS) to set desired outcomes. The improved use of such techniques as precision teaching and the implementation of RWI spelling supported all children.	£8,000
Greater % of Year 2 PP children achieving ARE in maths	Singapore Maths teaching Catch up sessions for children that need more support in a skill/strategy	50% of pupils achieved ARE at the end of Year 2 in writing. One child was both PP and SEN and required a lot of support for maths learning. All except one PP children made the expected progress from end of EYFS to end of Year 2. Again, interventions were used to support progress including precision teaching and pre-teaching vocabulary. The school worked on supporting our most vulnerable children in maths (both SEN/PP). Although a small cohort, these children make 3.2 points progress in 2016/2017 which was in line with non SEN/PP children.	The outcome was too broad and should have been in line with the children's needs. The desired outcome did not take into account individual children's needs or their starting points (e.g. end EYFS) to set desired outcomes. The particular focus on PP/SEN children ensured that these children made greater than expected progress.	
Progress in handwriting skills for PP children	Intervention work.	Our TA, who was trained in Learn to Move, delivered tailored small group sessions in handwriting for the first time. These sessions focused on specific handwriting skills. It is hard to track progress through data but progress was seen in children's motor skills and handwriting skills over time.	This is a tailored, focused intervention that showed slow but steady improvement in handwriting across the school and will continue next year. For many of the children, they had Occupational Therapy programmes that were also delivered.	
ii. Targeted support				
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

Greater % of Year 2 PP children achieving ARE in writing	1 to 1 tuition Teacher led intervention work SENS support	See above	See above	£16,000
Greater % of Year 2 PP children achieving ARE in maths	1st Class@Number 1 intervention 1st Class@Number 2 intervention SENS support	See above	See above	
iii. Other approaches				
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
Improved attendance of PP children	HT monitoring attendance half termly Half termly staff meetings 4 week support programme as required DASP attendance panel as required	Attendance of PP children improved from July '16 to July '17. Whole school PP attendance July '16: 94.64% Whole school PP attendance July '17: 95.8% There were no PP children with attendance below 90% at the end of July '17. When monitoring attendance, the HT assessed half termly patterns such as which days were the least well attended? etc... Staff meeting discussions ensured that all staff were aware of vulnerable children's attendance.	This focus on attendance half termly will continue next academic year.	£2,400
Individual support	We use some PP money to support individual pupil's needs as they arise (e.g. accessing activities; nurture groups; ELSA support)	Money was used to support accessing activities as required.	This is essential to support PP children in particular need. This will continue next academic year.	

## 9. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.