

# Frome Valley First School Pupil premium strategy statement

1. Summary information					
School	Frome Valley First School				
Academic Year	2016/2017	Total PP budget	£26,400	Date of most recent PP Review	n/a
Total number of pupils	131	Number of pupils eligible for PP	16	Date for next internal review of this strategy	February '17

*Please note that this was the first year of the new KS1 SATS where children had to achieve all objectives to be at ARE, rather than a best fit. The school feels that progress is a stronger reflection of our PP children than attainment for 2015-2016 results. Please remember that small cohorts of PP children can affect data (e.g 1 child = 25%)*

2. Current attainment (Pupil Premium Children) 2015-2016		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE Reading at Year 2	88%	74%
% achieving greater depth Reading at Year 2	13%	24%
% achieving ARE Writing at Year 2	13%	66%
% achieving greater depth Writing at Year 2	0%	13%
% achieving ARE Maths at Year 2	25%	73%
% achieving greater depth Maths at Year 2	25%	18%

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

3. Current Progress (Pupil Premium Children) 2015-2016		
	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (school)</i>
Whole school progress reading	3.4	3.6
Whole school progress writing	3.4	3.3
Whole school progress maths	3.2	3.5

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) 2015-2016</b>			
	<i>Pupils eligible for PP 4 pupils (school)</i>	<i>Pupils not eligible for PP 25 pupils (school)</i>	<i>All pupils</i>
% of Year 1 pupils passing phonic screening check	<b>75%</b>	<b>92%</b>	<b>90%</b>
% of Year 2 pupils passing phonic screening check	<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>	% of PP children achieving ARE in writing in Year 2 (from Expected in Reception)
<b>C.</b>	% of PP children achieving ARE in maths in Year 2 (from Expected in Reception)
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	attendance of PP children is below attendance of non-PP children (PP 94.6% compared to non-PP of 96.8%)

<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 Rece/Year1/Year 2). Tailored support through Learn to Move and targeted handwriting group. Storycise daily (15 mins per day). OH activities completed daily.	Greater percentage of PP children achieve handwriting skills at the end of Year 2.
<b>B.</b>	Targeted intervention work in writing for children not on track to achieve ARE in Year 2 (that were expected at the end of Year R (EYFS Profile). Interventions include: extra RWI support; RWI handwriting; 1 to 1 tuition in Year 2; targeted teacher intervention work (Year 2 teacher).	Greater percentage of PP children achieve ARE in writing at the end of Year 2.
<b>C.</b>	Targeted intervention work in maths for children not on track to achieve ARE in Year 2 (that were expected at the end of Year R (EYFS Profile). Interventions include: catch up sessions after Numeracy lessons (at least twice per week as needed); First Class@Number 1&2; 1 minute precision training; targeted teacher intervention work.	Greater percentage of PP children achieve ARE in maths at the end of Year 2.
<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 (greater than 94.6%)

7. Planned expenditure					
Academic year		2016-2017			
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?
Greater % of Year 2 PP children achieving ARE in writing  Progress in handwriting skills for PP children	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.	We have looked at our data (through SPT) and it is VGP and handwriting areas that are preventing some PP children from achieving ARE in writing at the end of Year 2.  VGP will be a focus for the year (SDP/Staff Meetings).	Half termly scrutiny of work will look at a PP child from each class and will focus on any PP child that is also SEN.  SENCO to monitor intervention work through termly tracking and monitoring meetings.  Staff meetings to monitor work on VGP	All staff/Literacy Coordinator  JB (intervention work)  KN: specific LTM support for handwriting	Termly review of progress and targets through tracking and monitoring meetings with staff/headteacher.  As this is part of the SDP, there are termly reviews of the SDP as well as an impact report at the end of the academic year.
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	This will be the second year of teaching Singapore Maths.  We believe that the pedagogy of how maths is taught will support PP children in achieving ARE: concrete/pictorial/abstract/ focus on reading skills and applying knowledge.	Half termly scrutiny of work will look at a PP child from each class and will focus on any PP child that is also SEN.  SENCO to monitor intervention work through termly tracking and monitoring meetings.  Staff meetings to monitor work on Singapore Maths	All staff/ Numeracy Coordinator	Termly review of progress and targets through tracking and monitoring meetings with staff/headteacher.  As this is part of the SDP, there are termly reviews of the SDP as well as an impact report at the end of the academic year.
Total budgeted cost					£8,000

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?
Greater % of Year 2 PP children achieving ARE in writing	1 to 1 tuition  Teacher led intervention work  SENSS support	We believe that teacher led intervention is the most effective intervention work for our most vulnerable children. Therefore, we use some of our PP money to support this.	SENCO to monitor intervention work through termly tracking and monitoring meetings.	RT: 1 to 1 tuition  All staff/JB: teacher led intervention	Termly review through SPT and termly tracking and monitoring meetings by HT and SENCO
Greater % of Year 2 PP children achieving ARE in maths	1st Class@Number 1 intervention 1st Class@Number 2 intervention  SENSS 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 known 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	JT termly review of intervention work CB/KN  Tracking progress of children through Sandwell Early Numeracy Test
Total budgeted cost					£16,000
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 attendance of PP children	HT monitoring attendance half termly  Half termly staff meetings  4 week support programme as required  DASP attendance panel as required	We believe that regular monitoring and discussing attendance as staff is the key to recognising attendance patterns and early intervention to support improved attendance.  The DASP attendance panel ensures that there is an extra layer to accountability and support as required.	Half termly staff meetings.  Reporting to FGB twice a year and a Governor appointed who will monitor attendance.	JT  All staff	Termly
Individual support	We use some PP money to support individual pupil's needs as they arise (e.g. accessing activities; nurture groups; ELSA support)	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					£2,400

*This review will not be as detailed as future reviews as the PP budget was set using a different format last year. A more detailed review of this year's expenditure will be available at the end of 2016/2017*

8. Review of expenditure				
Previous Academic Year		2015/2016		
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
Improved outcomes for all children from R to Year 2 in phonics	Read Write Inc implemented	This has had a huge impact on reading standards for all children, including PP. 90% of our children passed the phonic screening check in Year 1 and the number of PP children that passed the Phonic Screening Check or Recheck (in Year 2) improved from 2014/2015. Parents have also responded very positively that they have seen an improvement in their child's reading skills.	We have tried internally to improve our phonic screening reading check results over the last few years but it has only been with research and introducing a nationally recognised scheme that our results have improved dramatically. We invested a lot of money, time and effort in training our staff (teachers and TAs) and implementing systems to continue to evaluate progress in phonics (one teacher now checks progress of all R-2 pupils every 8 weeks, as part of our RWI scheme).	£7,500
Teaching to mastery in maths	Singapore Maths	This has had a huge impact on the teaching of maths for all children in the school. One teacher was trained through Maths No Problem (3 day training) and then all staff were trained. Our teacher also supported other Maths Subject Leaders in our DASP mini pyramid. We introduced the textbooks for teaching and focused on concrete/pictorial/abstract and the teaching of reasoning. Overall, whole school progress in maths increased from 2014/2015. External observations also noted how our children's reasoning skills were strong. There has also been an impact on our pupil's attitude to maths. They enjoy maths more.	We will continue with Singapore Maths in 2016/2017, focusing on maths journals and targeted intervention for children to support a skills that is not achieved within a lesson.  There will be specific support for our PP children in Year 2 and we are introducing a maths intervention (First Class@Number 1 & 2) to further support number skills, particularly in years 1&2.	£4,500
ii. Targeted support				

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Progress of PP children in reading and writing to be at least 3 progress points	Teacher interventions  1 to 1 tuition  HLTA and TA interventions	When looking at progress of PP children for 2015/2016, they made more than 3 points progress.  Our PP children made more progress in writing than our non PP children.  SPT is used to measure progress and impact of interventions.	We believe that focused intervention, often led by the class teacher, creates the greatest improvement in progress. Our TAs have been trained externally to lead many interventions. Some of our PP money is utilised to allow TAs to deliver focused intervention work.	£14,750
Progress of PP children in maths to be at least 3 progress points	Teacher interventions  1 to 1 tuition  HLTA and TA interventions	When looking at progress of PP children for 2015/2016, they made more than 3 points progress.  SPT is used to measure progress and impact of interventions.	We believe that focused intervention, often led by the class teacher, creates the greatest improvement in progress. Our TAs have been trained externally to lead many interventions. Some of our PP money is utilised to allow TAs to deliver focused intervention work.	£7,750
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Specialist support for individual pupils, including pastoral support.	We use some PP money to support individual pupil's needs as they arise (e.g. accessing activities; nurture groups; ELSA support)	This impact is more difficult to measure, though we use SPT to measure impact of interventions.  We often use support for pupils of families that are working with outside agencies.  We also have an ELSA that will provide targeted support too.	The use of PP money is invaluable for this additional support.	£1,500

## 9. Additional detail

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

*In 2015/2016 , we focused on an additional group in our data - children that were both PP and SEN. This was to look, in depth, at our most vulnerable children. Our analysis of this group has also supported our decisions in how to spend our PP Funding for 2016/2017.*