

# Pupil premium strategy statement- Littlemoor Children's Centre & School 2017-2018

1. Summary information					
School	Littlemoor School				
Academic Year	2017-2018	Total PP budget	75,240	Date of most recent PP Review	Sep 2017
Total number of pupils	178	Number of pupils eligible for PP	63	Date for next internal review of this strategy	Sep 2018

2. Attainment 2016-2017		
Proportion of Y1 pupils eligible for Pupil Premium	26%	
% achieving Y1 Phonics Screening Standard Check	79%	81%
Proportion of Y2 pupils eligible for Pupil Premium	41%	<i>Pupils not eligible for PP (national average)</i>
% achieving Y2 Phonics Standard (resits)	100%	67%
% achieving National Standard in reading, writing and maths	63%	64%
% achieving at least National Standard in reading	68%	76%
% achieving at least National Standard in writing	68%	68%
% achieving at least National Standard in maths	84%	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
A.	Oral language skills in our F2 Pupil Premium and KS1 PP children- this slows reading, writing and maths progress in KS1.	
B.	School's attainment and progress data indicates wider gaps between PP children and 'non PP' children nationally in Reading and Writing- not the case in Maths. 2016-2017 data shows that current Y2 PP girls made slower progress in Reading, Writing and Maths in Y1.	
C.	Social, Emotional and Mental Health issues which impact on the children's attitudes to learning and behaviour.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
D.	Attendance/Punctuality and attitudes to learning	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Continue to improve oral language skills for PP pupils in EYS and KS1 classes, to support pupils in the development of reading and writing attainment.	PP pupils make rapid progress by the end of the year so that % of PP pupils meeting age-related expectations equals or exceeds that of non PP children in speaking and listening, reading and writing.

<b>B.</b>	Higher rates of progress for all PP children in Reading, Writing and Maths, and for all SEND pupils and Y2 girls.	End of year outcomes for PP and non PP children are at least in line - with the difference diminished by the end of Y2. School data and pupil progress meetings will show increase in progress of PP, SEND and Y2 girls. Children make rapid progress in reading intervention groups. PP and non PP Y1 children's outcomes are broadly in line in the Y1 Phonics Screening Check. Pupil progress meetings will identify improvements of performance of our Y2 PP girls in particular.
<b>C.</b>	To improve the children's emotional health and wellbeing together with their attitudes to learning, thus increasing expectations and outcomes. Nurture Group sessions delivered to PP children and Thrive sessions implemented with key children by our Thrive practitioners.	SENCO to continue to lead the delivery of THRIVE intervention and nurture work. High need/vulnerable children identified and receiving behaviour and nurturing support. Vulnerable children are able to remain in class and may move to a point where they no longer need small group support. SENCO to monitor and track progress of these children.
<b>D.</b>	To increase children's attendance and punctuality to ensure that it is at least in line with the national average,	PP pupils to have attendance rates at east in line with non PP pupils who have good attendance (above 96.1%). Reduce number of persistent absentees among PP pupils to national average or below. School census data shows that the school's attendance figure is at least in line with the national average. School to be increasingly proactive in addressing attendance and punctuality issues. School to work closely with other schools in pyramid to ensure that attendance & punctuality procedures are rigorous.

5. 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?
Higher rates of progress for all PP pupils and for SEND pupils and Y2 girls in Reading, Writing and Maths through effective teaching and learning based on research-based evidence.	Employ additional staff to deliver quality interventions to accelerate reading, writing and maths progress.  Provide interventions to improve attainment on a small group/individual basis.  Daily reading for all EYFS and Y1 PP children.	Quality first teaching which includes quality marking and feedback is found to have the greatest impact on children's progress and attainment. (EEF research).  Need to close the gap between the attainment of PP children and non PP children.	Weekly work scrutiny Lesson Drop-ins Lesson Study Subject Leader and SLT monitoring  SEND pupils in receipt of additional provision will have made good progress for their starting points as a result of high quality intervention.	SLT	Dec 2017 Feb 2018 March 2018 April 2018 May 2018 June 2018
Y2 Literacy and Numeracy results at least in line with National, including at Greater Depth.	Pupils organised into smaller teaching groups for Reading, Writing and Maths in Y2. Additional teacher employed 2 days each week.	EEF research shows that children taught in smaller classes have increased attainment.  Need to narrow gender gap in Y2, increasing girls' attainment.	Work and planning scrutiny, lesson observations.	C Leigh and SLT	Organised into smaller groups from January 2018.
To improve our reading outcomes in EYFS, Y1 and	To review our teaching of reading and to consider new reading intervention programmes.  To target Y1 children who are at risk of not meeting the Y1 Phonics standards and the National standard for reading in Y1.	Programmes implemented are recognised interventions: 1. Better Reading Partners (Edgehill University) 2. Wave3 Reading (Fischer Family Trust) 1:1 Phonics Intervention (ReadWriteInc)	Reading Lead and ST to monitor intervention sessions. Daily dialogue between TAs and class teachers regarding the reading progress of key children on programmes. Children assessed fortnightly.	HT	Fortnightly
<b>Total Budgeted Cost</b>					<b>£70,000</b>

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?
<p>To improve the children's emotional health and wellbeing together with their attitudes to learning, thus increasing expectations and outcomes.</p> <p>Targeted pupils with emotional and behavioural difficulties are supported to successfully manage their behaviour so that they and other pupils can access learning.</p>	<p>SENCO and F1 HLTA are now accredited practitioners who will support teachers to implement Thrive approaches in lessons and to identify key children who need individual Thrive plans.</p> <p>Key children with low self-esteem who are at risk of under-achieving, will receive some alternative learning opportunities</p> <p>ICT access provided at lunchtimes.</p>	<p>All interventions used to improve the self-esteem, behaviour and motivation of targeted pupils.</p> <p>Thrive room to be created to support key pupils and to offer some alternative learning opportunities.</p>	<p>Additional teachers, support staff + Thrive-trained staff to support key children. Progress of these children will be discussed in Pupil Progress meetings and their ongoing progress and attainment closely tracked.</p>	SENCO- KB	<p>Dec 2017 March 2018 June 2018</p>
<b>Total budgeted cost</b>					<b>£1,000</b>
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?
<p>Continue to ensure that all children access quality first- hand experiences both within and beyond school.</p>	<p>Subsidise all trips to ensure that the maximum spent is £15 for day visits. Pay for a range of experiences within school which enhance and broaden the curriculum for our children. Deliver 'bucket-list' experiences as devised by the staff to extend the experiences of our children, improve attitudes to learning and promote language development.</p>	<p><b><i>"It is a risk to social mobility if pupils miss out on opportunities to study subjects and gain knowledge that could be valuable in subsequent stages of education or in later life. Restricted subject choice for low-attaining pupils disproportionately affects pupils from low income backgrounds."</i></b> (Chief Inspector of OFSTED- Nov 2017)</p>	<p>Ensure that all trip letters explain that the trip is subsidised. We need to continue to reflect on the effectiveness of trip out versus the impact of educational visitors coming to school.</p> <p>Bucket list experiences include:</p> <ul style="list-style-type: none"> <li>• Chicks hatching in school</li> <li>• Den building</li> <li>• Taking a train journey</li> <li>• Theatre visit</li> </ul> <p>Each year group's long-term plans will include reference to such experiences, at least half-termly.</p>	HT & Katy Foster	<p>Dec 2017 March 2018 June 2018</p>

	Free access to some extra-curricular activities, including Multi-skills and Streetdancing				
To review systems and procedures for monitoring and improving attendance.	To reward good attendance and punctuality through half-termly initiatives. Keep parents fully informed about their child's attendance.	Evidence shows that good attendance has a positive impact on children's progress and attainment.	Clear attendance policy details how we track attendance, have individual and class attendance rewards, hold attendance assemblies, contact parents regarding children's attendance.	HT (Supported by Sally Walker-admin).	Attendance tracked weekly by Admin Assistant, Termly attendance data analysed and presented to governors.
All children to be ready & well equipped for the school day.	Ensure children have access to uniform if required to ensure that they are ready to learn/be part of their class.	To ensure that all children feel valued and a key part of the school community.	Staff will sensitively ensure that each child has the appropriate uniform at the start of the day. (PE kit will also be provided if the children have not come prepared.)	Class teachers and TAs.	Dec 2017 March 2018 June 2018
<b>Total budgeted cost</b>					<b>£4,240</b>

<b>6. Review of expenditure £80,520</b>				
<b>Previous Academic Year</b>				
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost £9,170</b>
<p>To improve the quality of feedback given to children.</p> <p>Rates of reading and writing progress increased in EYFS and KS1.</p>	<p>Review and implement revised marking and feedback policy.</p> <p>All staff to receive ReadWriteInc training to improve quality of phonics teaching across school.</p> <p>Writing interventions delivered to key children.</p>	<p>Marking and feedback policy effectively embedded in all teachers' practice.</p> <p>FSM achieved above National FSM in Reading (68%-60%), Writing (72%- 68%). 81% passed Y1 Phonics Screening Check which was in line with National.</p> <p>Regular release opportunities for Reading Lead to observe support and coach the teaching of phonics.</p>	<p>Consistency is a strength as evidenced in work scrutiny and pupil voice.</p> <p>Will continue to fund interventions for phonics but will consider other reading intervention approaches in 2017-2018.</p> <p>Reading Lead will continue to be released to monitor and coach reading teachers. Reading intervention programmes will also be monitored by this member of staff.</p>	
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost £70,250</b>
<p>To improve the outcomes for children with Social, Emotional and Mental Health needs,</p>	<p>To implement Thrive approaches- whole class and individual.</p> <p>Free access to extra-curricular activities, including ICT facilities at lunchtimes.</p> <p>To deliver Nurture Sessions</p>	<p>The achievement for some targeted individuals has increased due to additional learning opportunities being provided.</p> <p>Most PP children have taken the opportunity to access free extra-curricular activities through school funding.</p> <p>Most of the children attending Nurture groups have shown improved engagement in lessons.</p>	<p>Initial training and class assessment have identified key children to be targeted during 2017-2018.</p> <p>Nurture programme effective, but is to be delivered in a different way next school year. In our review of the curriculum, 'bucket-list experiences' are to be planned into the curriculum for each year group and new skills are to be learned.</p>	

<p>To improve the outcomes for all children, especially our disadvantaged children.</p>	<p>Target sessions: First Class@ Maths and Talk 4 maths.</p> <p>Additional teachers and TAs used to work with key children/groups.</p>	<p>Y2 PP children- 84% achieved the expected standard in Maths- a significant achievement.</p> <p>The 2 Y2 classes were organised into 3 groups for Maths and Reading to maximise progress and attainment.</p> <p>Interventions were monitored closely throughout the year for quality and provision and were adapted as necessary to maximise outcomes.</p>	<p>Maths sessions to continue with Y2 children and to start in the summer term with Y1 children.</p> <p>Continue to employ additional teachers and support staff to work with small groups of pupils, and to coach other staff members to further improve the quality of the teaching within school.</p> <p>New reading intervention programmes to be put in place to accelerate the reading progress of PP children.</p> <p>Y2- Continue to teach the children in smaller groups for some Maths and Literacy sessions.</p>	
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**iii. Other approaches**

<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> £1,100
<p>Attendance and persistent absence rates improved for our children, together with improved punctuality.</p>	<p>To monitor children's attendance and punctuality weekly with the support of Admin Assistant with responsibility for attendance.</p>	<p>Strategies reviewed and changes implemented. Rewards for attendance do motivate the children. PP attendance</p>	<p>We need to continue to be proactive with our attendance initiatives and to engage with parents immediately when attendance becomes a concern.</p>	

