



Flockton C of E (C) First School

Flockton CE (C) First School		Academic Year 2017-2018	Total Pupil Premium Budget: £24,153
Number of Pupils Eligible for Pupil Premium: 16		Percentage of Pupils Eligible for Pupil Premium: 19%	
Barriers to Future Attainment			
<i>In-school barriers (issues to be addressed in school)</i>			
A.	Some of the disadvantaged pupils in school have gaps in their mathematical understanding that has affected attainment and progress. These pupils may have experienced two separate and quite different national maths curriculums.		
B.	Lack of stamina and rigour in extended and cross curricular writing.		
C.	Generalised learning difficulties regarding readiness to access to the curriculum in younger cohorts.		
D.	Self-esteem and confidence issues. Belief in self as a learner (Growth Mind Set)		
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>			
E.	Home learning environment / access to stimulating activities not always conducive to supporting learning in school (lack of experiences compared with non-PP children)		
1. Desired Outcomes			
<i>Desired outcomes and how they will be measured</i>		<i>Success criteria</i>	
A. Gaps in mathematical understanding have been identified and supported through QFT and intervention		PP pupil's attainment and progress in mathematics more closely matches that in literacy.	
B. Opportunities for exciting foci in cross curricular writing have been identified. QFT and intervention is		Appropriate support and intervention, along with impactful themes improves enjoyment; stamina and rigour in extended and cross curricular writing.	

supporting development of rigour and stamina in writing.	
C. Early identification of learning readiness and appropriate intervention supports improved access to the curriculum.	Appropriate intervention and support enables PP children in school (especially in the younger cohorts) to show increased readiness for learning; attainment towards end of year group expectations and heightened participation in lessons.
D. PP children developing a Growth Mind Set that enables them to become resilient independent learners.	PP children's increased positive mental attitude is having an impact on their ability as independent learners.
E. Provide opportunities to enhance the day to day school learning environment.	PP children receive access to afterschool clubs and trips – providing an enhanced learning environment. PP children receive access to opportunities for enhanced learning in school through themed days, visitors and outdoor learning. Children will also receive free milk and a hot, school lunch.

Planned Expenditure for Current Academic Year 2017-2018

Funding is Planned for 19% of Pupils

An expected amount of £24,153 will be allocated as follows:

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom practice, 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?	Impact (Summer 2018)
A. Gaps in mathematical understanding have been identified and supported through QFT and intervention	<ul style="list-style-type: none"> Continuing to develop and embed the mastery curriculum, same day intervention and ensuring that support staff receive appropriate training as planned Improving marking and feedback in Maths so that the comments made by teachers and next steps relate directly to the 	PP data suggests that whilst attainment in Maths has risen; it remains below that of Reading and Writing. In addition, progress is less good in Maths to both EXS+ and to GDS than it is in Reading and Writing. For this reason it is recommended that gains made in Maths on 2016 are built upon so that progress becomes more rapid across the school	<p>Observation in class. Talking to PP children in and around school. Focus in lesson observations, learning walks, exit talks (golden ticket discussions) celebration assembly.</p> <p>Having high expectations which are shared with PP. Feedback from class teachers and staff in school.</p>	<ul style="list-style-type: none"> A CPD plan for all staff, focussing on key areas for development has led to staff confidence improving greatly with regards to the teaching for mastery approach. Mastery approach is evident in teaching and learning. Planning documentation is more consistent across the classes with all classes providing opportunities throughout the week for

	<p>learning journey towards the age related expectations</p> <ul style="list-style-type: none"> Improving fluency in recall of multiplication tables Engage younger pupils in reasoning through visual prompts and techniques such as bar modelling and the use of concrete materials Increased opportunities for using and applying number in the continuous curriculum at EYFS. 		<p>Collection of assessment data. Pupil performance discussions Monitoring of books.</p>	<p>Reasoning and problem solving – whether this is individual or through group work.</p> <p>As a result:</p> <ul style="list-style-type: none"> 65% of the PP cohort (10/16 children) achieved expected end of year attainment or greater. This compares to 60% in writing and 68% in reading. 93% (14/16 children) made expected or accelerated progress in maths. 33% (5/16 children) made accelerated progress.
<p>B. Opportunities for exciting foci in cross curricular writing have been identified. QFT and intervention is supporting development of rigour and stamina in writing.</p>	<ul style="list-style-type: none"> Teachers to plan extended writing sessions on a weekly basis. Opportunities for cross curricular stimuli identified in literacy planning. 	<p>PP data and moderation of PP pupil written work has highlighted a lack of stamina and rigour in writing as a key reason for a lack of evidence towards the expected standards. Monitoring of children’s written work has highlighted an increase in quality and quantity of written work when there is an exciting cross curricular focus.</p>	<p>Observation in class. Talking to PP children in and around school. Having high expectations which are shared with PP. Feedback from class teachers and staff in school.</p> <p>Collection of assessment data. Pupil performance discussions Monitoring of books.</p>	<ul style="list-style-type: none"> Staff are identifying opportunities for cross curricular stimuli to motivate and support extended writing. In 2017/18 these included: A visit from the Owl Man; A visit from a Viking Warrior; Living in the Stone Age for the day; Pop-up museums and writing and performing Greek myths. Book scrutiny showed that PP children were being given high quality feedback to support accelerated progress. <p>As a result:</p> <ul style="list-style-type: none"> 60% of the PP cohort (9/16 children) achieved expected end of year attainment or greater.

				<ul style="list-style-type: none"> • 93% (14/16 children) made expected or accelerated progress in writing • 40% (6/16 children) made accelerated progress.
<p>C. Early identification of learning readiness and appropriate intervention supports improved access to the curriculum.</p>	<ul style="list-style-type: none"> • School will use talking partners and model language. Support will be given in the classroom/EYFS setting to help children articulate themselves with increasing confidence. • Increased opportunities for Mark making indoors and outdoors • Fine and gross motor programmes in place – dough gym, funky fingers; movement group matching individual needs. • Focus on handwriting and correct letter formation both indoors and outdoors and in the continuous curriculum. 	<p>Some PP (especially in younger cohorts) struggle to communicate ideas alongside their peers, we want them to increase involvement, articulate their ideas and give confidence in talking to others.</p>	<p>Learning walks to monitor quality of provision, use of resources and teaching of key skills</p> <p>Appraisal and monitoring of quality of T&L</p> <p>Termly progress analysis</p>	<ul style="list-style-type: none"> • Focus on mark making activities; fine and gross motor skills and cursive letter formation for all children has had a positive impact on handwriting and children have had increased opportunities to develop this in the continuous provision. • Increased shared reading and talking opportunities during small group and whole class sessions have been successful. • Increased opportunities for using and applying maths to develop oracy in the continuous provision has had a positive impact on Numeracy skills however this continues to be an area for development. • Most PP children are applying phonics skills well in their independent reading and writing. <p>As a result:</p> <ul style="list-style-type: none"> • 100% of children attained GLD in the Communications and Language goals.
<p>D. PP children developing a Growth Mind Set that</p>	<ul style="list-style-type: none"> • Training for all in developing a 'Growth Mind Set'. Support staff & teachers to 	<p>PP children developing a Growth Mind Set that enables them to</p>	<p>Observation in class. Talking to PP children in and around school. Focus in lesson</p>	<ul style="list-style-type: none"> • The further development of 'Growth Mindset' and its establishment across the

enables them to become resilient independent learners.	<p>attend training to help support PP children</p> <ul style="list-style-type: none"> • Increase the involvement of PP children in class discussions and peer interaction. 	<p>become resilient independent learners.</p> <p>Heightened ability to use language to communicate their ideas and learning with adults and peers.</p>	<p>observations, learning walks, exit talks (golden ticket discussions) celebration assembly.</p> <p>Having high expectations which are shared with PP. Feedback from class teachers and staff in school. Outcomes of assessments.</p>	<p>curriculum; alongside the introduction of the mastery approach in mathematics has led to increased confidence and resilience in our PP children.</p> <ul style="list-style-type: none"> • This has been evidenced in not only their work in class, but also in opportunities to perform in public. • Feedback from Middle School staff regarding our Y6 pupils has reinforced this view.
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Total Budgeted Cost: £13,464

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?	Impact (Summer 2018)
A. Gaps in mathematical understanding have been identified and supported through QFT and intervention	<ul style="list-style-type: none"> • Weekly small group sessions in maths for pupil premium pupils. • Continuing to develop and embed same day intervention • Ensure that support staff receive appropriate training as planned • Additional adult focused activities for children identified as not where expected in numeracy at EYFS. 	To close the gap on children's learning alongside their peers. To ensure rapid progress of PP children.	Provision of specific maths interventions to highlight and plug gaps in children's learning (intervention teacher and support staff).	<ul style="list-style-type: none"> • See impact in Section A (above)

Total Budgeted Cost: £8,848

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?	Impact (Summer 2018)
E. Provide opportunities to enhance the day to day school learning environment.	<ul style="list-style-type: none"> • Ensure access to afterschool clubs and school trips. • Provide milk and catered lunch. 	To ensure PP children are encountering rich learning experiences. Children have a hot meal and milk to ensure that they are receiving a good and varied diet.	Attendance on trips/afterschool clubs. Milk and lunch received.	<ul style="list-style-type: none"> • After-school clubs well attended by PP children. • Wider range of activities has extended the PP children's awareness and experience of a range of sports. • This has in turn helped develop their confidence in new areas and offered opportunities to develop their speaking and listening and social skills. • Support to access activities/visits was given to all PP children. • Participation in the residential visit and the opportunity to test their self in a supportive yet stretching environment helped develop the independence and resilience of our Y4/5 PP children.
Total Budgeted Cost: £1,841				