

# Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Alston Primary School				
<b>Academic Year</b>	2018-2019	<b>Total PP budget</b>	£17,160	<b>Date of most recent PP Review</b>	September 2016
<b>Total number of pupils</b>	94	<b>Number of pupils eligible for PP</b>	8	<b>Date for next internal review of this strategy</b>	September 2019

2. Current attainment		
Year 6 (12 children) 2 children Pupil Premium	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% Age related expectations-all subjects</b>		
<b>% Age related in reading (or equivalent)</b>	<b>100%</b>	71%
<b>%Age related in writing (or equivalent)</b>	<b>100%</b>	76%
<b>% Age related in maths (or equivalent)</b>	<b>100%</b>	75%
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
<b>A.</b>	Poor literacy basic skills – reading and writing	
<b>B.</b>	First quality teaching-targeted intervention within classroom	

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>C.</b>	Involving parents in their child's learning	
<b>D.</b>		
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	<p>Accelerated progress in Reading and Writing</p> <p>Half termly assessment checkpoints to monitor progress of pupils eligible for PP</p> <p>Interventions reviewed half termly to measure impact of intervention and next steps</p>	Pupils eligible for PP will be on track to make expected standards in reading and writing by July 2019.
<b>B.</b>	<p>First quality teaching-targeted intervention within classroom</p> <p>Half termly assessment checkpoints and intervention reviews to monitor progress of pupils eligible for PP to ensure impact of interventions and accelerated progress being made</p> <p>Half termly monitoring weeks – lesson observations, book scrutinies</p> <p>Performance Management link to first quality teaching, learning and assessment</p>	Pupils eligible for PP will be on track to make expected standards in reading and writing by July 2019.
<b>C.</b>	<p>Involving parents in their child's learning</p> <p>Increased number of parents completing reading records</p> <p>Homeworks completed well and on time</p> <p>Increased parent attendance at meetings and events</p>	Pupils eligible for PP will be on track to make expected standards in reading and writing by July 2019.

<b>5. Planned expenditure</b>					
<b>Academic year</b>					
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					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review</b>
Accelerated progress in Reading and Writing	<p>Read, Write, Inc programme introduced to school – led by SENCo</p> <p>Reading Champion to launch new reading initiatives – led by secondary specialist teacher – book fairs and events and weekly reading buddy scheme</p> <p>Raising the profile of reading. Library provision enhanced with support from Cumbria Library Service and grant</p> <p>Provision of reading books targeted at boys who are reluctant to read.</p> <p>Collaborative working with CASPA schools for teachers to see good practice in other schools</p> <p>Develop Writing Strategy to increase the opportunities children have to write extended pieces</p> <p>In school sharing good practice-experienced literacy coordinators</p> <p>Reading daily for pupils eligible for PP</p> <p>Consistent approach to phonics teaching across school</p>	<p>Evidence based through EEF analysis.</p> <p>Comprehension +5 months</p> <p>Improve disadvantaged children’s access to library/reading opportunities.</p>	<p>Impact monitored by Deputy Headteacher and Headteacher through half termly data analysis.</p> <p>Read, Write, Inc to lead CPD and monitoring of impact of the programme for first year. Action plans shared and acted on.</p> <p>Regular reading interviews with pupils and assessments led by Reading Champion.</p> <p>Monitoring of library usage</p> <p>Half termly monitoring weeks</p>	IJ/ST/ CR/FB	Half termly in line with assessment checkpoint
<b>Total budgeted cost</b>				<b>£8,000</b>	

Desired outcome	Chosen action / approach	What is the evidence and	How will you ensure it is implemented well?	Staff lead	When will you review
First quality teaching-targeted intervention within classroom	Teaching and Learning Policy focus on Outstanding practice Link with CASPA to share good practice Read, Write, Inc – CPD ensures all teachers and TAs are fully trained to deliver effective RWI sessions daily. Specific TAs responsible for pupils eligible for PP in their class – reading daily with them, monitoring and supporting homeworks, communicating with home Early interventions – use half termly assessment checkpoints to identify pupils for intervention and review half termly to measure impact – SEN teacher in addition to TAs Maths Mastery to roll out – led by Specialist Maths Teachers	EEF high quality feedback. +8months  EEF high quality teaching has a differential greater impact on the progress of disadvantaged pupils	Impact measured by Headteacher and Deputy Headteacher half termly monitoring weeks  Learning Walks  Half termly interventions reviews  RWI feedback and action plans	IJ/ST	Half termly in line with assessment checkpoints and monitoring weeks
<b>Total budgeted cost</b>					£7,000

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?
<b>Total budgeted cost</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?
Involving parents in their child's learning	Develop volunteer scheme  Reception parents invited to class last part of afternoon  Half termly newsletters  Reading records	EEF Parental involvement effective strategy	Monitoring by Headteacher  Volunteer scheme led by Headteacher  Teachers/TAs to check reading records and communicate with home	IJ/ST	Half termly
<b>Total budgeted cost</b>					<b>£2,160</b>

6. Review of expenditure				
Previous Academic Year		2017-2018		
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

<p>Accelerated progress in Reading and Writing</p>	<p>Collaborative working with CASPA schools for teachers to see good practice in other schools</p> <p>Reading comprehension skills- work with CASPA for strategies and interventions</p> <p>Develop Writing Strategy to increase the opportunities children</p>	<p>Some progress made in driving up standards in reading and writing. Writing strategy implemented. Phonics not consistent.</p>	<p>A robust system was needed to deliver a comprehensive Phonics programme and to raise standards in reading and writing. CPD required for TAs to deliver effective sessions and interventions.</p>	<p>£4,000</p>
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## 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

## 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
<p>First quality teaching-targeted intervention within classroom</p>	<p>Teaching and Learning Policy focus on Outstanding practice</p>	<p>Some evidence of good teaching.</p>	<p>CPD required for TAs to further develop their skills in delivering effective interventions.</p>	<p>£7,000</p>

<p>Involving parents in their child's learning</p>	<p>Half termly newsletters  Reading records  Parents Evenings  Regular communication  SEN teacher to work with nurture group and provide resources to</p>	<p>Improved engagement with parents.</p>	<p>Ongoing work needed to improve communication with parents and to engage more with parents in and out of the classroom.</p>	<p>£4,180</p>
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**7. Additional detail**

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

## 1. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.



