



New Hartley First School Development Plan 2017-18



Subject / Curriculum Area: Pupil Premium

	Reception	Year 1	Year 2	Year 3	Year 4
Total number of pupils	22	29	24	21	24
Eligible for pupil premium funding	4	5	2	0	9
On SEND register	1	0	2	2	5
Eligible for pupil premium funding and on SEND register	0	0	0	0	3
Number of pupils eligible for pupil premium funding	20/120 (16.6% of pupils on roll)				
Number of pupils eligible for pupil premium funding on SEND register	3/10 (30% of pupils on SEND register)				
Total pupil premium funding	£27,316 based on January 2017 census				

Planned Expenditure	
Area for spending	Cost
Staff training – Read, write, inc	£3500
School trips/enrichment activities	£1000
Uniform	£400
Resources to support learning	£500
Teacher assistants	£21,000

Identified barriers to educational achievement

NHFS has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Attendance
- Parental engagement with school – regarding additional support
- The number of pupils who are in receipt of Pupil Premium and also on the SEN register for cognition and learning
- Behaviour – pupils with specific social and emotional needs which affect their learning
- Access to enrichment activities – educational experiences such as trips, music lessons and participation in physical activities

Objective	Action to improve provision and raise standards	Success / Evaluation Criteria	Monitoring and Review
<p>Improve outcomes in reading, writing and maths through teacher planned activities delivered by HLTA and TAs</p>	<ul style="list-style-type: none"> • Learning tasks tailored to specific needs of pupils • Regular communication between HLTA/TA and class teachers • 1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, phonics, handwriting) • Support within lessons to improve understanding of learning in reading, writing and maths • Consolidation of learning completed in classes – time for practise and application of skills 	<ul style="list-style-type: none"> • Improved learning outcomes in reading, writing and maths (meeting end of year age-related objectives) • Improved confidence for pupils in specified areas • Pupils gain in confidence with key concepts 	<ul style="list-style-type: none"> • Attainment of PP children is largely in line with non PP children across reading and maths • The largest gap remains in writing but has narrowed from 28% gap previously to 12.5% gap • Year 1 – In reading and writing in PP children outperformed non PP children. In maths there was a difference of 1 child. • Year 2 – PP children outperformed non PP children across reading, writing and maths. • Year 3 – PP children outperformed non PP children across reading, writing and maths. • Year 4 – PP children did

			not perform as well as non PP children in reading, writing and maths. 3 out of 9 PP children were also SEN.
Educational school trips/enrichment activities	<ul style="list-style-type: none"> • All pupils participate in school trips and enrichment activities • Reinforcement of social skills in a variety of settings to enhance the curriculum and pupils experiences • Visits to – Whitehouse Farm, Pantomime, Arbeia Fort etc. 	<ul style="list-style-type: none"> • Pupils are able to participate fully in school trips and enrichment activities • Learning is supported by trips that are carefully planned to enhance the school's curriculum • Social skills, independence, perseverance and team-work are developed through participation in group activities 	<ul style="list-style-type: none"> • Topic work was greatly enhanced by visits and visitors. The children were enthused and able to talk about their experiences and how they linked with their learning. Parents also commented on how effective the links across the curriculum have engaged their child further.
	<ul style="list-style-type: none"> • Enrichment activities in school to help develop confidence and interest in learning 	<ul style="list-style-type: none"> • Social skills are developed through participation in a range of activities provided by the school or external providers • Pupils enjoy the experience of being at school and are keen to come before/stay later to participate in chosen activities • Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence 	
To monitor interventions to ensure appropriate support and challenge for	<ul style="list-style-type: none"> • Monitoring of interventions and their impact on learning • Examine the value for money of particular interventions 	<ul style="list-style-type: none"> • Intervention grids filled in and discussed regularly to review and identify next steps • Pupil progress meeting proformas 	<ul style="list-style-type: none"> • Completed intervention grids demonstrating impact and next steps. • Half termly meetings to

pupils.	<ul style="list-style-type: none"> • Half termly meetings to discuss any individual pupils who are causing concern 	completed and target children identified	monitor the progress of pupils has been beneficial in increasing the focus on the needs of pupil premium children within each cohort and across school.
To monitor attendance and support families	<ul style="list-style-type: none"> • Monthly meeting with EWO to monitor attendance and address any concerns • Promote the importance of good attendance and raise the profile of attendance across school • Meetings with parents to address needs and concerns if they arise 	<ul style="list-style-type: none"> • Improved attendance for PP children • Regular communication with school and PP families • Attendance certificates and rewards 	<ul style="list-style-type: none"> • Regular meetings with EWO • Improved understanding of parents in relation to the importance of good attendance. Strong relationships with pupil premium parents have been developed and will be further developed in the next year.
To improve the engagement of parents in the wider life of the school.	<ul style="list-style-type: none"> • Parental volunteers for reading throughout school • Parent volunteers for trips and extra curricular activities • Half termly parent information sheets • Half termly coffee mornings and open door policy • Sharing of pupils work on termly basis • Parents and community involved in enhancing the school 	<ul style="list-style-type: none"> • Parents volunteering to support pupils with reading on a regular basis • Increased parental engagement with school trips and extra curricular activities • Improved attendance at additional pupil events – e.g. coffee mornings, book sharing etc. 	<ul style="list-style-type: none"> • Half termly information sheets have enabled all parents to know what their child will be learning in the following half term and ways in which they can support their child's learning. • Increased parent volunteers across all areas of school life. • Improved engagement of

			parents through better communication channels. Good attendance at parents evenings.
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1. Key indicators summer 2018: Early Years and Phonics				PPF = Pupil premium funding				
				Pupils not eligible for PPF	Pupils eligible for PPF	In school gap	2018 national averages for pupils not eligible for PP	Attainment gap when compared to national others
% of Reception class achieving a Good Level of Development (GLD) non-PP	26 in cohort	3 PP	23	69.6%	0%	-69.6%	69%	69%
% achieving expected standard in the 2018 Year 1 Phonics Check 23 non-PP	29 in cohort	6 PP		76%	83%	+7%	83%	0%
<u>End of Key Stage 1 (Year 2) attainment and progress data</u>				23 in cohort	2 PP	21 non-PP		
% reaching expected standard in reading	%			81%	100%	+9%	75%	+25%
reaching a high score/working at greater depth in reading	% making expected			33%	0%	-33%	26%	-26%
progress in reading (as measured in the school)				95%	100%	+5%	86%	+16%
% reaching expected standard in writing	%			76%	100%	+24%	70%	+30%
reaching a high score/working at greater depth in writing	% making expected			24%	0%	-24%	16%	-24%
progress in writing (as measured in the school)				90.5%	100%	+9.5%	82%	+18%
% reaching expected standard in maths	%			76%	100%	+24%	76%	+24%
reaching a high score/working at greater depth in maths	% making expected			38%	0%	-38%	22%	-22%
progress in maths (as measured in the school)				90.5%	100%	+9.5%	86%	+14%
<u>End of Year 4 attainment, progress and attendance data</u>				Attainment gap when compared to NAO				
24 in cohort	9 PP	15 non-PP		Not PP	PP	Within school gap	NAO	

% reaching expected standard in reading (as measured in the school)	93%	78%	-15%	No national data	
% reaching a high score/working at greater depth in reading (as measured in the school)	53%	33%	-20%		
making expected progress in reading (as measured in the school)	93%	89%	-4%%		
% reaching expected standard in writing (as measured in the school)	87%	67%	-20%	No national data	
% reaching a high score/working at greater depth in writing (as measured in the school)	47%	0%	-47%		
making expected progress in writing (as measured in the school)	93%	78%	-15%		
% reaching expected standard in maths (as measured in the school)	93%	78%	-15%	No national data	
% reaching a high score/working at greater depth in maths(as measured in the school)	47%	11%	-36%		
making expected progress in maths (as measured in the school)	93%	78%	-15%		
Attendance % Reception to Year 4 The DFE have not published PP and non- PP attendance statistics this year, so the national figures for pupils not eligible for free school meals have been inserted.	96.1%	93%	-3.1%	96.3%	-3.3%
Persistently absent % Reception to Year 4 (Pupils with an attendance rate of 90% or below)	7.8%	10%	-2.2%	6.2%	-3.8%