**Seaton Sluice First School**

**Pupil premium strategy statement**

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| 1. **Summary information**
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| **School** | **Seaton Sluice First School** |
| **Academic Year** | **2017-2018** | **Total PP budget** | **£23,740** | **Date of most recent PP Review** | **October 2017** |
| **Total number of pupils** | **151** | **Number of pupils eligible for PP** | **16** | **Date for next internal review of this strategy** | **January 2018** |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)**
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|  **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* |
|  | **Listening and concentration skills** |
|  | **Low self-esteem** |
| **C.** | **Limited oral language skills** |
| **External barriers *(issues which also require action outside school, such as low attendance rates)*** |
| **D.**  | **Low attendance** |
| 1. **Desired outcomes**
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|  | ***Desired outcomes and how they will be measured*** | ***Success criteria***  |
|  | **Progress in academic performance across the curriculum** | **School assessment data and pupil progress meetings** |
|  | **Increased levels of independence** | **Less reliance on adult support** |
|  | **Improved language skills** | **Confidence in articulating thoughts and feelings through speech** |
|  | **Improved attendance** | **Agreed partnership attendance target reached** |

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| 1. **Planned expenditure**
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| **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.  |
| 1. **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?** |
| **Progress in academic performance across the curriculum** | **Whole school emphasis on Behaviour For Learning. Various CPD training opportunities for staff, SSAT membership to achieve student leadership accredication, utilising The Big Life scheme (growth mindset)** | **Lesson observations, feedback from staff across the school, school support partner in agreement** | **This is an objective on the school development plan which will be closely monitored and reviewed throughout the year****Feedback from staff, parents and children** | **AB and KW** | **January 2018** |
| **Increased levels of independence** |
| **Total budgeted cost** | £5000 |
| 1. **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?** |
| **Progress in academic performance across the curriculum** | **Provision of learning base, ‘Stepping Stones’ led by HLTA and three key teachers.****Weekly Forest School sessions****KS1 and KS2 Weekly Nurture Groups** | **Lesson observations, feedback from staff across the school, school support partner in agreement****Feedback from Parental Questionnaire****Conversations with staff throughout school** | **This is an objective on the school development plan which will be closely monitored and reviewed throughout the year****Feedback from staff, parents and children****Evaluations from lead forest school instructor****Analysis of school data** | **AB and KW** | **January 2018** |
| **Increased levels of independence** |
| **Improved language skills** |
| **Improved attendance** |
| **Total budgeted cost** | £15,000 |
| 1. **Other approaches**
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| **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 language skills** | **Talk Boost sessions for children in EYFS and KS1** | **Observations of children by staff and conversations with parents** | **Staff who are delivering the sessions will have attended training. Progress with be measured against a baseline assessment.** | **PD and AW** | **January 2018** |
| **Increased levels of independence** | **Attendance of 3 day residential to Robin Wood Outdoor Activity Centre** | **Children not being happy to move out of their comfort zone and take risks as part of problem solving and physical development****Children being afraid to take on challenges with a significant amount of support from staff** | **Feedback from staff at the centre and school staff who attend the trip. The children from Year 4 who attended will have increased levels of confidence and talk with confidence about their experiences.**  | **KW and PC** | **May 2018** |
| **Improved language skills****Progress in academic performance across the curriculum** | **Fortnightly involvement of a specialist assistant from Northumberland County Council’s Language and Communication team.** | **Analysis of work from children and conversations that have specifically identified a gap in skills with regard to language and communication** | **Regular tasks and assessments to be analysed and shared with key members of staff/parents identifying gaps and areas to improve/ where progress has been made.**  | **TB, KW and PD** | **January 2018** |
| **Total budgeted cost** | £3000 |

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| 1. **Review of expenditure**
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| **Previous Academic Year** |  |
| 1. **Quality of teaching for all**
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| **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** |
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| 1. **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** |
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| 1. **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** |
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| 1. **Additional detail**
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| In this section you can annex or refer to **additional** information which you have used to inform the statement above.Our full strategy document can be found online at: www.aschool.sch.uk  |