

Pupil premium strategy statement for Blackhall Primary School 2018-19

1. Summary information					
School	Blackhall Primary School				
Academic Year	2018-2019	Total PP budget	149,020	Date of most recent PP Review	October 2017
Total number of pupils	300 (Inc 2yr +Nur) 221 (without)	Number of pupils eligible for PP	105 (48%)	Date for next internal review of this strategy	July 2019

2. Current attainment

End of EYFS and Phonics Screening

	% Children who Achieved GLD 2017-2018	% of Children who Achieved the National Standard in year 1 Phonics 2017-2018	% of Children who Achieved the National Standard in Year 2 Phonics 2017-2018
PP	46%	79%	100%
Non PP	73%		
Gap	-27%		

End of Key Stage 1

	Reading % Children who Achieved the National Standard 2017-2018	Reading National Average (2017)	Writing % Children who Achieved the National Standard 2017-2018	Writing National Average (2017)	Maths % Children who Achieved the National Standard 2017-2018	Maths National Average (2017)
PP	71%	63%	50%	54%	57%	63%
Non PP	58%	79%	53%	72%	68%	78%
Gap	+13	-16	-3%	-18%	-11%	-15%

End of Key Stage 2

	Reading at KS1	Reading at KS2	Writing at KS1	Writing at KS2	Maths at KS1	Maths at KS2
PP	48%	55%	33%	50%	38%	55%
Non PP	75%	75%	69%	83%	75%	75%
Gap	-27%	-20%	-36%	-33%	-37%	-37%
Difference between KS1 and KS2	Gap closed by 7%		Gap closed by 3%		Gap closed by 25%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
A.	SEN receiving support is higher than national. Growing number of children with social, emotional and mental health difficulties
B.	Children join our school with speech, language and communication skills as well as English and maths basic skills that are well below expected levels for their age
C.	In-school strategies and initiatives not being followed up at home - Inconsistent parental support
D.	Persistent absence rates / punctuality
E.	Children have limited life experiences from which they can draw on for language development and writing etc.
F.	Very low aspirations of parents and the willingness to develop outside of school hobbies/sports opportunities to develop learning in the wider community.

4. Desired outcomes

	<i>Action</i>	<i>Outcomes with Success Criteria and Costs</i>
A.	Staff are used effectively for identified interventions. Staff are trained to ensure individual children receive the appropriate support. Children will be identified in classes and staff will be deployed according to the needs of these pupils. It may be the case that one member of staff delivers intervention to a group of children from different year groups. Data analysis and discussions during pupil progress meetings will identify these groups and staff expertise discussed through the appraisal process.	£79885 <ul style="list-style-type: none"> • Increased attainment and rates of progress • Diminish the difference in the attainment gap for these children • Develop self-esteem and confidence
B.	Read, Write, Inc development days are used to target identified children and support staff in delivering 1:1 support outside of the session. Provide 1:1 sessions for target children. Support staff used to enable small groups for focused teaching.	£2500 <ul style="list-style-type: none"> • PP children make accelerated progress in phonics and reading. • Improvement in spelling outcomes by the end of KS2. • Differences between the school and national diminishes at the expected standard by the end of KS1 and KS2.
C.	SLA used for targeted support for English in teaching through a text. English lead to monitor the impact on PP children.	£600 <ul style="list-style-type: none"> • Increased attainment and rates of progress • Children's attitudes to texts improving

D.	Reduce barriers to learning through offering support for vulnerable families to cope with emotional and behavioural difficulties. Pastoral support provided to increase attendance and counselling service for pupils and parents.	£25,000 <ul style="list-style-type: none"> • % of fixed term exclusions reduced • Number of red cards (behaviour incidents) reduced • Positive impact on emotional well-being after counselling • Improved attendance for PP children
E.	Support an NQT to raise attainment and diminish gap. Both NQTs are enrolled on the Durham training and mentor in school has been appointed. Meetings take place weekly and a personalised support plan is in place for both NQTs.	£900 <ul style="list-style-type: none"> • All NQTs are delivering lessons that meet the teaching standards. • Lessons are differentiated and target PP children where possible. • TA support is used effectively for target children
F.	Embed accelerated reader and ensure parental involvement increases. The new library system is up and running - 1 night a week access for parents.	£2590 Accelerated reader £1200 Staffing <ul style="list-style-type: none"> • Children talk more positively about reading • % of children achieving ARE and GD in reading is improved • More opportunity for PP to read an adult as well as independently.
G.	Implement reciprocal reading throughout KS2, focusing on vocabulary, using TA support for 1:1 small group intervention. Filter this approach down to Reception and KS1.	£1200 <ul style="list-style-type: none"> • Children talk more positively about reading • % of children achieving ARE and GD in reading is improved • More opportunity for PP to read an adult as well as independently.
H.	Subsidise breakfast and after school clubs, trips and visits to maximise opportunities for learning. At least 2 a term planned as part of the school curriculum.	£6000 <ul style="list-style-type: none"> • Evidence that increased pupil premium children attend after school clubs. • Visits extend children's knowledge and understanding of the world outside Blackhall. • Experiences are reflected in children's writing.

I.	Maximise opportunities for learning through specialist music tuition: All pupil premium pupils in year 4, 5 and 6 can learn a brass instrument for free. Children are given the opportunity to learn the Ukulele Younger children access Little Fingers	£1443.50 <ul style="list-style-type: none"> • Raised self-esteem • Access to activities they would otherwise be unable to experience
J.	Swimming lessons – 3 sessions purchased to provide greater opportunity	£1537.50 <ul style="list-style-type: none"> • Improved percentage of children able to swim 25m by the end of KS2.
K.	Early identification of needs of children in Early years. Providing support for basic skills for speech and language. Provision for 2 year olds in an attempt to increase children's life chances to deal with the high social deprivation in the area.	£14000 <ul style="list-style-type: none"> • Talk boost £600 • Sounds write training £400 • Early Excellence Mid leader training – outdoor £3000 • 2 year old provision. £10,000 • Improved outcomes for SALT in early years which will impact on progress throughout KS1.
L.	Extra sessions for SALT.	£3300 <ul style="list-style-type: none"> • Improved outcomes for SALT in early years which will impact on progress throughout KS1.
M.	Educational Psychologist	£2570.56 <ul style="list-style-type: none"> • Support vulnerable pupils and their families • Raised self esteem • Increased awareness into children's needs • Provision can be adapted to individual's needs
N.	Crisis response - Behaviour Intervention Team	£1627 <ul style="list-style-type: none"> • Number of fixed term exclusions reduced • No permanent exclusions • Support vulnerable pupils and their families • Access external support for pupils with complex behavioural needs
O.	Introduce Marvellous Me as a communication tool to engage parents in their children's learning experiences.	£600 <ul style="list-style-type: none"> • Parents sign up to the programme • Class teachers communicating positive behaviours and experiences throughout the school week.

		<ul style="list-style-type: none"> • Children and parents having effective communication about learning.
<p>P.</p>	<p>To continue to work with parents/carers to promote high levels of attendance and punctuality. First day calling, warning letters to parents of children where attendance falls below 95%, planning meetings for children who fall below 93%, referral to the attendance team if children fall below 90% or have more than 8 unauthorised sessions, formal warning, referral to court. Attendance awards to be issued termly and 100% attendees for the academic year to receive special award. Attendance league in each key stage with trophies for winning classes. Ensure attendance officer and deputy head teacher rigorously monitor attendance of PP children.</p>	<p>£2000</p> <ul style="list-style-type: none"> • Whole school attendance figures to be above the national expectation by the end of this academic year. • Persistent absence figures to be lower than previous year. • The gap in attendance between PP and other children to be smaller than previous year.