

West Pelton Primary - Pupil premium strategy statement : review of 2017/18 and plan for 2018/19



2017/18 data

Number of pupils and pupil premium grant received (PPG)	
Total number of pupils on roll	62
Total number of pupils eligible for PPG	30 children (48%)
Total amount of PPG received	40920

End of 2017-18 data for this group
<p>End of EYFS (Reception) 9 children</p> <p>66.7% of pupils are Disadvantaged - 3 pupils</p> <p>66.7% of Disadvantaged pupils achieved the GLD. Nationally, 73% of non disadvantaged pupils achieved the GLD. Therefore, there is an achievement gap of 6%. National Disadvantaged is 54%. Disadvantaged pupils performance is similar or better than Disadvantaged pupils nationally, but still below 'other' pupils nationally.</p>
<p>Y1 Phonics 7 children *below 10 cohort size*</p> <p>29% of pupils are Disadvantaged - 2 pupils</p> <p>50% of Disadvantaged pupils achieved the standard compared to 84% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 34%. National Disadvantaged is 69%. Disadvantaged pupils are below Disadvantaged pupils Nationally.</p>
<p>Y2 Phonics</p> <p>100% pass (1 child)</p>
<p>End of KS1 (Y2) 11 children</p> <p>Reading</p> <p>45% of pupils are Disadvantaged - 5 pupils</p> <p>80% of Disadvantaged pupils achieved the expected standard compared to 79% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 1%. National Disadvantaged is 60%. The performance of Disadvantaged pupils performance is similar or better than Disadvantaged pupils nationally, but still below 'Other' pupils nationally.</p> <p>Writing</p> <p>45% of pupils are Disadvantaged - 5 pupils</p> <p>60% of Disadvantaged pupils achieved the expected standard compared to 72% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 12%. National Disadvantaged is 50%. The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally.</p> <p>Maths</p> <p>45% of pupils are Disadvantaged - 5 pupils</p>

80% of Disadvantaged pupils achieved the expected standard compared to 79% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 1%. National Disadvantaged is 58%. The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally.

End of KS2 (Y6) 9 children

RWM combined

33% of pupils are Disadvantaged - 3 pupils

0% of Disadvantaged pupils achieved the expected standard compared to 67% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 67%. National Disadvantaged is 48%. Disadvantaged pupils are below Disadvantaged pupils Nationally. (*NB the 3 pupils each achieved the expected standard in different areas therefore affecting the combined RWM combined % - none achieved in writing but all achieved in Maths)

Reading

33% of pupils are Disadvantaged - 3 pupils

33% of Disadvantaged pupils achieved the expected standard compared to 77% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 44%. National Disadvantaged is 60%. Disadvantaged pupils in are below Disadvantaged pupils Nationally.

Writing

33% of pupils are Disadvantaged - 3 pupils

0% of Disadvantaged pupils achieved the expected standard compared to 81% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 81%. National Disadvantaged is 66%. Disadvantaged pupils are below Disadvantaged pupils Nationally.

GPS

33% of pupils are Disadvantaged - 3 pupils

67% of Disadvantaged pupils achieved the expected standard compared to 82% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 15%. National Disadvantaged is 66%. Disadvantaged pupils' performance is similar or better than Disadvantaged in school is below 'Other' pupils Nationally.

Maths

33% of pupils are Disadvantaged - 3 pupils

100% of Disadvantaged pupils achieved the expected standard compared to 80% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 20%. National Disadvantaged is 63%. The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally.

KS1-KS2 Progress Score Reading	1.3
KS1-KS2 Progress Score Writing	0.2
KS1-KS2 Progress Score Maths	7.7

2018/19 Plan

1. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Children join school with reading skills which are below expected levels for their age.	
B.	Children are not engaged in reading, particularly in Key Stage 2	
C.	Small cohort sizes can distort data with RWM combined	
D.	Children come are prepared for learning	
Additional barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Low attendance rates	
2. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	To ensure 2/3 children will achieve a GLD in reading from low starting points	66% target (2/3 children)
B.	Improved % at expected standard in Key Stage 2 writing	80% target (4/5 children)
C.	Improved % at expected standard in Key Stage 2 RWM combined	80% target (4/5 children)
D.	Higher aspirations resulting in improved behaviour and attendance	Attendance improvement for PP children (96%+ target)

3. Planned expenditure					
Academic year		2018/19 (£30,360)			
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					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Improved % at expected standard in reading across the school</p>	<p>Small class sizes : teacher to child ratio reduced (EEF evidence) Involvement in the Early excellence project to promote reading and writing in EYFS Tapestry – online learning journal to record progress Whole school class reading every day Lexia intervention To create a book hungry school through the use of accelerated reader and STAR testing (Accelerated reader) TA support for PP children to select books within ZPD Book bags given to children in school</p>	<p>Evidence / rationale: Previous data and ongoing tracking</p>	<p>Class structure agreed in July 18 Early Excellence audit visit Tapestry evidence shared in work scrutiny Informal drop ins and learning walks to ensure ERIC Intervention logs monitored during work scrutiny inc Lexia Data analysis CPD for all staff to use accelerated reader TA to dedicate time to check PP children have correct reading books Star reading assessments monitored Collective responsibility to ensure children have correct resources Reading files monitored by English lead 1:1 reading intervention identified on support plans and short notes</p>	<p>English lead / HT</p>	<p>Half termly progress checks combining data / lesson observations Individual child tracking</p>
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				<p>Breakdown of costs:</p> <p>£1149 Accelerated reader</p> <p>£300 Book bags</p> <p>£1578 Lexia</p> <p>£1340 early Excellence</p> <p>£1000 data analysis services</p> <p>£60 Tapestry</p> <p>£350 Speech link</p> <p>£3278.50 TA support to deliver interventions</p> <p>£25 specific personalised resources</p> <p>TOTAL: £9080.50</p>
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<p>Improved % at expected standard in Key Stage 2 writing therefore improving the % at expected standard in Key Stage 2 RWM combined</p>	<p>Small class sizes : teacher to child ratio reduced (EEF evidence) Whole school doodle spellings every day Lexia intervention Toe by toe intervention Comparative assessment to make judgements on writing assessments (No more marking) Use of percentile ranking for children and school (No more marking) Ensure engaging curriculum with breadth and depth to inspire cross curricular writing supported by high quality resources from Durham Learning resources / Education City resources / Foundation of Light delivering outreach programme</p>	<p>Evidence / rationale: Previous data and ongoing tracking</p>	<p>Standardised scores and percentile ranks from comparative judgement Feedback in staff meetings Work scrutiny in staff meetings Data tracking and analysis Intervention monitoring Evidence of cross curricular writing Linked to SDP Governor monitoring HT / subject leader feedback to governors Learning walk to monitor writing throughout school including displays and environment</p>	<p>Eng lead / HT / all staff / GB</p>	<p>Termly assessments Termly data analysis Termly governors' meetings Half termly monitoring in staff meeting</p>
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					Breakdown of cost: £360 Comparative judgement £1429 Education city £5400 Foundation of Light £3278.50 TA support to deliver interventions £25 specific personalised resources TOTAL: £10492.50
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Higher aspirations resulting in improved behaviour and attendance : Attendance improvement for PP children (96%+ target)</p>	<p>Targetted support through parent support advisor to work with families on issues around attendance (including counselling services for reluctant school attenders and persistent absentees) Increased communication with parents around current attendance and expectations through use of the PSA BIT support</p>	<p>Evidence / rationale: Previous data and ongoing tracking</p>	<p>Weekly attendance tracking 1st day of absence phone call Attendance meetings Attendance targets set Home visits Priority on SDP Governor monitoring Feedback to full GB</p>	<p>VH / JA / CD / GB</p>	<p>Weekly attendance monitoring Feedback to GB termly Daily tracking on SIMS and CPOMS</p>
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					Breakdown of cost: £3600 PSA £25 specific personalised resources TOTAL: £3625
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Reduction in the amount of fixed term exclusions</p> <p>Children being ready for learning after lunchtime through the provision of nutritionally analyses, healthy school dinners</p>	<p>Social, emotional, mental health and well-being support through the use of behaviour intervention services and the investment in 'play' to engage children and reduce incidents in unstructured times in the school day. Certificates awarded to celebrate effort, kindness and attendance - to promote good attendance and a caring ethos</p> <p>Crisis response to support children in crisis</p> <p>PSA support to provide counselling service</p> <p>Behaviour recognition / awards</p> <p>Behaviour intervention SLA to provide early intervention</p> <p>CPOMS monitoring</p> <p>School dinners provided for children qualifying for pupil premium</p>	<p>Fixed term exclusion data for 2017/18</p> <p>Incident tracking on CPOMS</p> <p>Referrals to Crisis</p> <p>Pupil premium data / funding</p>	<p>Behaviour and intervention team support for specific children</p> <p>Short notes and support plans to identify SEMH and appropriate provision</p> <p>Staff meetings to monitor and analyse patterns from CPOMS</p> <p>Introduction of OPAL – Outdoor Play and Learning</p> <p>Weekly OPAL segment in assembly</p> <p>OPAL award weekly</p> <p>School meals promoted within school</p> <p>Investment in new dining tables to encourage a sociable, enjoyable experience</p>	<p>HT</p>	<p>Weekly attendance monitoring</p> <p>Termly support plan and short note reviews (sooner if needed)</p> <p>Termly CPOMS report to governing body, including behaviour</p> <p>Comparison of behaviour / exclusion data</p> <p>BIT reports when appropriate</p> <p>Crisis response reports and evaluation, as needed</p> <p>PSA reports, when appropriate</p> <p>Monitoring of school dinner uptake half termly</p>
					<p>3700 BIT</p> <p>751 Crisis response</p> <p>1860 OPAL</p> <p>600 CPOMS</p> <p>205 Certificates and trophies</p> <p>25 specific personalised resources</p> <p>5842.50 school dinners</p>
Total budgeted cost					36181.50

Additional detail

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