

West Pelton Primary - Pupil premium strategy statement (2016-17)

Number of pupils and pupil premium grant received (PPG)	
Total number of pupils on roll	65
Total number of pupils eligible for PPG	27 children (42%)
Total amount of PPG received	35640

End of 2016-17 data for this group	
<p>End of EYFS (Reception) 9 children 22% of pupils are Disadvantaged - 2 pupils 50% of Disadvantaged pupils achieved the GLD. Nationally, 72% of non disadvantaged pupils achieved the GLD. Therefore, there is an achievement gap of 22%. National Disadvantaged is 54%. Disadvantaged pupils are below Disadvantaged pupils nationally.</p>	
<p>Y1 Phonics 11 children 45% of pupils are Disadvantaged - 5 pupils 100% of Disadvantaged pupils achieved the standard compared to 83% of 'Other' pupils Nationally. Therefore, there is a positive achievement gap of 17%. National Disadvantaged is 69%. Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally.</p>	
<p>Y2 Phonics 100% pass</p>	
<p>End of KS1 (Y2) 10 children</p> <p>Reading 50% of pupils are Disadvantaged - 5 pupils 60% of Disadvantaged pupils achieved the expected standard compared to 77% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 17%. National Disadvantaged is 60%. Disadvantaged pupils performance is similar or better than Disadvantaged pupils nationally, but still below 'Other' pupils nationally.</p> <p>Writing 50% of pupils are Disadvantaged - 5 pupils 80% of Disadvantaged pupils achieved the expected standard compared to 68% 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 50% of pupils are Disadvantaged - 5 pupils (5 boys and 1 girls). 60% of Disadvantaged pupils achieved the expected standard compared to 75% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 15%. National Disadvantaged is 58%. Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally.</p>	
<p>End of KS2 (Y6) 10 children</p> <p>RWM combined 50% of pupils are Disadvantaged - 5 pupils 20% of Disadvantaged pupils achieved the expected standard compared to 60% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 40%. National Disadvantaged is 39%. The performance of Disadvantaged pupils in school is below 'Other' pupils Nationally. (NB 20% did not take the reading test)</p>	

Reading

50% of pupils are Disadvantaged - 5 pupils

20% of Disadvantaged pupils achieved the expected standard compared to 72% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 52%. National Disadvantaged is 53%. The performance of Disadvantaged pupils in school is below 'Other' pupils Nationally. (NB 20% did not take the reading test)

Writing

50% of pupils are Disadvantaged - 5 pupils

60% of Disadvantaged pupils achieved the expected standard compared to 79% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 19%. National Disadvantaged is 54%. The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally.

GPS

50% of pupils are Disadvantaged - 5 pupils

20% of Disadvantaged pupils achieved the expected standard compared to 78% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 58%. National Disadvantaged is 61%. The performance of Disadvantaged pupils in school is below 'Other' pupils Nationally.

Maths

50% of pupils are Disadvantaged - 5 pupils

60% of Disadvantaged pupils achieved the expected standard compared to 76% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 16%. National Disadvantaged is 58%. The performance of Disadvantaged pupils in school is similar to 'Other' pupils Nationally.

KS1-KS2 Progress Score Reading	-0.22
KS1-KS2 Progress Score Writing	-3.78
KS1-KS2 Progress Score Maths	-0.09

1. 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>)	
A.	On entry data shows reading (44%), writing (33%) number (44%) and shape, space and measure (56%) of children are in the 30-50 band
B.	Progress from Key Stage 1 through Key Stage 2 has been at a slower rate over the last few years.
C.	Changes at senior management level including changes to core leadership and SENCO role.
D.	Cohort size can distort data
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Low expectations and aspirations since the school received a 'requires improvement' judgement in September 2017 also reflected in attendance.
2. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	Success criteria

A.	Improved % at expected standard in Key Stage 2 reading	66% target (2/3 children)
B.	Improved % at expected standard in Key Stage 2 writing	66% target (2/3 children)
C.	Improved % at expected standard in Key Stage 2 GPS	66% target (2/3 children)
D.	Higher aspirations resulting in improved behaviour and attendance	Attendance improvement for PP children (96%+ target) Reduction in behaviour incidents logged using CPOMS

3. Planned expenditure

Academic year

2017/18 (£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 choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved % at expected standard in Key Stage 2 reading	Small class sizes : 1 teacher to 17 children (to allow personalised support for PP children) Whole school class reading every day Lexia Increased engagement in Reading through purchase of new books and library	20% of Disadvantaged pupils achieved the expected standard compared to 72% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 52%. National Disadvantaged is 53%. The performance of Disadvantaged pupils in school is below 'Other' pupils Nationally. (NB 20% did not take the reading test)	Ongoing CPD Focus of learning walks, lesson observations and LA review Reading files monitored by English lead Lexia reading intervention 1:1 reading intervention identified on support plans	Eng lead HT	Half termly progress checks combining data / lesson observations

Improved % at expected standard in Key Stage 2 writing	Small class sizes : 1 teacher to 17 children (to allow personalised support for PP children) Lexia Small group intervention and support Ongoing analysis and data tracking with target setting Ensure engaging curriculum with breadth and depth to inspire cross curricular writing supported by high quality resources from Durham Learning resources	60% of Disadvantaged pupils achieved the expected standard compared to 79% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 19%. National Disadvantaged is 54%. The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally.	Ongoing CPD Lexia intervention to support writing Small group writing support identified on support plans Shared moderation with other schools	Eng lead / HT / all staff	Half termly progress checks on data / books / lesson observations
Total budgeted cost					£15180
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?

Improved % at expected standard in Key Stage 2 GPS	<p>Small class sizes : 1 teacher to 17 children (to allow personalised support for PP children)</p> <p>Lexia intervention</p> <p>Small group intervention and support</p> <p>Ongoing analysis and data tracking with target setting</p> <p>Ensure engaging curriculum with breadth and depth to inspire cross curricular writing supported by high quality resources from Durham Learning resources</p> <p>Discrete teaching of grammar</p> <p>Whole school approach to spelling with emphasis on key words</p>	<p>20% of Disadvantaged pupils achieved the expected standard compared to 78% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 58%. National Disadvantaged is 61%. The performance of Disadvantaged pupils in school is below 'Other' pupils Nationally.</p>	<p>Ongoing CPD</p> <p>Analysis of GPS scores to identify spelling / grammar issues</p> <p>Daily spelling activities across school, daily</p> <p>High frequency words and tricky words displayed around school to increase familiarity with them</p>	<p>Eng lead / HT / All staff</p>	<p>Half termly progress checks on data / books / lesson observations</p>
Total budgeted cost					6590
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?

Higher aspirations resulting in improved behaviour and attendance	Certificates awarded to celebrate effort, kindness and attendance - to promote good attendance and a caring ethos Increased communication with parents around current attendance and expectations through use of the PSA BIT support Crisis response PSA support Behaviour recognition / awards CPOMS monitoring	Ofsted report Sept 17 LA review January 18 IDSR data around attendance Fixed term exclusion data for Autumn term 2017	Weekly class attendance monitoring Half termly pupil monitoring Use of attendance officer to target specific children Behaviour and intervention team support for specific children Short notes and support plans to identify SEMH and appropriate provision Staff meetings to monitor and analyse patterns from CPOMS	HT Cost =	Weekly / half termly / termly / annually Half termly (annual SLA paid for) Comparison of behaviour / exclusion data Primary Head liaison meeting with secondary schools Transition work with secondary schools BIT reports Crisis response reports PSA reports 8590
Total budgeted cost					30360

4. Additional detail

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

The priorities for 2017/18 linked to the SDP are:-

1. To enhance the quality of teaching, learning and assessment throughout school with particular focus on Key Stage 2 data;
2. To enhance the quality of leadership and management throughout school with particular emphasis on establishing consistency;
3. To improve standards of personal development, behaviour and welfare across the school with particular emphasis on high aspirations and expectations of behaviour;
4. To further improve the outcomes of all pupils throughout the school with a particular emphasis on ensuring effective challenge for all children and diminishing the differences for disadvantaged pupils.

Use of Pupil Premium 2016/17: £35640 IN TOTAL

The Pupil Premium is used by the school to enable pupils who attract the premium to be in receipt of additional varied support in order to raise the rates of progress.

During 2016/17 West Pelton used Pupil Premium funding for individual pupils, linked to the School Development Plan, on the following:-

Item	Cost	Detail
Intervention	£13940 £1500	Small group phonics work Small group Literacy intervention Small group Numeracy intervention Booster and 1:1 support
External agencies:- Behaviour support Crisis response Communities of Learning – Parent Support Advisor	 £6200	To provide behaviour strategies and programmes To support specific behaviour management issues for children at risk of permanent exclusion To ensure children are ready for learning and issues outside school are minimised therefore improving both attendance and attainment
Specific resources inc:- Mathletics (ICT) Lexia (ICT) Lumio (ICT) Power of ... (Maths)	 £3000	Rising Stars, CGP study guides, additional resources for specific learning difficulties identified on School Support Plans Increase engagement with Maths, narrow gaps, raise self awareness, enhance homework opportunities and home school links Increase engagement with Spelling, personalise learning, encourage home/school learning opportunities
Educational trips / visits / visitors	£1000	Opportunities to bring learning to life and increase participation for all by enhancing the curriculum Acknowledging the poor transport links impacting on access for some families
Peer tutoring	No cost	To promote responsibility and provide the opportunity for 'over learning'
Behaviour awards	£500	Certificates and stickers to promote and praise behaviour – to maximise class time for teaching
Attendance awards	£500	To encourage, promote and reward 100% attendance
Extended schools / after school clubs	£1000	To ensure there are opportunities for all; to raise self esteem, confidence, resilience and commitment
Increased TA hours	£7000	1:1 support for the delivery of support identified through support plans
CPD to enhance learning and engage hard to reach pupils	£1000	CPD focussing on Literacy and Numeracy
Allocation: £35640		Total Spend: £35640

A review of impact can be found at the start of this document