**Pupil premium strategy statement 2018-19**

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| 1. **Summary information** | | | | | |
| **School** | St. Nicholas CE Primary School West Tanfield | | | | |
| **Academic Year** | 18/19 | **Total PP budget** | £6,600 | **Date of most recent PP Review** | Jan 2019 |
| **Total number of pupils** | 36 | **Number of pupils eligible for PP** | 5 | **Date for next internal review of this strategy** | July 2019 |

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| 1. **Current attainment** | | | | | |
|  | | | *Pupils eligible for PP (your school) 5 all in Y6 2017/18* | | *Pupils not eligible for PP (national average for non PP)* |
| **% achieving expected standard or above in reading, writing & maths** | | | **20%** | | **71%** *(National 70%)* |
| **% making expected progress in reading (as measured in the school)** | | | **80%** | | **85%** C:\Users\headteacher\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\GXVAIAYY\shooting_star_cutie_mark_by_silentmatten-d4tk1as[1].gifC:\Users\headteacher\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\GXVAIAYY\shooting_star_cutie_mark_by_silentmatten-d4tk1as[1].gif*(National 75%)* |
| **% making expected progress in writing (as measured in the school)** | | | **40%** | | ***85%*** *(National 76%)* |
| **% making expected progress in mathematics (as measured in the school)** | | | **40%** | | ***71%*** *(National 76%)* |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | |
| **Academic barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | | |
|  | | Our pupils eligible for pupil premium have low emotional resilience and low self-esteem. | | | |
|  | | In KS1 & KS2 some pupils (not just PP) require additional support in Writing and Maths to bring attainment in line with expectations. Some pupils enter year groups in September having not achieved ARE for previous year group.  having not reached ARE for the previous year group. | | | |
| **C.** | | Some pupils eligible for pupil premium also have other factors, such as specific needs, SEMH and mobility, to consider when planning successful intervention and support. | | | |
| **Additional barriers** *(including issues which also require action outside school, such as low attendance rates)* | | | | | |
| **D.** | | An increase in the number of families in need has led to the need for increased support with emotional and social needs of pupils by facilitating attendance at after school clubs, residential trips and providing key workers in school. | | | |
| **E.** | | Change to class structure – 2 full Key Stage classes YR/1/2 & Y3/4/5/6 – plus reduction in teaching assistant hours due to financial /budget issues | | | |
| 1. **Intended outcomes** *(specific outcomes and how they will be measured)* | | | | **Success criteria** | |
|  | Develop emotional resilience and increase self-esteem.  Measured through higher rates of progress for pupils eligible for pupil premium – gap narrowing by 2019. & pupil voice Spring 2019  academic year. | | | Children will be well equipped and able to overcome emotional challenges and show higher levels of self-esteem. | |
|  | Children will make progress in line with national expectations or better in Reading, Writing and Mathematics | | | Teacher assessments supported by internal and external test data will show RWM progress is in line with national expectations or better for all children. | |
|  | Good progress in PSED / SEMH | | | As a result of wraparound support from the Compass Buzz project and Emotion Coaching training, school staff feel empowered to tackle stigma and effectively respond to children and young people’s emotional and mental health needs. | |
|  | Children are supported to be able to get the most out of school experiences.  PP children access the school curriculum and wider opportunities regardless of family income and personal circumstances. | | | **All** children will be able to access **all** activities including extra-curricular clubs, educational visits (including residential) and wrap-around care.  All pupils will have the appropriate uniform , resources and support to enable them to play a full and active role in school life and feel included, valued and equal. | |
|  | Transition into new year groups in mixed-age/cross-phase classes will be well supported with in-class TA support, small group nurture and intervention work as necessary.  Organisation and effectiveness of class structures will be reviewed regularly and improvements made for PPG children using PPG funding wherever possible. | | | Children will settle into new year groups quickly to allow accelerated learning to take place.  All pupils including those in receipt of PPG funding will flourish in well-supported classes. | |

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| 1. **Review of expenditure** | | | | | | | | | |
| **Previous Academic Year** | | | **2017/18** | | | | | | |
| 1. **Quality of teaching for all** | | | | | | | | | |
| **Action** | **Intended outcome** | | **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** |
| Funding of smaller Y6 class (38.4% - 5/13 are in receipt of PPFG) to ensure the pupils receive appropriate challenge through Y6 curriculum.  Develop resilience & independence.  Use of data and assessments to identify pupils slipping behind target for in class intervention  Fund TAs to ensure all vulnerable pupils receive additional support and make accelerated progress.Develop the independence & resilience of pupils.To complete & consolidate Growth Mind-set training. Staff demonstrate high expectations and motivate pupils through challenge and problem-solving activities e.g. BANSHO maths | All PP children are working at an appropriate stage for their age & are achieving expected outcomes & making progress scores from their prior attainment at the end of Y6 in RWM  B) Pupils with specific difficulties make accelerated progress in RWM  C) Improved attitudes towards learning across the school | | Attainment & progress:   * Reading for all groups improved . Positive progress scores for all groups.1 PP pupil made massive progress gain from KS1. * Writing attainment & progress lower for PP – impact of WT sc score 91 with target scores between 94 and 98. * Maths lower attainment & progress   Regular tracking ensured focus on target - question and error analysis allowed for gaps to be addressed through pre learning. Without this strategy the impact would not have been as positive.  See above  Positive for majority of pupils | | | Due to budgetary restraints this option is no longer viable.  We have questioned if such small groups impact on independence of pupils – work in lessons – evidenced through lesson observations & book scrutiny (LA review) shows better standards for some pupils than achieved in SATS,  See above  With an ever changing world and different external pressures on pupils we need to continue with this approach. | | |  |
| 1. **Targeted support** | | | | | | | | | |
| **Action** | **Intended outcome** | | **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** |
| A. Accelerated progress by end of Y6, (with a focus on maths) for targeted pupils. Accelerate progress in phonics/spelling for targeted pupils. b) Children are more independent, have greater resilience and able to approach challenging tasks | Fund TAs to ensure all vulnerable pupils receive additional support and make accelerated progress  SENCO to implement, alongside teachers, interventions appropriate to accelerate progress with SMART targets. | |  | | |  | | |  |
| Appropriate support given in class & through out of class intervention.  More opportunities to access challenging tasks. | Children are more independent, have greater resilience and able to approach challenging tasks | | This was more evident in class but we need to develop a more effective approach for ‘test readiness’ for pupils-however Y6 pupil confidence and resilience plus attitude to tests was much improved on previous year. | | | We have restricted TA time but plan to develop roles of TA through MAPTA project. | | |  |
| 1. **Other approaches** | | | | | | | | | |
| **Action** | **Intended outcome** | | **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** |
| Pupils given leadership opportunities /opportunities to take responsibility and represent their school, eg school council, library duties, participation in church services, etc.  Pupils have access to intervention groups such as Lego Therapy. | Pupils have improved social skills, resilience and positive attitudes able to cooperate successfully with others. | | All pupils in Y6 (not just PP) showed confidence & responsibility. This is also evident most pupils in other year groups. | | | Flexibility to respond to change in needs of individuals is vital – we will definitely continue with this approach. | | |  |
|  |  | |  | | |  | | | Total Cost  **£9240** |
| 1. **Planned expenditure** | | | | | | | | | |
| **A Academic year** | | **2018-19 £6,600** | | | | | | | |
| The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies | | | | | | | | | |
| 1. **Quality of teaching for all** | | | | | | | | | |
| **Action** | **Intended outcome** | | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | | **Staff lead** | **When will you review implementation?** | |
| Provision of in-class TA support during all morning sessions to aid learning of all in mixed-age classes and support transition across the phases and key stages.  Implement training to ‘Maximise the Practice of TAs’ to upskill all teachers and TAs) | Children of all age groups are taught and learn effectively, making good progress from their starting points.  Children are well-supported and feel secure when transitioning across key stages. | | | There are increased challenges for staff and pupils in whole key-stage/cross-phase classes.  TA support enables the teacher to ensure better differentiation and targeted coverage of the NC.  TA support also ensures a lower adult:child ratio which increases the capacity for pastoral as well as academic support. | Half-termly pupil progress meetings  Lesson observations  Performance management  Regular liaison between all teachers/TAs in team  Review meetings with parents/pupils/staff | | HT | Termly  Easter 2019 | |
| Whole-class reading to be phased in (KS2 class)  Investment in good quality contemporary reading materials | Reading progress will be accelerated.  Motivation and interest in books will increase.  Positive impact on quality of writing. | | | Many of our children do not have access to reading materials in the home.  Pressures of modern family life often mean parents find it difficult to support children at home.  Research and success in our own school (2017/18) shows that this approach raises standards in reading and writing. | Lesson observations  Monitor children’s and parents’ responses in reading diaries  Monitor progress using PIRA tests  and teacher assessment for writing | | KS2 staff (AH) | Termly | |
| **Total budgeted cost** | | | | | | | | £2750 | |
| 1. **Targeted support** | | | | | | | | | |
| **Action** | **Intended outcome** | | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | | **Staff lead** | **When will you review implementation?** | |
| SENCO to train TAs and parents to use Paired Reading technique. | Children’s confidence in their reading ability will increase leading to higher levels of motivation and progress | | | Paired Reading is an evidence-based intervention which accelerates progress in reading and boosts confidence. It also reduces frustration for the child and parents to make reading together a more pleasurable experience.  Pressures of modern family life often mean parents find it difficult to support children at home. | Measure impact using ratio gains  Review meetings with parents/teachers/pupils  Performance management of TA | | SENCO | 4/5 PPG children are now accessing this intervention.  Termly Pupil Progress Meeting | |
| Additional TA hours (5.75) allocated and training provided for the delivery of targeted intervention work to include:  -Lego Therapy  -Phonological Awareness Training  -Active Literacy Kit  - Numicon: Closing the Gap | Children will make progress in line with national expectations or better in Reading, Writing and Mathematics.  Social, emotional, communication and interaction skills will be improved. | | | Progress and attainment is a concern for some children.  Use of targeted evidence-based interventions accelerate progress. | Impact of all intervention programmes is carefully measured by the SENCO.  Termly pupil progress meetings  Performance management  Monitoring by subject leaders  Review meetings with parents/teachers/pupils | | SENCO  (SEN Gov/ HT) | Termly Pupil Progress Meeting | |
| Provision of Key Worker time for vulnerable pupils(from 0.1 inclusion and leadership time)  Attendance at CIN meetings  Multi-agency work eg Prevention Service, CSC, etc. | Actions agreed in CIN meetings will be carried out.Children facing challenges in their lives will be well-supported and will have regular access to a key worker. | | | Some of our PPG children face challenges in their lives.  Practical and pastoral help via a keyworker can help to improve the situation for children and their families. | Minutes of CIN meetings  Monitor impact eg removal of barriers to learning and well-being, improvements in home situations, etc. | | SENCO | Termly | |
| **Total budgeted cost** | | | | | | | | £ 2500 | |
| 1. **Other approaches** | | | | | | | | | |
| **Action** | **Intended outcome** | | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | | **Staff lead** | **When will you review implementation?** | |
| All staff will attend Emotional Coaching training 7/01/19  SENCO will attend SLT Compass Buzz workshop 6/02/19  3-4 members of staff will attend Compass Buzz Level 2 Training 12/04/19 | Staff will be better equipped to provide emotional support and promote good mental health to our children and families.  Prevent problems escalating through to specialist services and enable them to be happy and healthy young people with brighter futures. | | | The project addresses the findings of the Future in Mind Report 2015.  The aim is to develop a ‘whole school approach’ with the priority placed on improving the resilience and emotional wellbeing of children and young people.  As a result of the project’s wraparound support, school staff feel empowered to tackle stigma and effectively respond to children and young people’s emotional and mental health needs. | Training will be delivered by highly skilled and committed Wellbeing Workers.  SLT will be supported by Paul Cullen (Wellbeing Worker) to monitor and evaluate the implementation of what has been learned. | | SENCO | April 2019 – and agree next steps | |
|  | | | | | | | | **£1,580** | |
| **Total budgeted cost** | | | | | | | | **£6830** | |
| 1. **Additional detail** | | | | | | | | | |
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