

West Cornforth Primary School Pupil Premium Strategy Statement 2017-2018

Summary information					
School	West Cornforth Primary School				
Academic Year	2017//18	Total PP budget	£100,320	Date of most recent PP Review	November 2017
Total number of pupils	214 (including nursery) 176 (without nursery)	Number of pupils eligible for PP	53%	Date for next internal review of this strategy	December 2017 April 2018 July 2018

Attainment 2017

- 89% of pupils entitled to Pupil Premium achieved a Good Level of Development in Early Years **(Not FSM 69%)**
- 33% reached an excellent level of development compared to 8% of Not FSM
- 77% of pupils entitled to Pupil premium passed the Y1 phonics test **(Not FSM 94%)**
- 100% of pupils entitled to Pupil premium passed the Y2 phonics re-sit

- 80% of KS1 pupils entitled to Pupil Premium gained expected level in reading and writing
- 90% of KS1 pupils entitled to Pupil Premium gained expected level in mathematics **(Not FSM: reading – 80%, writing – 80%, mathematics – 87%)**
- 10% of KS1 pupils entitled to Pupil Premium gained a good level in reading and mathematics
- 30% of KS1 pupils entitled to Pupil Premium gained a good level in writing

- 67% of KS2 pupils entitled to Pupil Premium gained expected level in reading **(Not FSM: reading – 100%, writing – 100%, GPS - 86%, mathematics – 100%)**
- 89% of KS2 pupils entitled to Pupil Premium gained expected level in writing
- 89% of KS2 pupils entitled to Pupil Premium gained expected level in GPS
- 44% of KS2 pupils entitled to Pupil Premium gained expected level in mathematics

Age Related Expectations (Years 1,3,4,5)

65% of pupils entitled to Pupil Premium are working at age related expectations or above in reading (78% of the pupils not working at ARE have SEND)

58% of pupils entitled to Pupil Premium are working at age related expectations or above in writing (64% of the pupils not working at ARE have SEND)

62% of pupils entitled to Pupil Premium are working at age related expectations or above in mathematics (70% of the pupils not working at ARE have SEND)

Impact

- Three year improving trend at the end of EYFS
- Reading is now high profile within school. Reading record books are monitored on a weekly basis; children are keen to read and read regularly.
- Improved interventions impact upon pupil progress e.g. Dynamo Maths
- Timely TA support and feedback accelerated pupil progress
- Support for pupils to develop the robust mental health and well-being of children
- Higher levels of engagement and motivation through more curriculum enrichment and enhancement opportunities

Barriers to future attainment for pupils eligible for Pupil Premium

In-school barriers	
A	The percentage of disadvantaged children achieving the Y1 phonic standard is lower than those not in receipt of the PPG
B	`Greater depth` outcomes for some pupils in receipt of PPG are not as strong as for other groups in reading and maths in KS1 and KS2
C	Levels of resilience for some pupils (including those eligible for PPG) are not good; this leads to an over-reliance on adults and a detrimental effect on academic progress.
External barriers	
D	Limited speech and language development
E	Social, emotional or behavioural difficulties impact on the progress of the majority of PP Pupils (53%)

Outcomes

Desired outcomes and how they will be measured		Success Criteria
A	Develop and encourage early speaking, listening and attention skills.	The percentage of children reaching a good develop of development continues to increase. The number of children attending speech and language interventions decreases. Language impacts upon writing – confident speakers - confident writers
B	Increase the percentage of disadvantaged children achieving the Y1 phonic standard	The percentage of disadvantaged children achieving the Y1 phonic standard increases from 77%.
C	Raise `greater depth` outcomes children in reading and mathematics	The percentage of KS1 and KS2 children achieving a greater depth increases from 10% at KS1 and 29% reading KS2 and 14% mathematics KS2.
D	Children work with greater independence.	Monitoring processes show that children are more able to work without support.
E	Fewer recorded behaviour incidents.	Over time few incidents recorded on Class dojo.

Spending Plan 2017-2018

(The Education Endowment Foundation (EEF) and the new EEF Families of Schools tool have been used to inform this plan.)

Pupil Premium used for:	Amount allocated to the resource/ intervention/ action	Brief summary of the resource, intervention or action, including details of year groups and pupils involved and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil premium?	How will this activity be monitored, when and by whom? How will success be evidenced?	Impact As a result of this action....
Blast (Speech and Language development) (EYFS specific)	£1000	Staff training and development Talk Boost is a catch up programme, developed by the children's communication charity I CAN and The Communication Trust.	Blast children's communication by up to 18 months. The programme can be used with groups of children in reception, year one or year two.	Mrs Smith Miss Chambers	Improvement of speech and language (EYFS)
Speech and Language SLA	£4900.00	A speech therapist will work in school one morning a week for 33 weeks providing support for pupils, staff and parents.	Speech and language improves.	Mrs. L Smith-SEND CO Mrs Hodgson Curriculum Committee	Children can speak clearly. Children's understanding of language improves. Parents are able to support children's language development.
Oral language interventions - Philosophy for Children Reading Resources Staff training	£3000	Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. Oral language approaches include: <ul style="list-style-type: none"> Targeted reading aloud and discussing books with young children Explicitly extending pupils' spoken vocabulary The use of structured questioning to develop reading comprehension 	Comprehension and reading skills improve.	Mrs Hodgson Mr Leake	Positive benefits on learning, including oral language skills and reading comprehension
Peer to peer support Staff training	£500	Older children support younger children in reading and phonics. Older children support younger children in reciprocal reading sessions.	Younger children enjoy working with older, responsible role models. They practice reading and phonics more regularly.	Miss Chambers Miss King Mrs Brown	Attainment in reading and phonics improves
Collaborative or cooperative learning Staff Training	£500	Children work together in a group small enough for everyone to participate on a collective task that has been clearly assigned. This can be either a joint task where group members do different aspects of the task but contribute to a common overall outcome, or a shared task where group members work together throughout the activity. Mixed ability teams or groups work in competition with each other, in order to drive more effective collaboration.	Collaboration has been shown to increase the effectiveness of other approaches such as mastery learning or digital technology. It appears to work well for all ages if activities are suitably structured for learners' capabilities and positive evidence has been found across the curriculum.	Mrs Hodgson Mrs Cunliffe Subject Co-ordinators	Promotion of talk and interaction between learners

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Class teacher	£30,000	Large year 6 cohort split into two groups for one academic year One academic year	Personalised teaching and learning Smaller class sizes Increase the percentage of KS2 FSM pupils reaching the higher standard in reading, writing, GPS and mathematics.	Mrs Hodgson Mrs Cunliffe (Lesson observation, work scrutiny, discussions with staff , parents and pupils.) Monitored by the School Committee	Acceleration of learning - children make at least 1 full stage of progress and reach the expected level of attainment Close the attainment gap between FSM and Not FSM in phonics at the end of year 1 The percentage of KS1 and KS2 children achieving a greater depth increases from 10% at KS1 and 29% reading KS2 and 14% mathematics KS2.
Purchase Pie Corbett's reading spine. Purchase Brain Box boxes and reciprocal reading resources	£900	Purchase quality reading texts	Increase enjoyment and frequency of reading.	Mrs Brown	The percentage of KS1 and KS2 children achieving a greater depth in reading increases from 10% at KS1 and 29% KS2
Dynamo Maths Annual Subscription	£2000	Dynamo Maths identifies and supports pupils at risk of developmental dyscalculia and pupils who are performing significantly below their peers in maths.	Improve levels of attainment and progress by targeting specific areas of weakness.	Mr Leake Mrs L Smith Curriculum Committee	Increased progress and attainment
Mathletics Mathematics resources Annual Subscription	£2000	Develop the core skills of mathematical fluency, problem solving and reasoning.	Improve levels of attainment and progress Increase levels of pupil engagement, confidence and motivation in maths	Mr Leake Curriculum Committee	Increased progress and attainment More than 10% of Ever 6 FSM cohort achieve GD in maths at KS1
Ipads and ICT equipment	£12000	Children use iPads and digital technology to enhance learning. SEND PP children have their own iPad	Personalised learning opportunities. Children become more engaged through the power of touch, motion and sound.	Mrs Hodgson Mrs Smith	Increased engagement Increased progress and attainment

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School trip subsidies	£10,000	Enable equality of access to enrichment learning activities for disadvantaged pupils	Enable a wide variety of visits and additional opportunities which may not have been previously arranged due to cost. Broaden children's experiences in education and engage children in their enjoyment of learning through: -an educational visit every term -an annual visit to the theatre -music concerts provided by professional musicians - Y5 and 6 residential visit to Robinwood	Mrs. Hodgs on Mrs. Crozie r Curriculum Committee	All children participate in school visits Children are engaged in their learning and take pride in themselves and their work. This impacts positively on progress and attainment.
Extra-curricular provision	£5,000	Peripatetic music tuition (brass and drumming) Gardening Club	Provide life skills such as perseverance Children understand the benefits of practice and hard work. Increased confidence and self-esteem	Mrs. Cunliffe School Committee	All children with an interest or talent in music will be given equal opportunities
CPOMS Safeguarding	£2000	Purchase whole school safeguarding system to ensure safeguarding concerns are dealt with swiftly and effectively.	The majority of safeguarding concerns involve children who are in receipt of free school meals. The system will ensure all concerns are managed quickly and effectively; ensuring children get the support they need quickly.	Mrs. Hodgson Mrs. Cunliffe Reviewed half termly by headteacher and the School Committee	Children develop confidence and self -esteem. Information is shared quickly and appropriately ensuring children and families receive the support they need in a timely manner.
Counselling SLA for specific individuals	£8,000	Qualified counsellor provides support for pupils.	Increased confidence and self-esteem thus impacting positively on behaviour and attitude. Improved attainment and progress	Mrs. L Smith-SEND CO Governor: Julie Smith (SEND) Mrs Berry (Behaviour)	Improved attainment and progress Improved attitude and behaviour
Behaviour Support SLA for specific individuals	£6,000	Trained, qualified, staff delivering a range of behaviour support programmes.	Pupils will grow in confidence and develop better social skills. Improved attainment and progress	Mrs. Hodgson Analysis of behaviour and Class Dojo (school's own behaviour/reward systems) Feedback from staff and pupils. Governor: Mrs Berry	Continued improvements in behaviour and safety within and around school. Improved attainment and progress. Improved attitude and behaviour.

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Crisis Response SLA	£3000	Trained, qualified, staff work one to one with individual children and their families.	Pupils (at risk of exclusion) learn strategies to cope with extreme behaviour Parents are offered support and are taught strategies to cope with extreme behaviour	Mrs. Hodgson Discussions and meetings with colleagues and parents Governor: Mrs Berry	Improved attitude and behaviour. Children begin to co-operate and learn Zero exclusions
Staff Training ADHD Behaviour Management Neglect Poverty	£5,000	Training to improve the emotional intelligence of pupils identified through behavioural needs	Build children's resilience to external negative factors. Improve self-esteem and wellbeing Upskill staff to enable them to support individuals to resolve conflicts positively	Mrs. Hodgson Analysis of behaviour and class dojo	To continue behavioural improvement. Pupils' confidence to express emotions and concerns positively increased. Pupils co- operating more with each other and appreciating each other's differences and support.
School Milk	£1,200	Following government legislation and guidance, school to provide free school milk for all children in receipt of pupil premium.	Improved health for children in receipt of free school meals.	Mrs. Crozier (office manager) to oversee take up of offer. School Committee	Improved health benefits for children in receipt of pupil premium
Breakfast	£3,000	Pay for PP children to have breakfast in our breakfast club Staffing	Improve children's attendance, punctuality and concentration during lessons. Increase the attendance of disadvantaged pupils to be in line with other pupils	Miss Littley Mrs Goldsmith School Committee	Improved attendance, punctuality and concentration during lessons. Increased progress and attainment

