

West Cornforth Primary School Pupil Premium Strategy Statement 2020-2021

Summary information					
School	West Cornforth Primary School				
Academic Year	2020/21	Total PP budget	£103,000	Date of most recent PP Review	January 2021
Total number of pupils	174 on roll 33 3's (nursery) 16 2's (nursery) 223 in total	Number of pupils eligible for PP	49%	Date for next internal review of this strategy	July 2021 December 2021

- Impact**
- Pupils are keen to read and read regularly
 - Timely TA support and feedback accelerated pupil progress
 - Support for pupils to develop the robust mental health and well-being of pupils
 - 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 pupils achieving the Good Level of Development lower than those not in receipt of PP
B	The percentage of disadvantaged pupils achieving the Y1 phonic standard is lower than those not in receipt of the PPG
C	`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
D	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	
E	COVID-19 restrictions
F	Limited speech and language development
G	Social, emotional or behavioural difficulties impact on the progress of the majority of PP Pupils

Outcomes

	Desired outcomes and how they will be measured	Success Criteria
A	<ul style="list-style-type: none"> • Develop and encourage early speaking, listening and attention skills • Measured by: pupil voice outcomes and work scrutiny 	<ul style="list-style-type: none"> • The percentage of pupils reaching a good develop of development continues to increase • The number of pupils attending speech and language interventions decreases • Language impacts upon writing – confident speakers - confident writers
B	<ul style="list-style-type: none"> • Increased confidence and self esteem leading to improved progress • Measured by: pupil voice outcomes (Target Tracker) and work scrutiny 	<ul style="list-style-type: none"> • Children are resilient and have self-belief • Pupils understand mistakes are part of the learning process and have the skills and confidence to overcome challenges and problems
C	<ul style="list-style-type: none"> • Raise `greater depth` outcomes pupils in reading, writing and mathematics • Measured by: progress and attainment reports 	<ul style="list-style-type: none"> • Increased number of KS1 pupils achieving a greater depth in writing increases • Increased number of KS2 achieving a greater depth in writing and maths
D	<ul style="list-style-type: none"> • Increased knowledge and attainment in geography and history 	<ul style="list-style-type: none"> • Monitoring processes show that pupils make at least expected progress in the foundation subjects

E	<ul style="list-style-type: none"> • PP SEND Pupils work with greater independence • Measured by: progress and attainment reports, observations and work scrutiny 	<ul style="list-style-type: none"> • Monitoring processes show that pupils make progress socially, emotionally and academically
F	<ul style="list-style-type: none"> • Fewer recorded behaviour incidents • Measured by: Dojo and CPoms reports 	<ul style="list-style-type: none"> • Over time few incidents recorded on Class Dojo

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? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Impact As a result of this action....
Thrive Training	£6250 (5x1250)	<ul style="list-style-type: none"> Five staff participate in the Thrive training 	<ul style="list-style-type: none"> Staff effectively support children who have social and emotional problems. Build pupils' resilience to external negative factors. Improve self-esteem and wellbeing. Upskill staff to enable them to support individuals to resolve conflicts positively 	<ul style="list-style-type: none"> Miss Newton Mrs O'Sullivan The timetable will be reviewed on a half termly basis 	<ul style="list-style-type: none"> Children will be 'taught' the coping strategies to deal with challenging situations.
Extra 0.6 teacher	£13,500	<ul style="list-style-type: none"> Small group teaching 	<ul style="list-style-type: none"> Improved outcomes due to targeted support and intervention 	<ul style="list-style-type: none"> Mrs Hodgson (Lesson observation, work scrutiny, discussions with staff, parents and pupils.) Monitored by the Achievement and Learning Committee 	<ul style="list-style-type: none"> Acceleration of learning Pupils make good progress from individual starting points.
Extra teacher assistant sessions and support	£12,000	<ul style="list-style-type: none"> Staff the nurture room Y1-Y6 	<ul style="list-style-type: none"> Bespoke timetable for pupils with SEN and behaviour difficulties 	<ul style="list-style-type: none"> Mrs Hodgson (Lesson observation, work scrutiny, discussions with staff, parents and pupils.) Monitored by the Achievement and Learning Committee 	<ul style="list-style-type: none"> Acceleration of learning - pupils make at least 1 full stage of progress and reach the expected level of attainment. Promotion of talk and interaction between learners. SEND pupils make good progress from individual starting points. Reduction in emotional outbursts and physical behaviour incidents.
Resource and furnish the nurture room	£3000	<ul style="list-style-type: none"> Purchase games and sensory equipment in order to implement the Thrive approach 	<ul style="list-style-type: none"> Pupils with specific issues will use the room (ADHD, ASD for example) 	<ul style="list-style-type: none"> Mrs Hodgson (Lesson observation, work scrutiny, discussions with staff, parents and pupils.) Monitored by the Achievement and Learning Committee 	<ul style="list-style-type: none"> Acceleration of learning - pupils make at least 1 full stage of progress and reach the expected level of attainment. Promotion of talk and interaction between learners. SEND pupils make good progress from individual starting points. Reduction in emotional outbursts and physical behaviour incidents.
Purchase books to enhance the reading spine Purchase Brain Box boxes and reciprocal reading resources	£2000	<ul style="list-style-type: none"> Purchase quality reading texts Y1-Y6 	<ul style="list-style-type: none"> Increase enjoyment and frequency of reading 	<ul style="list-style-type: none"> Mrs Brown 	<ul style="list-style-type: none"> The percentage of KS1 and KS2 pupils achieving a greater depth in reading increases

Computing equipment to enable children to access online learning during COVID-19	£15000	<ul style="list-style-type: none"> Use technology to access the curriculum and complete tasks during lockdown/isolation periods 	<ul style="list-style-type: none"> Reduce gaps in learning 	<ul style="list-style-type: none"> Miss Gregg Mrs Hodgson Target Tracker information 	<ul style="list-style-type: none"> Children make progress across the year and avoid widening gaps by accessing learning at home
Online annual subscriptions to aid learning including: Studybugs Maths resources (Dynamo/Third Space) Target Tracker	£10,000	<ul style="list-style-type: none"> Dynamo Maths identifies and supports pupils at risk of developmental dyscalculia and pupils who are performing significantly below their peers in maths. Develop the core skills of mathematical fluency, problem solving and reasoning. 	<ul style="list-style-type: none"> Improve levels of attainment and progress by targeting specific areas of weakness. Increase levels of pupil engagement, confidence and motivation in Maths and English 	<ul style="list-style-type: none"> Mrs L Smith Achievement and Learning Committee 	<ul style="list-style-type: none"> The percentage of KS2 pupils achieving a high score in maths increases
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School trip subsidies	£10000	<ul style="list-style-type: none"> Enable equality of access to enrichment learning activities for disadvantaged pupils 	<ul style="list-style-type: none"> Enable a wide variety of visits and additional opportunities which may not have been previously arranged due to cost. Broaden pupils' experiences in education and engage pupils in their enjoyment of learning through: <ul style="list-style-type: none"> -an educational visit every term -an annual visit to the theatre -music concerts provided by professional musicians - Y5 and 6 residential visits to Robinwood/Weardale Adventure Centre 	Mrs Hodgson Mrs Crozier <ul style="list-style-type: none"> Achievement and Learning Committee 	<ul style="list-style-type: none"> All pupils participate in school visits. Pupils are engaged in their learning and take pride in themselves and their work. This impacts positively on progress and attainment.
Extra-curricular provision	£6000	<ul style="list-style-type: none"> Peripatetic music tuition (brass and drumming) Gardening Club 	<ul style="list-style-type: none"> Provide life skills such as perseverance. Pupils understand the benefits of practice and hard work. Increased confidence and self-esteem. 	<ul style="list-style-type: none"> Mrs. Cunliffe Mrs Hodgson Achievement and Learning Committee 	<ul style="list-style-type: none"> All pupils with an interest or talent in music will be given equal opportunities.
CPOMS Safeguarding	£2000	<ul style="list-style-type: none"> Purchase whole school safeguarding system to ensure safeguarding concerns are dealt with swiftly and effectively. 	<ul style="list-style-type: none"> The majority of safeguarding concerns involve pupils who are in receipt of free school meals. The system will ensure all concerns are managed quickly and effectively; ensuring pupils get the support they need quickly. 	<ul style="list-style-type: none"> Mrs. Hodgson Mrs. Cunliffe Reviewed half termly by headteacher and the School Committee 	<ul style="list-style-type: none"> Pupils develop confidence and self-esteem. Information is shared quickly and appropriately ensuring pupils and families receive the support they need in a timely manner.

Counselling SLA for specific individuals and parents	£8000	<ul style="list-style-type: none"> Qualified counsellor provides support for pupils. 	<ul style="list-style-type: none"> Increased confidence and self-esteem thus impacting positively on behaviour and attitude. Improved attainment and progress. 	<ul style="list-style-type: none"> Mrs. L Smith-SEND CO Governor: Julie Smith (SEND) Mrs Berry (Behaviour) 	<ul style="list-style-type: none"> Improved attitude and behaviour. Improved attainment and progress.
Behaviour Support SLA for specific individuals	£6000	<ul style="list-style-type: none"> Trained, qualified, staff delivering a range of behaviour support programmes. 	<ul style="list-style-type: none"> Pupils will grow in confidence and develop better social skills. Improved attainment and progress. 	<ul style="list-style-type: none"> Mrs. Hodgson Analysis of behaviour and Class Dojo (school's own behaviour/reward systems) Feedback from staff and pupils. Governor: Mrs Berry 	<ul style="list-style-type: none"> Continued improvements in behaviour and safety within and around school. Improved attainment and progress. Improved attitude and behaviour.
Purchase extra credits of DCC Educational Psychology time.	£2000	<ul style="list-style-type: none"> Timely referrals, observations and reports 	<ul style="list-style-type: none"> Support plans tailored to need. 	<ul style="list-style-type: none"> SEND coordinator 	<ul style="list-style-type: none"> Improved attainment and progress. Improved wellbeing
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Crisis Response SLA	£3000	<ul style="list-style-type: none"> Trained, qualified, staff work one to one with individual pupils and their families. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Mrs. Hodgson Discussions and meetings with colleagues and parents Governor: Mrs Berry 	<ul style="list-style-type: none"> Improved attitude and behaviour. Pupils begin to integrate, co-operate and make academic progress.
School milk and fruit	£1200	<ul style="list-style-type: none"> Following government legislation and guidance, school to provide free school milk for all pupils in receipt of pupil premium. Pupils will be offered free fruit at breaktimes. 	<ul style="list-style-type: none"> Improved health for pupils in receipt of free school meals. 	<ul style="list-style-type: none"> Mrs. Crozier (office manager) to oversee take up of offer. Achievement and Learning Committee 	<ul style="list-style-type: none"> Improved health benefits for pupils in receipt of pupil premium.

Breakfast	£3000	<ul style="list-style-type: none"> • Pay for PP pupils to have breakfast in our breakfast club • Staffing 	<ul style="list-style-type: none"> • Improve pupils' attendance, punctuality and concentration during lessons. • Increase the attendance of disadvantaged pupils to be in line with other pupils 	<ul style="list-style-type: none"> • Miss Littley • Mrs Goldsmith • Achievement and Learning Committee 	<ul style="list-style-type: none"> • Improved attendance, punctuality and concentration during lessons. • Increased progress and attainment.
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