**Tweedmouth West First School**

**Pupil premium strategy statement and Review - 2018/19**

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| 1. **Summary information**
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| **School** | Tweedmouth West First School |
| **Academic Year** | 2018/19 | **Total PP budget** | £26,260 | **Date of most recent PP Review** | October 2018 |
| **Total number of pupils** | 137 | **Number of pupils eligible for PP** | 21 | **Date for next internal review of this strategy** | October 2019 |

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|  |  | 1. **Current attainment**
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| Key Stage 1 Results 2017/2018 | *Pupils eligible for Pupil Premium*  | *Pupils not eligible for Pupil Premium* | *All Pupils* | *National Average (2017)* |
| **% Pupil achieving expected standard or above in reading** | 71 | 95 | 90 | 79 |
| **% Pupil achieving expected standard or above in writing** | 71 | 86 | 83 | 72 |
| **% Pupil achieving expected standard or above in Maths** | 71 | 100 | 93 | 79 |
| **Phonics end of year 1 % achieving required standard** | 100 | 85 | 86 | 84 |
| **Phonics end of year 2 % achieving required standard** | 0 | 50 | 50 |  |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)**
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|  **In-school barriers**  |
|  | High percentage of children requiring speech therapy due to poor oral language skills. |
|  | Difficulties in social and emotional learning. |
| **C.** | Associated special needs. |
| **D.** | Issues with wellbeing and mental health |
| **External barriers**  |
| **D.**  |  |
| 1. **Desired outcomes**
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|  | *Desired outcomes and how they will be measured* | *Success criteria*  |
|  | Quality first teaching so that all pupils have at least good teaching from all teaching staff. | Children eligible for PP make rapid progress by end of academic year and meet age related expectations or beyond in reading writing and maths. |
|  | Higher rates of progress for higher attaining pupils eligible for PP. | Pupils eligible for PP identified as high ability attain as well as non PP children. |
|  | Children able to access a rich creative curriculum. | Wide variety of creative activities in school.Wide range of after school clubs available.Breakfast club available to all PP children. |
|  | Children will improve oral language skills. | Talk Boost groups. |
|  | Associated speech difficulties will improve. | Speech therapy groups in school. |
|  | Children will be able to address wellbeing and mental health issues | BU, Nurture group |

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| 1. **Planned expenditure**
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| **Academic year** | **2018/19** |
| 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.  |
| 1. **Quality of teaching for all**
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| **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?** |
| Provide targeted interventions to increase progress rates for pupils in specific areas of learning. | **Mathematics**CLIC maths delivered daily in small groups according to ability.**English**Read Write Inc. Phonics delivered daily in small groups according to ability.  | Ability group work will have greater impact on children’s learning as objectives are focused and over-learned.Interventions will result in accelerated progress. | * High quality training
* Regular monitoring and observation
* Frequent assessment ensuring children always working at appropriate level
 | English and Maths Leads | 3 week cycleHalf termly |
| 1. **Targeted support**
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| **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?** |
| Children’s particular social and emotional needs will be met. | BU intervention Nurture Group | Caring for children’s emotional needs will impact on their general well-being, and so their ability to learn. | * High quality training
* High quality teaching
* Rigorous assessment and monitoring
 | Trained HLTAs | Termly |
| Children’s spoken language and understanding will improve. | Early Talk Boost / Talk Boost. | Children coming into school with poor language skills will close the gap and enable them to work successfully on Talk for Writing. | * High quality training
* High quality teaching
* Rigorous assessment and monitoring
 | Talk Boost trained TA’s | Termly  |
| 1. **Other approaches**
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| **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?** |
| To create a secure stimulating environment where children can learn. | * Breakfast club
* Support for homework
* Subsidised school trips
* Subsidised music tuition.
* Miscellaneous items such as reading folders, swimming kit etc.
* After school clubs
* Online learning subscriptions
 | To ensure that PP children are not disadvantaged when accessing any school activities or events.  | All school activities and events planned to be thoroughly inclusive. | Head teacher | Termly  |
| **Total budgeted cost** | £26,260 |

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| **Review – September 2019** |
| **Academic year** | **2018/19** |
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| **Desired outcome** | **Chosen action / approach** | **Impact** | **Measures** | **Next steps** |
| Provide targeted interventions to increase progress rates for pupils in specific areas of learning. | **Mathematics**CLIC maths delivered daily in small groups according to ability.**English**Read Write Inc. Phonics delivered daily in small groups according to ability.  | **Mathematics**CLIC maths delivered to small groups, concentrating on fluency and basic skills. Children’s progress is regularly monitored, and assessments feed into planning. **English**Read Write Inc. Phonics delivered to small groups. Children’s progress is regularly monitored, and assessments feed into planning.  | **Mathematics****Early Years** **Number –** 50% PP children achieve expected level**Shape, space and measures –** 50% PP children achieve expected level**Year 1**  **0**% PP children achieve expected level**Year 2**  **100**% PP children achieve expected level**Year 3**  **71**% PP children achieve expected level**Year 4**  **80**% PP children achieve expected level**English****Early Years** **Reading –** 50% PP children achieve expected level**Writing –** 50% PP children achieve expected level**Year 1****Reading –** 66% PP children achieve expected level**Year 2****Reading –** 100% PP children achieve expected level**Year 3****Reading –** 71% PP children achieve expected level**Year 4****Reading -** 60% PP children achieve expected level | **Mathematics**CLIC maths to continue 2019-20**English**RWI phonics to continue 2019-20 |
| Children’s particular social and emotional needs will be met. | BU intervention Nurture Group | **BU intervention** Limited impact of this intervention.Good transition activity, as children worked with another school.Good model for future intervention groups, but with a different focus. **Nurture Group**Vital intervention for specific children with learning, and social/emotional needs.  |  | **BU intervention** Has given a model for in-house groups, but will not be continued next academic year. **Nurture Group**Will continue with some existing children, and other children will join in 2019-20 |
| Children’s spoken language and understanding will improve. | Early Talk Boost / Talk Boost. | Talk Boost implemented with children in Reception and Year 1 | **Reception** **Year 1** | **Talk Boost**Continue with Talk Boost in 2019-20 |
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| Reception Class Talk Boost 2018-19 |
| Name | Start – 14.11.18 - End 3.4.19 |
| **1** | **2** | **3** | **4** | **5** | **6** |
| Child 1 | 15 15 | 15 15 | 9 11 | 5 11 | 7 9 | 11 15 |
| Child 2 | 11 15 | 15 15 | 13 15 | 7 13 | 15 15 | 13 15 |
| Child 3 | 11 11 | 13 15 | 7 15 | 7 9 | 9 13 | 11 13 |
| Child 4 | 13 15 | 15 15 | 7 13 | 13 13 | 13 15 | 13 15 |
| Child 5 | 15 15 | 15 15 | 9 15 | 13 15 | 9 11 | 15 15 |
| Child 6 | 15 15 | 13 15 | 13 15 | 7 13 | 11 15 | 13 15 |
| Child 7 | 11 15 | 11 15 | 7 9 | 11 11 | 9 11 | 13 13 |
| Child 8 | 7 15 | 13 13 | 5 7 | 9 9 | 9 15 | 7 7 |
| Child 9 | 11 13 | 9 13 | 3 7 | 3 7 | 6 11 | 11 11 |

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| Year 1 Talk Boost 2018-19 |
|  | Start – 14.11.18 - End 3.4.19 |
| Name | **1** | **2** | **3** | **4** | **5** | **6** |
| Child 1 | 13 15 | 9 15 | 11 11 | 11 13 | 11 13 | 15 15 |
| Child 2 | 9 13 | 7 13 | 11 15 | 9 11 | 9 13 | 13 15 |
| Child 3 | 11 13 | 11 15 | 11 13 | 7 11 | 9 13 | 9 15 |
| Child 4 | 9 13 | 11 15 | 13 15 | 7 11 | 11 15 | 9 13 |
| Child 5 | 5 11 | 11 13 | 15 15 | 7 9 | 13 13 | 13 15 |
| Child 6 | 11 13 | 13 15 | 13 13 | 9 13 | 11 13 | 11 15 |
| Child 7 | 13 15 | 11 13 | 11 15 | 7 13 | 7 11 | 9 9 |
| Child 8 | 13 | 13 | 15 | 13 | 15 | 15 |
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| Child 9 (year 2) | 11 | 15 | 15 | 15 | 11 | 15 |

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| To create a secure stimulating environment where children can learn. | * Breakfast club
* Support for homework
* Subsidised school trips
* Subsidised music tuition.
* Miscellaneous items such as reading folders, swimming kit etc.
* After school clubs
* Online learning subscriptions
 | Removal of financial barriers for all PP children  |  | Continue to subsidise PP children in all extra activities and items |