**Tweedmouth West First School**

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

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| 1. **Summary information** | | | | | |
| **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** | | | | |
| 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)** | | | | |
| **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** | | | |
|  | *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** | | | | | |
| **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** | | | | | |
| **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 cycle  Half termly |
| 1. **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?** |
| 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** | | | | | |
| **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 |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | 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 |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | 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 | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | | Child 9 (year 2) | 11 | 15 | 15 | 15 | 11 | 15 | | | | | |
| 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 |