**Tweedmouth West First School Pupil premium strategy statement - 2019/20**

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| 1. **Summary information** | | | | | |
| **School** | Tweedmouth West First School | | | | |
| **Academic Year** | 2019/20 | **Total PP budget** | £21,120 | **Date of most recent PP Review** | October 2019 |
| **Total number of pupils** | 136 | **Number of pupils eligible for PP** | 16 | **Date for next internal review of this strategy** | October 2020 |
| Children eligible for PP – Early Years – 1 Key Stage 1 – 5 Key Stage 2 – 10 | | | | | |

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| 1. **Current attainment** | | | | |
| **Results 2018/19** | *Pupils eligible for Pupil Premium* | *Pupils not eligible for Pupil Premium* | *All Pupils* | *National Average (2018)* |
| **% Pupil achieving expected standard or above in reading** | 100% | 82% | 83% | 75% |
| **% Pupil achieving expected standard or above in writing** | 100% | 71% | 73% | 70% |
| **% Pupil achieving expected standard or above in Maths** | 100% | 89% | 90% | 76% |
| **Phonics end of year 1 % achieving required standard** | 25% | 84% | 75.9% | 83% |
| **Phonics end of year 2 % achieving required standard** | 0% | 100% | 100% |  |
| **Children in EY achieving Good Level of Development** | 50% | 76.2% | 73.9% | 71.5% |

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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 | | |
| **E.** | | Financial constraints – school trips, residential, enhancement activities | | |
| **External barriers** | | | | |
| **A.** | | Children have limited experiences outside school which hinder their ability to learn | | |
| **B.** | | Groups of children are impacted significantly by difficulties in social, emotional and mental health aspects of learning | | |
| 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. |
| Early Years | | | 100% of PP children achieve GLD |
| Year 1 phonics screening | | | 50% of PP children reach the desired standard |
| End of KS1 % of PP children to achieve expected standard | | | Reading – 33% of PP children reach the expected standard  Writing - 33% of PP children reach the expected standard  Maths - 33% of PP children reach the expected standard |
| KS2 Year 4 % of PP children to achieve expected standard | | | Reading - 63% of PP children reach the expected standard  Writing - 63% of PP children reach the expected standard  Maths - 63% of PP children reach the expected standard |
|  | 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. |
| Year 3 | | | Reading – 100% of PP children achieving GLD  Writing – 100% of PP children achieving GLD  Maths - 100% of PP children achieving GLD |
| Year 4 | | | Reading – 25% of PP children achieving GLD  Writing – 25% of PP children achieving GLD  Maths - 25% of PP children achieving GLD |
|  | 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 PP children.  Music lessons available to PP children. |
|  | Children will improve oral language skills. | | Talk Boost groups. |
|  | Associated speech difficulties will be addressed. | | Speech therapy groups in school. |
|  | Children will be able to address wellbeing and mental health issues | | Nurture group  Yoga  Thrive therapy |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2019/20** | | | | |
| 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 |
| Maintain high staffing levels to ensure all children make the best possible progress | Fund additional levels of TA support to provide teaching interventions to close the gaps in communication, language, literacy and numeracy | To enable small group support in CLIC maths, phonics, Nurture Group | * Regular assessment * Regular monitoring and observation * Half termly pupil progress meetings * Book scrutiny * Performance management targets | HT/DHT | 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. | Nurture Group  Thrive therapy  Nurture Group  Yoga | 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 | Half 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 TAs | 10 week programme |
| Children will have a good start to the day, keeping up with reading and homework | Breakfast club | Children will have a good breakfast to start the day  Children will be supported in their reading and homework | * Regular monitoring | TAs | Half termly |
| To create wider opportunities for children’s experiences, providing a stimulating learning environment | Continue to remove financial barriers to learning by subsidising educational visits, and sporting opportunities | Some PP children have limited opportunities to wider experiences due to financial constraints. | * Regular monitoring * Regular observation | Class teachers | Half 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** | | | | | £21,120 |