



Pupil Premium Strategy

1. Summary Information	
School	West Boldon Primary
Academic Year	2019/20
Total number of pupils eligible for PP	132 (44%)
Amount of PP received per pupil	£1320
Total PP Budget	£174,240 (£212,460 – PP, including LAC, Service and Post LAC)

2. Current Attainment		
Based on 2018 Results at the end of Key Stage 2	Pupils eligible for PP (School)(National)	Pupils not eligible for PP (School)(National)
% Achieving expected standard or above in reading, writing and maths (RWM Combined)	66%	66% 78%
% achieving expected standard in Reading	77%	71% 75%
% achieving expected standard in Writing	83%	82% 78%
% achieving expected standard in Maths	77%	94% 76%
Average Scaled score Reading	-0.37	-1.58
Average Scaled score Maths	+0.85	+0.25
Average Scaled score EPGS	+0.25	+0.10

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In school barriers (<i>issues to be addressed in school</i>)	
A	Communication and language difficulties are often evident for PP children and they enter school with low levels of vocabulary

B	Emotional resilience is often limited and support is needed for children to manage their feelings and behaviours
C	Children have limited wider experiences to draw upon
D	Social care needs – a number of our families are supported by outside agencies, including social care and family partners
External Barriers (<i>issues which also require action outside school</i>)	
E	Attendance levels are sometimes poorer for PP children. School is addressing this through attendance procedures.
F	Parental engagement of the PP children is very poor as is attendance to information events and support with homework and reading.

4. Desired Outcomes		
	<i>How will they be addressed</i>	<i>Success Criteria</i>
A	To improve the number of children achieving the expected standard in reading ,writing and maths	2019/20 data reflects an increase in PP pupils achieving the RWM combined indicator.
B	To improve the number of children achieving greater depth in reading, in writing and in maths	To narrow the gap between WBP PP children and their counterparts Nationally in attaining greater depth standard
C	To improve the progress measures of PP children by the end of KS2	Pupils eligible for PP across school to make rapid progress so they meet age-related expectations To monitor the progress of low, middle and high attaining groups against expected and more than expected targets
D	Continue to ensure that teaching, learning and assessment across the school is at least good with a proportion of outstanding and ensure this is impacting on PP achievement in all classes	PP pupils across the school will meet age-related expectations and make good progress from their relevant starting points
E	To endeavour to improve parental engagement through newsletters, parent meetings, tutorials	Improved attendance at meetings leads to higher levels of parental engagement and support for children

5. 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					
i. 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?

<p>74% Y6 PP children to meet expected outcomes in reading, writing ,maths combined 2019/20</p>	<p>Reduce class size and increase adult support</p> <p>Additional one to one reading for less able readers 4 times per week</p> <p>Booster sessions in ability groups 3 times per week (Feb-May)</p> <p>Data tracking meetings analyse the performance of all groups of children termly</p>	<p>NFER report supporting the attainment of disadvantaged pupils showed an 18.8% increase in outcomes using paired or small group teaching</p> <p>NFER indicated a 15.6% increase in outcomes using one to one tuition</p> <p>NFER report highlights data driven schools which focus on early intervention rather than end of key stage raised attainment more effectively</p>	<p>Reading ages monitored with expectation of 4-6 months increase half termly</p> <p>Intervention trackers completed</p> <p>Fortnightly Y6 team meetings</p> <p>Half termly data analysis meetings</p>	<p>S.Greaves / J Lauderdale</p> <p>Phase leader monitoring</p> <p>L Garr (data target tracking – PP and Termly trackers)</p>	<p>Fortnightly Y6 team meetings.</p> <p>Termly data analysis meetings</p>
<p>To extend the more able to achieve more than expected (GDS) levels in Reading, Maths and Writing.</p>	<p>Targeted differentiation, high quality marking and feedback and booster extension groups for more able groups.</p> <p>More able mathematicians have a</p>	<p>To Improve good outcomes at greater depth standard.</p>	<p>Regular monitoring through planning and work scrutiny, lesson observation and intervention impact</p>	<p>L Garr</p> <p>S Greaves</p>	<p>Year 6 meetings fortnightly</p> <p>Termly data analysis</p> <p>Planning and work scrutiny as per monitoring cycle.</p>

	<p>in school lunchtime booster group</p> <p>More able GPAS lunch club</p> <p>All children have access to booster sessions from January 2020 to support all groups of learners achieve their potential</p>				
To ensure quality first teaching for all by increasing the quality and focus of CPD	<p>Staff training:</p> <ul style="list-style-type: none"> • Maths • GPAS • Spelling / Phonics • Moderation • SEN • Intervention training • In school support to further develop the teaching of writing 	The NFER report reiterates that this can lead to an improvement of 18.7% This also proved a very successful strategy in school last year.	<p>CPD evaluations and post training expectations (i.e. work reflected in books, changes to practise in lesson observations etc.)</p> <p>Performance management targets</p> <p>Changes to practise and impact on teaching and learning</p>	L. Garr S.Greaves	<p>Implementation reviewed as part of the monitoring cycle.</p> <p>Performance management reviews</p> <p>Work scrutinies</p> <p>CPD audit</p>
Effective marking and feedback/high	Training for staff on effective feedback	This is vital in ensuring that pupils know their	Monitoring of books, pupil discussions-	Assessment Coordinator - SR	December 2019 April 2020

expectations is given throughout school – impact on outcomes and progress	Review of Marking Policy/use of codes	next steps in learning in order to move on. Evidence shows that this has very high impact for little cost but identifies individual needs and provides support for those needs NFER(3,4)	SMT/LG Discussions with staff Data Analysis		July 2020
ii. 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?
To support children who are not meeting age related expectations through afternoon maths, reading and writing interventions such as Plus 1, Power of Two, additional guided reading, Toe by toe, Booster sessions	Plus 1 Power of 2 One to one Read, Write Inc. Additional one to one reading Toe by toe	NFER indicates that paired or small group additional teaching had an impact of 18.8%	TA training Regular scrutiny Impact statements based on pupil observations and data analysis	L Garr S.McCormack	Monitor intervention Half termly
To provide support in all year groups during English and maths sessions through providing an additional adult to support targeted groups	Adult support in English and maths sessions each morning	The diversity of abilities in our children are better supported if additional staff are available to support targeted groups under the direction of the	Lesson observations Work scrutiny Data analysis	All staff L Garr S.Greaves	Half termly

		class teacher to enable children to be challenged/extend their learning			
iii. 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 develop the whole child through broadening their real, life experience	Supporting after school clubs School trips and curriculum "Hooks" to broaden experiences and engage Curriculum	Successful last academic year and further developed to incorporate Change for Life experiences	Attendance at after school clubs Pupil voice Levels of pupil interest and engagement	L Garr S Greaves Phase leaders	Termly
To enable children to develop their thinking in maths to move from concrete to abstract processes	Staff training Maths Lead – CPD (LA)	Analysis of lower school work shows a gap in provision	Work scrutiny-evidence in work books Conversations with children – pupil questionnaires	L Garr J Lauderdale	Half termly
To support the emotional health and well being of pupils	Theraplay session in school – 5 groups per week to support self-	Theraplay sessions to continue	Two staff have been trained by LA at level 1 and level 2 to deliver	S. McCormack E. Askwith A. Turnbull	Termly to review groups and impact of sessions

through providing additional support	<p>esteem and social interaction</p> <p>Lego Therapy groups to set up to support social interaction, collaboration and turn taking</p> <p>Training up an HLTA to be a pastoral lead to support vulnerable learners</p> <p>Draw and Talk therapy - Aiding children to open up and voice issues through art.</p>		<p>Theraplay sessions.</p> <p>Our in school - meet with families at the start of the 1 to 1 sessions and discuss issues, children closely monitored, statements of impact /effectiveness produced</p>		
Total budgeted cost for all the above approaches £212,460					

6. Additional Detail

- We will review our strategy for how we use pupil premium in July 2020 and will report to the full governing body and relevant committee
- Headteacher will ensure she is up to date with Pupil Premium Review training
- Information on last year's PP and the impact can be found on the school website

Targets for 2020 data -

KS1

Subject	Target PP EXS	Target PP GDS
Reading	70%	15%
Writing	70%	15%
Maths	70%	15%
RWM Combined	70%	8%

KS2

Subject	Target PP EXS	Target PP GDS
Reading	74%	15%
Writing	74%	15%
Maths	74%	19%
EPGS	78%	15%
RWM Combined	74%	8%