



West Rainton Primary School

Pupil Premium Strategy Statement

2019 – 2020

Context and Rationale

- West Rainton Primary School is much smaller than average. A large proportion of the pupils come from families with high levels of deprivation. The school's deprivation indicator is significantly higher than the national average placing us within the top 20% of disadvantaged schools nationally.
- The number of pupils entitled to Free School Meals (FSM) is higher than the national average.
- The majority of the pupils are white British but the school also has a high proportion of Gypsy Roma and Travellers of Irish Heritage (GRT) pupils. (22% of the school population)
- There is very little difference between the school and the national stability rate showing the school is in line with national average for movement within school.
- Data shows that the school population is stable over time, with an increasing number of disadvantaged pupils from families with high levels of deprivation. The proportion of GRT pupils has stayed broadly in line with last year.

Our key objective in using the Pupil Premium Grant is to diminish attainment gaps between pupil groups. As a school we have a significant track record of ensuring pupils make good progress, and we continue to strive to bridge the gap in levels of attainment between disadvantaged and other pupils. Using the Local Authority expertise, we have an enhanced focus on providing more opportunities for basic skills of reading, writing and maths in all areas within Reception. Core principals of this are also being unrolled across all other year groups to ensure more of our pupils, including those who are disadvantaged, can make more than expected progress.

A significant amount of additional funding has been allocated to the school and we are determined to ensure that it has maximum impact. Careful analysis of internal and external pupil-level data, historical attainment and progress rates, as well as a huge amount of qualitative data was used to ensure the funds are used to maximum effect. Our robust monitoring and evaluation procedures guided us in where and how to spend our pupil premium allocation.

We have also use existing research and publications including those from OFSTED and findings of studies undertaken by the SUTTON TRUST and EDUCATION ENDOWMENT FOUNDATION to enable us to make decisions relating to provision. Training provided by Durham Education Development Service also helped us to understand the systems and approaches that work in relation to the attainment of specific groups of learners, and how to document impact on a whole school level.

Our teaching of phonics will be extended this year with the introduction of Read, Write Inc Fresh Start as a KS2 intervention. Staff training in this area, and the purchase of new resources, will require a significant spend. The Local Authority knowledge and experience gained through the 'narrowing the gap' project contributed significantly to our improving results in EYFS. This expertise will now be unrolled across nursery as well to narrow diminish gaps before children enter Reception.

We have sought external organisations and identified opportunities for children to have an enriched and enhanced experience of the curriculum. Implementing a broad and ambitious curriculum as well as an extensive range of quality extra-curricular opportunities is also a focus for significant resource spending in the coming year. Music, art and drama experiences have also been a curriculum enrichment priority of this year to increase pupils' cultural capital.

Support timetables for all support staff show increased and detailed targeted support for pupils eligible for pupil premium across the school. It is of paramount importance to us that all pupils reach their full potential across a broad and rich curriculum entitlement.

| Reception – Year 6 Pupil Premium Funding | | | | |
|--|-------------------------|--------------------------|--|----------------------------|
| Pupils Eligible for PP Funding | Number of Eligible Boys | Number of Eligible Girls | Number of Looked After Children & PLAC | Number of Service Children |
| 69 | Per Pupil £1,320 35 | Per Pupil £1,320 34 | Per Pupil £1,900* 2 Lac 3 PLAC | Per Pupil £300 0 |

*Looked After Children receive £1,900 with £300 being retained centrally by the Local Authority.

| Early Year Pupil Premium Funding | | | | |
|----------------------------------|---------------------------|-------------------------|--------------------------|-------------------------------|
| Total of Nursery Pupils | Number of Eligible Pupils | Number of Eligible Boys | Number of Eligible Girls | Total EYPP Budget |
| 31 | Hourly Rate £0.53 26 | Hourly Rate £0.53 14 | Hourly Rate £0.53 12 | Hourly Rate £0.53 £8061.13 |

| Pupil Premium Summary Information | | | |
|-------------------------------------|----------|---------------------------|-----|
| Total Number of Pupils (Inc. FTE) | 123 | Number of Pupils Eligible | 69 |
| Total Pupil Premium Budget | £91, 080 | % of Pupils Eligible | 56% |

| KS1 | 2019 - Outcomes | | | | | | | | | | | | | | |
|---------------------------|-----------------|------|-----|-------|------|-----|------------|---------------------------|-----------|------|-----|-------|------|-----|------------|
| | PP Pupils | | | Other | | | SCH GAP | KS2 | PP Pupils | | | Other | | | SCH GAP |
| | SCH | NA | DIF | SCH | NA | DIF | | | SCH | NA | DIF | SCH | NA | DIF | |
| EYFS GLD | 60 | 56.0 | +4 | 86 | 75.0 | +11 | -15 | Expected Standard Reading | 67 | 62.0 | +5 | 78 | 78.0 | = | -11 |
| Year 1 Phonics | 89 | 71.0 | +18 | 88 | 84.0 | +4 | +1 | Expected Standard Writing | 83 | 68.0 | +15 | 89 | 83.0 | +6 | -6 |
| Expected Standard Reading | 57 | 62.0 | -5 | 90 | 78.0 | +12 | -33 | Expected Standard Maths | 100 | 68.0 | +32 | 89 | 83.0 | +6 | +11 |
| Expected Standard Writing | 57 | 55.0 | +2 | 90 | 73.0 | +17 | -33 | Expected Standard GPS | 83 | 68.0 | +15 | 100 | 83.0 | +17 | -17 |
| Expected Standard Maths | 71 | 63.0 | +8 | 90 | 79.0 | +11 | -19 | Expected Standard R/W/M | 67 | 51.0 | +16 | 67 | 71.0 | -4 | = |

| Current Attainment | | | | | | | | | |
|--------------------|---------|-----------------------|--------------|-------|------------|---------------------------|--------------|-------|------------|
| Cohort | Subject | Current Baseline Data | | | | Aspiration at End Of Year | | | |
| | | All | Disadvantage | Other | Difference | All | Disadvantage | Other | Difference |
| Year 6 | Reading | 75 | 63 | 84 | -21 | 80 | 80 | 72 | +12 |
| | Writing | 75 | 63 | 84 | -21 | 75 | 77 | 72 | +5 |
| | Maths | 85 | 88 | 84 | +4 | 80 | 80 | 72 | +8 |
| | GPS | 75 | 63 | 84 | -11 | 75 | 77 | 72 | +5 |
| Year 5 | Reading | 85 | 75 | 89 | -14 | 85 | 75 | 89 | -14 |
| | Writing | 74 | 75 | 89 | -14 | 74 | 75 | 89 | -14 |
| | Maths | 77 | 50 | 89 | -39 | 77 | 50 | 89 | -39 |
| | GPS | 74 | 75 | 89 | -14 | 74 | 75 | 89 | -14 |
| Year 4 | Reading | 78 | 77 | 88 | -11 | 78 | 77 | 88 | -11 |
| | Writing | 78 | 77 | 88 | -11 | 78 | 77 | 88 | -11 |
| | Maths | 85 | 67 | 100 | -33 | 85 | 67 | 100 | -33 |
| | GPS | 78 | 77 | 88 | -11 | 85 | 67 | 100 | -33 |
| Year 3 | Reading | 77 | 71 | 90 | -19 | 77 | 71 | 90 | -19 |
| | Writing | 77 | 57 | 90 | -43 | 77 | 57 | 90 | -43 |
| | Maths | 83 | 85 | 90 | -5 | 83 | 85 | 90 | -5 |
| | GPS | 77 | 57 | 90 | -43 | 77 | 57 | 90 | -43 |
| Year 2 | Reading | 78 | 80 | 85 | -5 | 78 | 80 | 85 | -5 |
| | Writing | 89 | 90 | 88 | +2 | 89 | 90 | 88 | +2 |
| | Maths | 89 | 90 | 88 | +2 | 89 | 90 | 88 | +2 |
| | GPS | 89 | 90 | 88 | +2 | 89 | 90 | 88 | +2 |
| Year 1 | Reading | 82 | 75 | 100 | -25 | 82 | 75 | 100 | -25 |
| | Writing | 76 | 66 | 100 | -34 | 76 | 66 | 100 | -34 |
| | Maths | 82 | 83 | 100 | -17 | 82 | 83 | 100 | -17 |
| | GPS | 76 | 66 | 100 | -34 | 76 | 66 | 100 | -34 |
| EYFS | Reading | 39 | 50 | 33 | +17 | 73 | 63 | 83 | -20 |
| | Writing | 39 | 50 | 33 | +17 | 73 | 63 | 83 | -20 |
| | Number | 43 | 50 | 33 | +17 | 73 | 63 | 83 | -20 |

| Early Years Pupil Premium Current Attainment- on entry into nursery (3yr olds) | | |
|--|--------------------------|------------------------------|
| Baseline Assessment – Age Expected Level Emerging 30-50 Months | Pupils Eligible For EYPP | Pupils Not Eligible For EYPP |
| 0% achieving age expected levels on entry in Communication and Language | 0 | 0 |
| 5% achieving age expected levels on entry in Reading | 0 | 20 |
| 0% achieving age expected levels on entry in Writing | 0 | 0 |
| 0% achieving age expected levels on entry in Number | 0 | 0 |
| 0% achieving age expected levels on entry in Shape, Space & Measure | 0 | 0 |

| | | Barriers to Future Attainment | Desired Outcomes |
|-------------------|---|--|---|
| Internal Barriers | A | Low level of literacy, language and communication on entry into EYFS | Pupils engage with books both at nursery and at home. Opportunities to promote verbal and emerging literacy skills are maximised in nursery and at home. |
| | B | Spelling attainment remains slightly behind the attainment of other areas across the school | Introduce new strategies to boost spelling across the school. Children average 14/20 on spelling tests in 2020 |
| | C | Familiarity and usage of rich vocabulary and accurate spoken grammar requires significant coaching in school | Impact vocabulary mapped out across all subjects in all year groups. To ensure a progressive and ambitious build-up of subject-specific vocab. |
| | D | Curriculum mapping of other subjects tightened to ensure learning is sequenced, progressive and memorable. | Pupils receive a broad and ambitious curriculum entitlement that enables them to make links and build on prior learning. |
| | E | Increasing proportion of GRT pupils who join the school late after weak experiences elsewhere or with huge gaps in education | Pupils with gaps in education can catch up quickly through a range of interventions and strategies. |
| | F | Aspirations of some pupils to achieve highly and aim high for further education, particularly those from disadvantaged backgrounds | All pupils to have high expectations of themselves and their future. Range of further education and careers are inspired by school provision |
| External Barriers | G | Opportunities to build cultural capital from home are rare | All pupils to experience a wide range of opportunities in knowledge and understanding of the world, the arts and in sport including visiting events and extra-curricular provision. |
| | H | Attitudes from home in some cases around attendance at school | Pupils and families to have an understanding of the high importance of attendance. Persistent absentee levels improve on last year. |
| | I | Aspirations from home around engagement with school | Families to have regular contact with school and resources to use in order to know how to best support their child's learning. |

Pupil Premium Planned Expenditure

| | Desired Outcomes | Action | Evidence Source | Expenditure | Baseline Data | Autumn Evaluation | Spring Evaluation | Summer Evaluation |
|---|---|---|--|--------------------|--|---|---|--------------------------|
| A | Pupils engage with books both at nursery and at home. Parents embrace support strategies for early literacy. 40% enter Rec in line. | Purchase of books for nursery library Promotion of appropriate reading material for home in EYFS Upgrading the library facility | Invoices Library records Class dojo app Home-school diary Book-banding exercise. Book fair records Book catalogue orders | £15,000 | Around 90% of pupil enter nursery with skills below typical for their age in CLL. This gap narrow to around 40% entering reception in line. | Library facility upgraded in Dec 2019. Pupils report it to be much more attractive and engaging. Parents have had several support meetings in rec and nursery in groups and 1:1 | New RWI book band books purchased in Jan 2020. These are more closely aligned to the phonic ability of children pre ORT. | |
| B | Introduce new strategies to boost spelling across the school. Children maintain average of 14/20 in 2020 | New spelling strategies introduced from Twinkl Premium and RWI Fresh Start materials. | Invoices Spelling strategies within literacy teaching planning and books. Intervention records for struggling spellers. | £1,500 | On end of year 2019 assessments average score in KS2 SATS was 14/20, 13/20 in KS1. | Spelling test format embedded now and impacting upon children's comprehension of words. | New marking and assessment policy has a bigger emphasis on self-editing and correction which is impacting significantly on spelling in books. | |
| C | Impact vocabulary mapped out across all subjects in all year groups. To ensure a | More high level class texts used to stretch and challenge vocabulary use | Intervention records | £22,000 | Question-level-analysis showed pupils improved on their knowledge regarding | Vocabulary mapped for all subjects across the whole school which shows ambition and has | Text analysis by all teachers carried out to evaluate the choice of class texts as a high- | |

| | | | | | | | | |
|---|--|--|---|---------|--|--|---|--|
| | progressive and ambitious build-up of subject-specific vocab. | In class support for writing with inclusion of high level vocab. | | | vocabulary definitions. We would now like to see this unrolled across all subjects. | a core aim to deepen understanding for learners. | quality model of reading by the teacher. Introduction of basic classics teaching in Y6 (Greek and Latin) for etymology. | |
| D | Pupils receive a broad and ambitious curriculum entitlement that enables them to make links and build on prior learning. | Invest in carefully thought out resources to build on pupils' concepts and learning allowing them to learn more and remember more across all subjects. | Invoices Curriculum mapping documents Subject leader monitoring of resources and implementation of them | £35,000 | Careful and thorough curriculum mapping of all subjects needs appropriate resourcing to foster sequential and progressive blocks of lessons. | Subjects mapped out in autumn term: History, geography, PE, languages, PSHE, audit of resources and purchases made to complement | Further mapping of: Science, art, DT, computing, music (one term) Introduction of 'fast four' element to assess long-term retention of core concepts. | |
| E | Pupils with gaps in education can catch up quickly through a range of interventions and strategies. | Support staff and after school intervention deployed to catch pupils up Resources bought for home consolidation of skills | Attendance at after school booster 1:1 tuition and homework clubs Invoices | £5,000 | Two families, in particular dip in and out of school requiring structured support on return to close gaps in learning. | Booster resources and homework club staffing at a high level to focus largely on vulnerable groups who cannot access the work at home. | Intervention reviewed for travelling families with large gaps in curriculum knowledge. | |

| | | | | | | | | |
|---|---|--|--|---|---|--|--|--|
| F | All pupils to have high expectations of themselves and their future. Range of further education and careers are inspired by school provision | Visits and visitors arranged to inspire and motivate pupils to want a brighter future | Attendance at aspirational visits and or experiences in school Ambulance mini medics scheme promotion | £3,000 | Many PP pupils come from homes where nobody is employed and need school's input into aiming higher in future. Only 1 GRT pupil has gone on to secondary school in the last 5 years. | Mini medics scheme launched- huge impact on Y6 aspiration and career ideas. | RHE term 2 curriculum all about self-worth and relationships including having own aspirations and tools to achieve them. | |
| G | All pupils to experience a wide range of opportunities in knowledge and understanding of the world, the arts and in sport including visiting events and extra-curricular provision. | Engagement in high quality clubs Wider community engagement Ballet visit Theatre visit In school productions | Engagement with cultural projects Attendance at external productions | £6,000 (sporting experiences come from sport premium budget-not PP) | Many PP pupils lack the funding at home to take part in or visit arts experiences. We don't let money become a reason for not experiencing a rich and varied cultural education. | Whole school panto trip Dec 2019. M& M productions booked for spring term- Notre Dame. Provision in clubs evaluated- gymnastics. Club attendance analysed. | Rec ballet visit booked for April 2020 Pupil interview planned around clubs and extra opportunities. | |
| H | Pupils and families to have an understanding of the high importance of attendance. | Incentives for improved attendance Support for weaker attendance | Attendance data | £2,000 | PA levels were below NA until 4 weeks before the end of the year when two GRT families | Attendance has remained above 96% for entire term apart from 2 weeks in Dec when winter illnesses hit. End | Remains above 96% currently. Halfway individual figures communicated with parents along with | |

| | | | | | | | | |
|---|---|--|--|--------|--|--|---|--|
| | PA levels drop to below NA wherever possible particularly with GRT attendance data removed. | | | | came and went on holiday. Still aiming to maintain 96% attendance and below NA PA Attendance last year 96.1% PA 8% | of term 96%+ was achieved once more. Intervention with 3 families- impacted upon 2. | expectations of improvement. | |
| I | Families to have regular contact with school and resources to use in order to know how to best support their child at home. | Regular parent contact with school Resources purchased to support learning at home. | Attendance and engagement with parent sessions Stay and play events in EYFS | £2,000 | Parents regularly express concern at being able to support children's learning at home. Around 50% attended engagement sessions last year compared to 30% the previous year. | Parental engagement levels high over Christmas time with many positive events and parents evening. Autumn term reports sent out prior. | Parents are regularly invited in for EYFS stay and play sessions. Dance assembly event in Feb 2020. Parents support letter for new RWI books. | |

Budget Summary

| Desired Outcome | | Cost |
|---------------------------|---|----------------|
| A | Pupils engage with books both at nursery and at home. Opportunities to promote verbal and emerging literacy skills are maximised in nursery and at home. | £15000 |
| B | Introduce new strategies to boost spelling across the school. Children average 14/20 on spelling tests in 2020 | £1500 |
| C | Impact vocabulary mapped out across all subjects in all year groups. To ensure a progressive and ambitious build-up of subject-specific vocab. | £22000 |
| D | Pupils receive a broad and ambitious curriculum entitlement that enables them to make links and build on prior learning. | £35000 |
| E | Pupils with gaps in education can catch up quickly through a range of interventions and strategies. | £5000 |
| F | All pupils to have high expectations of themselves and their future. Range of further education and careers are inspired by school provision | £3000 |
| G | All pupils to experience a wide range of opportunities in knowledge and understanding of the world, the arts and in sport including visiting events and extra-curricular provision. | £6000 |
| H | Pupils and families to have an understanding of the high importance of attendance. Persistent absentee levels improve on last year. | £2000 |
| I | Families to have regular contact with school and resources to use in order to know how to best support their child's learning. | £2000 |
| Total Budget Spent | | £91,500 |

Additional funding (if any)

None currently

Governance

Monitoring The Effectiveness & Impact of Pupil Premium Performance

Pupil Premium Committee Members: Simon Scott, Marion Brann, Gordon Murphy, Michael Beck, Claire Maddox, Alison McDonough

Pupil Premium Committee Meeting

Autumn: 9th October 2019

Spring: 29th January 2020

Summer:

Autumn Summary

Governors examined the pupil premium desired outcomes and reflected upon the progress made last year against the desired outcomes. In all areas, progress was made but reading remains a focus and a new addition of the mapping of the curriculum across all subjects has been added. Governors agreed that the most significant spending needs to be placed on curriculum resourcing to provide solid and structured sequential learning experiences.

Spring Summary

Summer Summary

| |
|--|
| |
|--|

| | |
|--------------------|---|
| Review Date | 9 th October 2019 (2) 29 th January 2020 |
|--------------------|---|