



West Rainton Primary School

Pupil Premium Strategy Statement

2020 – 2021

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.

In academic year 2020-21, this strategy statement is aligned with our catch-up premium strategy statement in response to the partial closure of school from Covid-19 in March-June 2020. Because of the disruption to 2019-20 academic year, many of the previous year's outcomes were not fully actioned and senior leaders have ensured they remain as key priority areas. The gaps in learning for some of our pupils due to the pandemic, were minimised through an ambitious and thorough home-learning provision and the key decision governors and leaders made to bring back all year groups for the final five weeks of term in Covid-secure bubble groups of no more than 15 pupils.

We are determined that our experience-rich and broad provision will not fall victim to the current situation and are working tirelessly to provide alternative and creative ways to enhance our pupils' whole-school experience.

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
73	Per Pupil £1,320 34	Per Pupil £1,320 39	Per Pupil £1,900* 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 20	Hourly Rate £0.53 11	Hourly Rate £0.53 9	Hourly Rate £0.53 £9,611.55

Pupil Premium Summary Information			
Total Number of Pupils (Inc. FTE)	129	Number of Pupils Eligible	73
Total Pupil Premium Budget	£96, 360 + £5,700 PLAC	% of Pupils Eligible	57%

KS1	2019 – Outcomes-- Due to Covid pandemic this remains our last performance data set														
	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	81	83	80	+3	81	83	80	+3
	Writing	81	83	80	+3	81	83	80	+3
	Maths	81	83	80	+3	81	83	80	+3
	GPS	81	83	80	+3	81	83	80	+3
Year 5	Reading	81	73	100	-27	81	73	100	-27
	Writing	81	73	100	-27	81	73	100	-27
	Maths	81	73	100	-27	81	73	100	-27
	GPS	81	73	100	-27	81	73	100	-27
Year 4	Reading	73	61	88	-27	73	61	88	-27
	Writing	73	61	88	-27	73	61	88	-27
	Maths	81	77	88	-11	81	77	88	-11
	GPS	73	61	88	-27	73	61	88	-27
Year 3	Reading	73	57	88	-11	73	57	88	-11
	Writing	73	57	88	-11	73	57	88	-11
	Maths	83	77	88	-11	83	77	88	-11
	GPS	73	57	88	-31	73	57	88	-31
Year 2	Reading	75	70	66	+4	75	70	66	+4
	Writing	80	75	66	+9	80	75	66	+9
	Maths	80	75	100	-25	80	75	100	-25
	GPS	80	75	66	+9	80	75	66	+9
Year 1	Reading	74	73	75	-2	74	73	75	-2
	Writing	74	73	75	-2	74	73	75	-2
	Maths	74	73	75	-2	74	73	75	-2
	GPS	74	73	75	-2	74	73	75	-2
EYFS	Reading	78	57	90	-33	78	57	90	-33
	Writing	78	57	90	-33	78	57	90	-33
	Number	83	71	81	-10	83	71	81	-10

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
% achieving age expected levels on entry in Communication and Language	0	0
% achieving age expected levels on entry in Reading	0	20
% achieving age expected levels on entry in Writing	0	0
% achieving age expected levels on entry in Number	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 (linked with covid catch up plan)	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 (linked with covid catch up plan)	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. (linked with covid catch up plan)	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. In 2020-21, this also includes pupils who had low levels of engagement with home-learning provision during partial closure. (linked with covid catch up plan)	Pupils with gaps in education can catch up quickly through a range of interventions and strategies. Any gaps in pupils knowledge due to enforced partial closure are recovered alongside expected curriculum to ensure most catch-up by end of academic year 2020-21.
	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 (linked with covid catch up plan)	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. School has a robust contingency plan in place should further disruption to learning occur during the pandemic.
	J	Pupils' physical and mental wellbeing has been negatively impacted upon during 2020 lockdown restrictions (linked with covid catch up plan)	All pupils have a fulfilling academic year in 2020-21 that allows them to feel safe, happy and settled. They feel emotionally ready to learn and visibly enjoy their experiences.

Pupil Premium Planned Expenditure

	Desired Outcomes	Action	Evidence Source	Expenditure	Baseline Data	Autumn Evaluation	Spring Evaluation- at end of Jan21	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	£10,000	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.	Reading was given a strong boost in autumn term and identified reluctant or weaker readers were given regular intervention. This was beginning to impact significantly on most participants. Nursery had begun their library system again and had given early love of books a kick-start.	The new lockdown and partial closure has hampered progress with intervention groups somewhat. Children still have access to reading materials and our target group will become part of our academic mentor's role after Feb half-term.	
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.	£2,500	On end of year 2019 assessments average score in KS2 SATS was 14/20, 13/20 in KS1.	Our new spelling strategy and the introduction of spelling shed which gives the children targeted weekly assignments is beginning to impact on spelling overall. We have also reintroduced spelling logs for struggling spellers which are increasing their independence.	Again, momentum with this has halted at the beginning of spring although children still have access to spelling shed at home and are still receiving their weekly spellings and tests remotely. Phonics and spellings in younger pupils will form part of our academic mentor's intervention groups.	

C	Impact vocabulary mapped out across all subjects in all year groups. To ensure a progressive and ambitious build-up of subject-specific vocab.	More high level class texts used to stretch and challenge vocabulary use In class support for writing with inclusion of high level vocab.	Intervention records	£4,000	Question-level-analysis showed pupils improved on their knowledge regarding vocabulary definitions. We would now like to see this unrolled across all subjects.	Two interventions have been added this term the NELI program and the Launchpad for literacy approach which are both approaches for boosting vocabulary and language skills or identifying gaps within early acquisition. Nursery have a good home-school expectation of certain vocabulary being discussed each week.	Our whole-school vocabulary program will resume once all pupils return although we are seeing more considered use of ambitious vocabulary form pupils at home this time round with joining lessons live.	
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	£15,000	Careful and thorough curriculum mapping of all subjects needs appropriate resourcing to foster sequential and progressive blocks of lessons.	We are exceptionally proud to still offer our pupils their broad and full entitlement even offering additional enhancements such as the SSF project and my school, my planet. Within this ambitious curriculum, we have built in recovery aspects to revisit areas that may have been less secure from last term.	Use of Teams for remote learning has meant we can stick more closely to the intended curriculum than in the first lockdown. The only areas that have been adapted are music, PE and some aspects of science. Teachers and subject leads have good knowledge of the areas that may need revisiting or exchanging once we are fully reopen.	
E	Pupils with gaps in education can catch up quickly through a range of interventions	Support staff and after school intervention deployed to catch pupils up Resources bought for home	Attendance at after school booster 1:1 tuition and homework clubs Invoices	£23,000	Two families, in particular dip in and out of school requiring structured support on return to close gaps in learning.	Interventions outside the classroom had to be halted from late-October once infections began to occur within the bubbles amongst staff. Additional support is given within class where possible but this is not as frequent as intended.	Our academic mentor begins her post after Feb half-term and will work predominantly remotely at first from within the building. Once infection rates locally decrease or school fully reopens she will carry out group interventions across school.	

	and strategies.	consolidation of skills						
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	£5,000	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.	We are proud that we were offering additional enhancements such as the SSF project and my school, my planet in autumn term. This was still allowing us to provide opportunities for looking at wider career and further education routes.	School are working incredibly hard to invite a range of 'guest teachers' to Teams lessons to keep learning fresh and inspiring but also to give glimpses into wider life and career roles. We have had RE lessons with the local priest and activities led by Durham Uni students around Chinese New Year.	
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	£15,000	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.	Whilst this is an area of real strength in our provision, we are very disappointed that our extra-curricular and cultural enhancements have been much reduced this year due to the circumstances. We did begin clubs in bubbles in Late-September but unfortunately they had to be stopped once infection rates locally increased and guidance no longer allowed this.	School are working incredibly hard to invite a range of 'guest teachers' to Teams lessons to keep learning fresh and inspiring but also to give glimpses into the arts in particular or cultural events.	

H	Pupils and families to have an understanding of the high importance of attendance. PA levels drop to below NA wherever possible particularly with GRT attendance data removed.	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 came and went on holiday. Still aiming to maintain 96% attendance and below NA PA Attendance last year 96.1% PA 8%	Attendance remained strong across autumn term with 96% and only 1.8% unauthorised. This is skewed data however as the situation meant families did not take September holidays as is usual for some.	Attendance at online lessons remains just as important as those in school. It has taken some communication with a small minority of parents to change the mindset from the first lockdown. Attendance of vulnerable pupils is monitored by Local Authority and our pupils in this category are all accessing their learning in school. More of them may fall into this bracket if this closure is to extend longer term due to drop-off with online learning.	
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 done safely and at distance, allowing them to still feel included and valued. Resources purchased to support learning at home.	Attendance and engagement with parent sessions Stay and play events in EYFS	£10,000	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.	Good communication within our newsletters, website, telephone parents evening and class dojo posts meant everyone was aware of the contingency plan going forward. With 5 out of 7 bubbles closing in November, it also gave teachers and pupils a chance to have a trial-run of Teams. It is so unnatural for us to not have regular contact with our parents and over Christmas we put lots of digital experiences in place to remedy this.	The decision to go full-time to Teams for remote-learning in January should have removed the vast majority for pressure for teaching from the parents at home. By end of Jan we only have 14 pupils out of 128 who are not in a position to access Teams. This is neither due to devices or data lack as we have resolved all of those issues within school.	

J	All pupils have a fulfilling academic year in 2020-21 that allows them to feel safe, happy and settled. They feel emotionally ready to learn and visibly enjoy their experiences.	Staff training and strategies in place for wellbeing support and behaviour for learning. Relax kids SSF project MSMP project Forest school Clubs provision	Pupil voice Parent surveys Summative curriculum data	£10,000	Pupils showed anxieties about returning to school after lockdown, mirrored by parents in some cases. Pupil interviews found that children had missed social interaction, playing and experiencing the outdoors. Many reported spending large amounts of time online.	Given the situation, pupils had a fulfilling autumn term which they highly enjoyed and felt happy within. They appreciated the lengths we went to to provide them with opportunities such as productions, parties, raffles, competitions, assemblies etc. despite the challenges. It was clear that children just felt happy to be here in their normal environment after many weeks at home unable to go anywhere. Anxieties lowered as staff worked tirelessly to provide a positive and exciting place to learn even in bubbles.	Pupils learning from home have really enjoyed and embraced learning through Teams. Parents reported it makes the children feel more included in school life and gives them a little social interaction with their peers and teachers. The concern for school would be the ability to sustain this longer-term as frustrations rise in households and engagement drops. School are working hard to secure more exciting 'guest' teachers to make children want to tune in!	
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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.	£10,000
B	Introduce new strategies to boost spelling across the school. Children average 14/20 on spelling tests in 2020	£2,500

C	Impact vocabulary mapped out across all subjects in all year groups. To ensure a progressive and ambitious build-up of subject-specific vocab.	£4,000
D	Pupils receive a broad and ambitious curriculum entitlement that enables them to make links and build on prior learning.	£15,000
E	Pupils with gaps in education can catch up quickly through a range of interventions and strategies.	£23,000
F	All pupils to have high expectations of themselves and their future. Range of further education and careers are inspired by school provision	£5,000
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.	£15,000
H	Pupils and families to have an understanding of the high importance of attendance. Persistent absentee levels improve on last year.	£2,000
I	Families to have regular contact with school and resources to use in order to know how to best support their child's learning.	£10,000
J	All pupils have a fulfilling academic year in 2020-21 that allows them to feel safe, happy and settled. They feel emotionally ready to learn and visibly enjoy their experiences.	£10,000
Total Budget Spent		£96,500

Additional funding (if any)- The school should receive around £10, 320 of government catch-up funding at £80 per pupil.

Governance

Monitoring The Effectiveness & Impact of Pupil Premium Performance

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

Pupil Premium Committee Meeting

Autumn: 13th October 2020

Spring: 27th January 2021

Summer:

Autumn Summary:

Governors approved the initial PP statement document and agree fully with outcomes set. They are keen to hear about intervention to catch pupils up and how that is progressing particularly if the school are successful in their application for an academic mentor. Governors were particularly impressed by the ambition of staff to still provide exciting and more wide-ranging activities despite the challenges. They were pleased to see the outdoors being used for the promotion of physical and mental wellbeing as well as the continuation of the SSF project for upper KS2 pupils.

Spring Summary:

Governors heard about autumn term progress and the many successes in closing gaps across our priority areas, across all year groups. The evolving hybrid-learning style means large proportions of our pupils are still accessing their lessons live from the classroom. This is ensuring gaps are as narrow as possible for our eventual full return.

The school are very keen to welcome their academic mentor, Miss Johnson, after Feb half-term and have an intensive intervention timetable mapped out for her to support in reaching our target areas.

Summer Summary

Review Date

13th October 2020,
27th January 2021

