Piddle Valley CE First School – Pupil Premium Statement 2018/2019

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| 1. Summary information | | | | | |
| School | Piddle Valley CE First School | | | |  |
| Academic Year | 2018/2019 | Total PP Budget | £14,500 | Date of most recent review | January 2019 |
| Total number of pupils | 82 | No. of pupils eligible for PP | 14(17%) | Date of next review | June 2019 |

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| 1. Grant Allocation | | | | |
| Academic Year | Funding received | No. of pupils on roll | No. of PP children | % of the school |
| 2014 - 2015 | £1,300 per child - £5,200 | 92 | 4 | 4.3% |
| 2015 - 2016 | £1,320 per child - £5,280 | 100 | 4 | 4% |
| 2016 - 2017 | £1,320 per child - £5,280 | 100 | 5 | 5% |
| 2017 - 2018 | £1,320 per child - £6,600 | 98 | 11 | 5% |
| 2018 - 2019 | Predicted funding £14,500 | 82 | 14 | 17% |

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| 1. Current Attainment (Pupil Premium Children) 2017-2018 | | |
|  | Pupils Eligible for PP (3) | Pupils not eligible for PP (21) |
| % achieving ARE Reading at end of Year 2 | 33% | 67% |
| % achieving GD Reading at end of Year 2 | 0% | 19% |
| % achieving ARE Writing at end of Year 2 | 33% | 62% |
| % achieving GD Writing at end of Year 2 | 0% | 10% |
| % achieving ARE Maths at end of Year 2 | 33% | 76% |
| % achieving GD Maths at end of Year 2 | 0% | 19% |
| % achieving ARE combined R.W.M | 33% | 57% |

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| 1. Progress from EYFS GLD to RWM standard 2017-2018 | | |
|  | Pupils Eligible for PP  School | Pupils not eligible for PP |
| % achieving the expected standard - progress | 50% | 86% |

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| 1. Phonics Screening and Recheck (Pupil Premium Children) 2017-2018 | | | |
|  | Pupils Eligible for PP  School (WA) | Pupils not eligible for PP  (WA) | All pupils |
| % of Year 1 (5 PP) pupils meeting the standard for the phonic screening check | 20% (1) | 56%(10) | 48% (11) |
| % of Year 2 (2 PP) pupils meeting the standard for the phonic screening recheck | 50% (1) | 40% (2) | 57% (7) |

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| 1. Barriers to future attainment (for pupils eligible for PP) | |
| In school barriers (Issues to be addressed in school) | |
| A. | % of PP achieving ARE in writing at the end of the year |
| B. | % of PP achieving ARE in reading at the end of the year |
| C. | % of PP achieving ARE in maths at the end of the year |
| D. | Social and emotional and wellbeing of PP |
| External barriers (issues which also require action outside school) | |
| E. | Supporting and developing parental engagement and emotional & wellbeing |

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| 1. Desired outcomes ( and how they will be measured) | | Success Criteria |
| A. | Progress in writing skills for PP children with a focus on spelling  Tailored support through M2L, storycise, play gym sessions.  Support through RWInc groups with half termly assessments to attain progress  Interventions include; Extra RWInc support, No nonsense Spelling (Years 3 &4) | Greater % of PP achieve ARE in writing at the end of the year  Greater % of PP achieve standard for Yr 1 phonics screening |
| A.& B. | Targeted intervention work in writing and reading to support letter recognition and develop listening and communication skills.  Daily RWInc programme delivered in small groups  SENSS support | Greater % of PP achieve ARE in writing at the end of the year  Greater % of PP achieve ARE in reading at the end of the year |
| C. | Targeted small group/1:1 work using published intervention  Teacher led intervention work | Greater % of PP achieve ARE in maths at the end of the year |
| D. | Targeted support through the ELSA programme | Improved emotional wellbeing. Increased confidence. |
| E. | HT to monitor PP children half termly; half termly staff meetings to monitor and review attendance.  Four week improvement programme; working with individual families and LA attendance officer | Improved attendance % of PP |

The planned expenditure enables the school to demonstrate how we are using the Pupil Premium funding to improve classroom pedagogy, provide targeted support and support whole school strategies.

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| 1. Planned Expenditure | | | | | | | | |
| Academic Year 2018- 2019 | | | | | | | | |
| 1. Quality of first teaching | | | | | | | | |
| **Desired**  **Outcome** | | **Action/Approach** | **Rationale for choice of action** | | **How will we ensure it is implemented well?** | | **Staff to lead** | **Review** |
| Greater % of PP children achieving ARE writing  Progress in spelling skills for PP | | Whole school focus focus on vocabulary, grammar and punctuation (VGP) and presentation including handwriting  Daily Storycise in Year N & R  Implementing RWInc spelling for Year 3  and No Nonsense spelling daily in Year 3 and 4 | Looking at the school data, it is spelling, handwriting and VGP that prevents some PP children achieving ARE in writing  Spelling will be a school focus for the year with a focus on non-negotiables across the school to raise standards and expectations | | Staff meetings to monitor learning  Senco to monitor intervention work through school tracking (Simms) and monitoring meetings with staff  Half termly work scrutiny to look at all PP children across the school | | JB  All staff  NW  Literacy Coordinator | Termly review through SPTO with half termly pupil progress updates by teachers with the HT  Also termly review of school improvement plan |
| 1. Targeted Support | | | | | | | | |
| **Desired**  **Outcome** | **Action/Approach** | | | **Rationale for choice of action** | | **How will we ensure it is implemented well?** | **Staff to lead** | **Review** |
| Greater % of PP children achieving ARE in Writing | Catch Up literacy 1:1 tuition  SENSS support | | | One TA will be delivering Catch Up literacy Year 3 and 4 pupils. This intervention is a nationally known literacy intervention with proven results | | SENCO to monitor intervention work through termly monitoring meetings | JB; Catch Up literacy  JB/NW to monitor | Termly review through SPTO with half termly pupil progress updates by teachers with the HT |
| Greater % of PP children achieving ARE in maths | 1st Class maths intervention | | | One TA will be delivering 1st Class Maths for Year 1 and 2 pupils. This intervention is a nationally known maths intervention with proven results | | SENCO to monitor intervention work through termly monitoring meetings | JB; 1st Class maths  JB/NW to monitor | Termly review of intervention work with HT and Senco  School tracking |
| 1. Other approaches | | | | | | | | |
| **Desired**  **Outcome** | **Action/Approach** | | | **Rationale for choice of action** | | **How will we ensure it is implemented well?** | **Staff to lead** | **Review** |
| Improved attendance of PP children | HT monitoring attendance half termly  Half termly meetings  DASP attendance panel as required | | | Regular monitoring and discussing attendance as a staff is key to recognising attendance patterns and early intervention to support improved attendance | | Half termly staff meetings  Head teacher reports to PVGB | All staff  JB | Termly |
| Individual support | Nurture group through ELSA, access to other activities (bespoke to individuals) | | | Individual/tailored support impacting on self-esteem, confidence and pupils attitudes | | All decisions by HT and SLT  Working with outside agencies | JB  SLT | Termly |
| Achievement for All support and coaching programme | Focus on supporting and raising standards and expectations in the early years. | | | To support staff to develop and deliver high quality provision within the early years. | | Working with M Williams – A4All coach and mentor  Regular reviews and written reports | JB | Termly |