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

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| 1. Summary information
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| 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
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| 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
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|  | 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
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|  | Pupils Eligible for PPSchool | 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
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|  | Pupils Eligible for PPSchool (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)
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| 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 spellingTailored support through M2L, storycise, play gym sessions.Support through RWInc groups with half termly assessments to attain progressInterventions include; Extra RWInc support, No nonsense Spelling (Years 3 &4) | Greater % of PP achieve ARE in writing at the end of the yearGreater % 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 groupsSENSS support | Greater % of PP achieve ARE in writing at the end of the yearGreater % 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
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| Academic Year 2018- 2019 |
| 1. Quality of first teaching
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| **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 writingProgress in spelling skills for PP | Whole school focus focus on vocabulary, grammar and punctuation (VGP) and presentation including handwritingDaily Storycise in Year N & RImplementing RWInc spelling for Year 3and 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 writingSpelling 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 learningSenco to monitor intervention work through school tracking (Simms) and monitoring meetings with staffHalf termly work scrutiny to look at all PP children across the school | JB All staffNWLiteracy Coordinator | Termly review through SPTO with half termly pupil progress updates by teachers with the HTAlso termly review of school improvement plan |
| 1. Targeted Support
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| **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 tuitionSENSS 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 literacyJB/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 mathsJB/NW to monitor | Termly review of intervention work with HT and SencoSchool tracking  |
| 1. Other approaches
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| **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 termlyHalf termly meetingsDASP 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 meetingsHead teacher reports to PVGB | All staffJB | 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 SLTWorking with outside agencies | JBSLT | 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 mentorRegular reviews and written reports | JB | Termly |