Piddle Valley CE First School – Pupil Premium Statement 2019/2020

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| 1. Summary information | | | | | |
| School | Piddle Valley CE First School | | | |  |
| Academic Year | 2019/2020 | Total PP Budget | £10,560 | Date of most recent review | October 2019 |
| Total number of pupils | 74 | No. of pupils eligible for PP | 6 | Date of next review | January 2020 |

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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% |
| 2019 - 2020 | Predicted Funding - £10,560 | 74 | 6 | 8% |

**End of Year Attainment 2018/2019**

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| **EYFS Attainment 2018 - 2019** |  |  |
|  | Pupils Eligible for PP (2)  School | Pupils not eligible for PP (8) |
| Good Level of Development | 100% | 50% (4) |
| Reading | Expected: 100% | Expected: 63% |
| Writing | Expected: 100% | Expected: 50% |
| Maths | Expected: 100% | Expected: 75% |

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| Attainment update (Pupil Premium Children) 2018 - 2019 | | |  |
| NOR:23  PP: 5 | Pupils Eligible for PP  School (5) | Pupils not eligible for PP (18) | Gap |
| % achieving ARE Reading at end of Year 2 | 80% | 89% | -9% |
| % achieving GD Reading at end of Year 2 | 20% | 44% |  |
| % achieving ARE Writing at end of Year 2 | 60% | 78% | -18% |
| % achieving GD Writing at end of Year 2 | 0% | 11% |  |
| % achieving ARE Maths at end of Year 2 | 40% | 76% | -36% |
| % achieving GD Maths at end of Year 2 | 20% | 17% |  |
| % achieving ARE combined R.W.M | 40% | 72% | -32% |

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| EYFS to Key stage 1 (Pupil Premium Children (4)) 2018 - 2019 | | | | | | |
|  | Pupils Eligible for PP EYFS | | | Pupils eligible for PP end of KS 1 | | |
| Emerging | Expected | Exceed | WTS | EXS | GDS |
| EYFS Reading to KS 1 Reading | 1 | 2 | 1 | 0 | 3 | 1 |
| EYFS Writing to KS 1 Writing | 0 | 4 | 0 | 1 | 3 | 0 |
| EYFS Maths to KS 1 Maths | 1 | 3 | 0 | 2 | 1 | 1 |

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| Phonics Screening and Recheck (Pupil Premium Children) 2018 - 2019 | | | |
|  | Pupils Eligible for PP  School | Pupils not eligible for PP | All pupils |
| % of Year 1 (0 PP) pupils meeting the standard for the phonic screening check | (0) | 71% (10) | 71% (10) |
| % of Year 2 (2 PP) pupils meeting the standard for the phonic screening recheck | 50% (2) | 100% (8) | 90% (10) |

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

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** |
| Developing a love of reading | | Embedding whole school focus on reading for pleasure  Themed events  Use of story making in Year R/1 | Looking at the school data and reading records it is frequency of reading experiences that prevents some PP children engaging with books/text. | | Regular feedback from staff via staff meetings to monitor engagement  Workshops for parents – reading, phonics  Encouraging a reading culture across the school  Reading challenges | | JB  All staff  C Teacher  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/GD in Writing | Catch Up literacy 1:1 support  SENSS support  Non negotiables in spelling – displays/expectations | | | Intervention timetable with targeted support through RWInc. Phonics and Catch up Literacy. | | SENCO to monitor intervention work through termly monitoring meetings | JB; Catch Up literacy  JB/VN 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  Focus days  Parent workshops | | | One TA will be delivering 1st Class Maths for identified 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/VN 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** |
| Individual support for social and emotion development | Nurture group through Trauma Informed school, access to other activities including Trick box (bespoke to individuals) | | | Individual/tailored support impacting on self-esteem, confidence and pupils attitudes using Trick Box resources and strategies. | | All decisions by HT and SLT  Host parent workshop to share strategies and resources.  Parent and pupil feedback. | JB  SLT | Half 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 |