



# Pupil premium strategy statement 2017-2018

1. Summary information					
School	West Boldon Primary				
Academic Year	2017/2018	Total PP budget	£191,880	Date of most recent PP Review	
Total number of pupils	298	Number of pupils eligible for PP	140 (47%)	Date for next internal review of this strategy	

2. Current attainment		
<i>The Year 6 cohort consisted of 40 pupils. 58% of the class were eligible for pupil premium(23 children)</i>		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
<b>Number of children attaining the expected standard in reading-cohort 80%</b>	65% of pp chd met expected standard	100% met the expected standard
<b>Reading progress measure</b>	<b>-2.24</b>	<b>+0.89</b>
<b>Reading scaled score</b>	<b>100</b>	<b>106</b>
<b>Number of children attaining the expected standard in writing-cohort 83%</b>	70% of PP chd met the expected standard	100% met the expected standard
<b>Writing progress measure</b>	<b>-1.66</b>	<b>3.00</b>
<b>Number of children attaining the expected standard in maths-cohort 90%</b>	83% of PP children met the expected standard	100% met the expected standard
<b>Maths progress measure</b>	<b>+0.99</b>	<b>+1.69</b>
<b>Maths scaled score</b>	<b>103</b>	<b>107</b>

3. Barriers to future attainment 2018 (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Communication and language difficulties are often evident for PP children and they enter school with low levels of vocabulary
<b>B.</b>	Emotional resilience is often limited and support is needed for children to manage their feelings and behaviours
<b>C.</b>	Children have limited wider experiences to draw upon

<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>A</b>	Attendance levels are sometimes poorer for PP children. School is addressing this through attendance procedures.
<b>B</b>	Parental engagement of the PP children is very poor as is attendance to information events and support with homework and reading.
<b>4. Desired outcomes 2018</b> <i>(Desired outcomes and how they will be measured)</i>	
<b>Success criteria</b>	
<b>A.</b>	To improve the number of children achieving the expected standard in reading ,writing and maths
<b>B.</b>	To improve the number of children achieving greater depth in reading, in writing and in maths
<b>C.</b>	To improve the progress measures of PP children by the end of KS2
<b>D.</b>	To endeavour to improve parental engagement through newsletters, parent meetings, tutorials

2018 data reflects an increase in PP pupils achieving the RWM combined indicator.

To narrow the gap between WBP pp children and their counterparts Nationally in attaining greater depth standard

To improve the number of PP children attaining greater depth

To improve the number f children achieving the expected standard

This will improve the progress measure overall.

To monitor the progress of low, middle and high attaining groups against expected and more then expected targets.

Improved attendance at meetings leads to higher levels of parental engagement and support for children

5. Planned expenditure					
Academic year		2017-2018			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
72% Y6 PP children to meet expected outcomes in reading ,writing ,maths combined 2018	<ul style="list-style-type: none"> <li>Reduce class size and increase adult support</li> <li>Additional one to one reading for less able readers 4 times per week</li> <li>Booster sessions in ability groups 3 times per week</li> <li>Data tracking meetings analyse the performance of all groups of children half termly</li> </ul>	<ul style="list-style-type: none"> <li>NFER report supporting the attainment of disadvantaged pupils showed an 18.8% increase in outcomes using paired or small group teaching</li> <li>NFER indicated a 15.6% increase in outcomes using one to one tuition</li> <li>NFER indicated that personalised learning plans enhanced outcomes by 2.0%</li> <li>NFER report highlights data driven schools which focus on early intervention rather than end of key stage raised attainment more effectively</li> </ul>	<p>Reading ages monitored with expectation of 4-6 months increase half termly</p> <p>Intervention trackers completed</p> <p>Fortnightly Y6 team meetings</p> <p>Half termly data analysis meetings</p>	<p>S.Vout</p> <p>Phase leader monitoring</p> <p>J.Weightman ( data target tracking)</p>	<p>Half termly</p> <p>Fortnightly Y6 team meetings.</p> <p>Half termly data analysis meetings</p>

<p>To narrow the gaps in the performance of PP children in reading across the school</p>	<ul style="list-style-type: none"> <li>Data tracking meetings analyse the performance of all groups of children half termly</li> <li>Half termly chronological reading tests to be undertaken, progress monitored and intervention planned</li> <li>Performance management targets relate to an improvement in reading and to narrowing the gap between PP and non PP pupils.</li> <li>Toe by toe intervention to support less able PP pupils</li> </ul>		<p>Reading ages monitored with expectation of 4-6 months increase half termly</p> <p>Intervention trackers completed</p> <p>Half termly data analysis meetings</p>		<p>Reading ages monitored half termly with expectation of an increase of XX months per child per half term</p> <p>Half termly data review and intervention analysis.</p> <p>Bi-annual performance management meetings</p>												
<p>To extend the more able to achieve more than expected levels in Reading, Maths and Writing.</p> <p>Target 12% Y6PP children to achieve greater depth in reading, writing and maths combined</p>	<p>Targeted differentiation, high quality marking and feedback and booster extension groups for more able groups.</p> <p>More able mathematicians have a in school lunchtime booster group</p> <p>All children have access to booster sessions from January 2018 to support all groups of learners achieve their potential</p>	<p>A successful strategy which was used in school last year.</p> <p>To maintain good outcomes at greater depth standard.</p> <table border="1" data-bbox="705 991 1162 1125"> <thead> <tr> <th colspan="2">Target-greater depth PP pupils 2018</th> <th>National 2017</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>24%</td> <td>29%</td> </tr> <tr> <td>Writing</td> <td>24%</td> <td>21%</td> </tr> <tr> <td>Maths</td> <td>24%</td> <td>27%</td> </tr> </tbody> </table>	Target-greater depth PP pupils 2018		National 2017	Reading	24%	29%	Writing	24%	21%	Maths	24%	27%	<p>Regular monitoring through planning and work scrutiny, lesson observation and intervention impact</p>	<p>J.Weightman</p> <p>S.Vout</p>	<p>Year 6 meetings fortnightly</p> <p>Half term data analysis</p> <p>Planning and work scrutiny as per monitoring cycle.</p>
Target-greater depth PP pupils 2018		National 2017															
Reading	24%	29%															
Writing	24%	21%															
Maths	24%	27%															

To ensure quality first teaching for all by increasing the quality and focus of CPD	<p>Staff training:</p> <ul style="list-style-type: none"> <li>• CPA in maths</li> <li>• GPAS</li> <li>• Spelling</li> <li>• Moderation</li> <li>• SEN/PIVAT training</li> <li>• Intervention training</li> <li>• In school support to further develop the teaching of writing</li> </ul>	The NFER report reiterates that this can lead to an improvement of 18.7% This also proved a very successful strategy in school last year.	<p>CPD evaluations and post training expectations( i.e. work reflected in books, changes to practise in lesson observations etc )</p> <p>Performance management targets</p> <p>Changes to practise and impact on teaching and learning</p>	<p>J.Weightman</p> <p>S.Vout</p> <p>F.Wilson</p>	<p>Implementation reviewed as part of the monitoring cycle.</p> <p>Performance management reviews</p> <p>Work scrutinies</p> <p>CPD audit</p>
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## ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To support children who are not meeting age related expectations through afternoon maths, reading and writing interventions such as Plus 1, Power of Two, additional guided reading, Toe by toe,Booster sessions	<p>Plus 1</p> <p>Power of 2</p> <p>One to one Read, Write Inc.</p> <p>Additional one to one reading</p> <p>Toe by toe</p>	NFER indicates that paired or small group additional teaching had an impact of 18.8%	<p>TA training</p> <p>Regular scrutiny</p> <p>Impact statements based on pupil observations and data analysis</p>	<p>S.McCormack</p> <p>D.Makel</p>	Half termly
To provide support in all year groups during English and maths sessions through providing an additional adult to support targeted groups	Adult support in English and maths sessions each morning	The diversity of abilities in our children are better supported if additional staff are available to support targeted groups under the direction of the class teacher to enable children to be challenged/extend their learning	<p>Lesson observations</p> <p>Work scrutiny</p> <p>Data analysis</p>	<p>All staff</p> <p>J.Weightman</p> <p>S.Vout</p> <p>F.Wilson to monitor</p>	Half termly

## iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To develop the whole child through broadening their real, life experience	Supporting after school clubs  School trips and curriculum "Hooks" to broaden experiences and engage	Successful last academic year and further developed to incorporate Change for Life experiences	Attendance at After school clubs  Pupil voice  Levels of pupil interest and engagement	Phase leaders to co-ordinate	Termly
To enable children to develop their thinking in maths to move from concrete to abstract processes	Staff training in CPA methods	Analysis of lower school work shows a gap in provision	Work scrutiny-evidence in work books Conversations with children	C.McMurray	Half termly
To support the emotional health and well being of pupils through providing additional support	Theraplay session in school – 5 groups per week to support self-esteem and social interaction IMPACT counselling service to provide one to one and group support for children with SEMH needs Lego Therapy groups to commence January 2018 to support social interaction, collaboration and turn taking Five staff to undertake counselling training to support all children in times of vulnerability and need	Theraplay sessions were started the previous academic year. Children completed SDQ's at the start and the end of the intervention, self-esteem was increased, engagement and enjoyment continues to be good there were lower levels of disruptive behaviour/disruptions in friendships from the children involved	Two staff have been trained by LA at level 1 and level 2 to deliver Theraplay sessions. SDQ/Boxhall profile will be completed at the start and end of sessions to monitor impact  IMPACT meet with families at the start of the 1 to 1 sessions and discuss issues, children closely monitored, statements of impact /effectiveness produced	S.McCormack C.Clay E.Askwith	Termly
<b>Total budgeted cost for all the above approaches</b>					<b>£ 191,880</b>

6. Review of expenditure			
Previous Academic Year		Budget allocation £209,040	
i. Quality of teaching for all			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
68% Y6 PP children to meet expected outcomes in reading 2017	<ul style="list-style-type: none"> <li>Reduce class size and increase adult support</li> <li>Additional one to one reading for less able readers 4 times per week</li> <li>Booster sessions in ability groups 3 times per week</li> <li>Data tracking meetings</li> </ul>	<p>65% of PP children met the expected standard in reading in 2017. This was broadly in line with their counterparts Nationally ( 67%)</p> <p>The progress measure for PP children in reading was lower than last academic year as no PP children met the higher standard. The threshold was increased this year which influenced the outcome for our PP children.</p> <p>The target set for PP children achieving the expected standard this year is 84%.</p> <p>This year we are targeting 28% of PP children to meet the higher standard.</p>	<p>The strategies used were successful and the expected outcome was met. These strategies will be replicated next year.</p> <p>There will be additional support for children targeted to achieve the higher standard. This will influence progress measures.</p>
To narrow the gaps in the performance of PP children in reading across the school	<ul style="list-style-type: none"> <li>Data tracking meetings analyse the performance of all groups of children half termly</li> <li>Half termly chronological reading tests to be undertaken, progress monitored and</li> </ul>	<p>There is still more work to be undertaken to ensure staff take ownership of the data of specific groups of children in the class.</p> <p>Children are allocated intervention by need rather than the group they fit in. This will continue , however there needs to be a balance to ensure the needs of all children are being met and extended.</p>	<p>Staff meeting time allocated to analyse data of group of children within the cohort and plan intervention accordingly. This will be monitored through data impact meetings.</p>
To extend the more able to achieve more than expected levels in Reading, Maths and Writing.	<p>Targeted differentiation, high quality marking and feedback and booster extension groups for more able groups.</p> <p>More able mathematicians attendee sessions at Boldon Comprehensive once a week</p>	<p>No PP children achieved the higher standard in reading, writing and maths combined. This was due to insufficient children attaining the higher standard in reading which impacted on the combined indicator. The target for RWM combined for 2018 is 12%. This would be more in line with National expectation.</p>	<p>Changes in Threshold scored impacted the data more significantly than we anticipated. This needs to be built in to expectations during the academic year.</p>

<p>To ensure quality first teaching for all by increasing the quality and focus of CPD</p>	<p>Staff training:</p> <ul style="list-style-type: none"> <li>• CPA in maths</li> <li>• GPAS</li> <li>• Spelling</li> <li>• Moderation</li> <li>• SEN/PIVAT training</li> </ul> <p>Intervention training</p>	<p>All training delivered successfully. Impact can be seen in work books and in data analysis.</p>	<p>Targeted, high quality training to match the needs of the children, the school development priorities and the individualised targets of the staff has a huge impact on attainment, progress and morale.</p>
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## ii. Targeted support

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>
<p>To support children who are not meeting age related expectations through afternoon maths, reading and writing interventions such as Plus 1, Power of Two, additional guided reading, Get Writing sessions</p>	<p>Lexia Plus 1 Power of 2 One to one Read, Write Inc. Additional one to one reading</p>	<p>After analysing the impact of strategies we decided not to continue with Lexia as it had the smallest impact considering the time the children accessed the program.</p> <p>The other strategies showed impact on attainment and attitudes to working and will be extended and repeated next academic year.</p>	<p>Booster sessions were most effective when teachers and TA's worked collaboratively to respond to marking issues/ misconceptions from earlier learning in the day.</p> <p>One to one reading had a huge impact on children's chronological ages ( up to +24 month)and has been extended across the school to both during assembly time(Y6) and before school for other targeted children.</p>



<p>Tailored support for Y3 staff to improve the percentage of PP children attaining the expected standard in Wr/Ma</p> <p>To narrow the gap in attainment of PP/non PP children in wr/Ma</p>	<p>Targetted CPD SMT/school to school support to improve quality first teaching</p> <p>Targetted interventions as above</p>	<p>Year 4 target setting data shows narrow gaps between Pp children and Non PP children. Autumn term analysis show these children to be on track to meet end of year expectations which shows the impact of the work in Y4 and Y3 the previous year.</p>	<p>CPD had been effective as has the support of Phase leaders to enhance quality first teaching.</p>
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<p>Year 2-To narrow the gap in attainment of PP children/non PP children to less than 10% in reading, writing, maths</p> <p>To improve the percentage of children attaining expected standard in reading, writing and maths</p>	<p>Quality first teaching</p> <p>Targetted interventions as above</p>	<p>In Year 2 , 25% of the PP children were also SEN and their rate of progress was slower.</p> <table border="1" data-bbox="689 483 1283 727"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">reading</th> <th colspan="2">writing</th> <th colspan="2">Maths</th> </tr> <tr> <th>Dis</th> <th>Non</th> <th>Dis</th> <th>Non</th> <th>Dis</th> <th>Non</th> </tr> </thead> <tbody> <tr> <td>School</td> <td>61</td> <td>79</td> <td>61</td> <td>75</td> <td>72</td> <td>86</td> </tr> <tr> <td>Nat</td> <td>79</td> <td>79</td> <td>72</td> <td>72</td> <td>79</td> <td>79</td> </tr> </tbody> </table> <p>The percentage difference between PP and Non PP was greater than 10%. This is partly because we exceeded National expectation. The differences between PP children and their similar peers Nationally was 18%, 11% and 7% .We will aim to narrow the gap further this academic year</p>		reading		writing		Maths		Dis	Non	Dis	Non	Dis	Non	School	61	79	61	75	72	86	Nat	79	79	72	72	79	79	<p>Because all of the PP children are also representatives of other groups of children it is not always the reason for a gap in attainment or progress.</p> <p>The school predictions based on individual children were accurate which show a good knowledge of the children and their capabilities. Quality first teaching and high quality interventions enabled the children to achieve the results they did.</p>
	reading			writing		Maths																								
	Dis	Non	Dis	Non	Dis	Non																								
School	61	79	61	75	72	86																								
Nat	79	79	72	72	79	79																								

### iii. Other approaches

<p><b>Desired outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>
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<p>To develop the whole child through broadening their real, life experience</p>	<p>Supporting after school clubs</p> <p>Supporting a Healthy eating agenda by providing Key Stage Two with a daily healthy snack</p> <p>School trips and curriculum "Hooks" to broaden experiences and engage</p> <p>Change for life experiences boot camp, allotment, cooking</p>	<p>High levels of engagement.</p> <p>A greater proportion of children attending After school clubs.</p> <p>The daily mile is consistently being accessed to ensure every child engages in daily exercise.</p> <p>We are further developing our mental health and well-being support for groups of children . This will be further developed 2017-2018.</p>	<p>After school clubs are all free. They vary termly and include both academic, physical and extra-curricular areas( guitar, choir, allotment etc)</p> <p>Change for life agenda is also being integrated through daily healthy snack for KS2 and boot camp after school club</p> <p>Curriculum "hooks" have been provided through visits, visitors and high quality texts which has led to high levels of engagement. This has been further enhanced with the introduction of the Learning Challenge curriculum.</p> <p>We are further developing our provision to support children's mental health and well-being through training 5 staff in counselling sessions, developing a lego therapy group, extending the provision of Theraplay, the introduction of IMPACT counselling services to support individual and groups of children.</p>
<p>To enable children to develop their thinking in maths to move from concrete to abstract processes</p>	<p>Staff training in CPA methods</p>	<p>There is evidence of this in work books which has supported children's thinking and the development of mathematical concepts.</p>	<p>This strategy will continue next year. More work will be undertaken on CPA next year to support PP children in lower school.</p>

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

### 2017 data

	reading		writing		Maths	
	Dis	Non	Dis	Non	Dis	Non
Sch	65	100	70	100	83	100
Nat	77	77	81	81	80	80

Our Non disadvantaged children significantly outperformed their peers Nationally which increases the gap between PP children and Non PP children. The National gap between PP children was Reading 12%, Writing 11% and we performed better in math than other PP children Nationally by 3%. In 2017-2018 the focus will be the number of PP children achieving greater depth. This will impact on the progress measures of the PP children. The predictions for PP children in reading, writing and maths by the end of Year 6 for 2018 are demonstrated below.

65% PP children met the expected standard in reading in 2017 which is an increase of 20% on last academic year.

### 2018

There are 25 children in the cohort eligible for PP which equates to 57%

There are 5 PP children who are SEN which equates to 20%

### Targets 2018-PP children to meet the expected standard.

Target-greater depth PP pupils 2018		National 2017
Reading	84%	77%
Writing	84%	81%
Maths	84%	80%
RWM	84%	67%

Three PP children are also SEN and are not on target to be expected by the end of the academic year. One PP child has high levels of absenteeism which is being addressed through outside agencies. This has led to gaps in learning and slow rates of progress.

Targets 2018-PP children achieving greater depth

Target-greater depth PP pupils 2018		National 2017
Reading	24%	29%
Writing	24%	21%
Maths	24%	27%
RWM	12%	11%