

Pupil premium strategy statement (primary)

1. Summary information					
School	West Cliff Primary School				
Academic Year	2018/19	Total PP budget	64000	Date of most recent PP Review	
Total number of pupils	179	Number of pupils eligible for PP	48	Date for next internal review of this strategy	Sep 19
2. Current attainment					
			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	
% achieving in reading, writing & maths (or equivalent)			Will update when data is published	63%	
% making expected progress in reading (or equivalent)			Will update when data is published	na	
% making expected progress in writing (or equivalent)			Will update when data is published	na	
% making expected progress in maths (or equivalent)			Will update when data is published	na	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>					
A.	Low levels of communication on entry to school				
B.	Some parents with low expectations/parenting issues				
C.	Poor levels of resilience in children and parents				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
D.	Attendance – coastal location - holidays				

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success
A.	<p>Children on entry have improved communication skills throughout school</p> <p>Children in reception 'catch up' and meeting ELG for communication at end of FS</p> <p>PP children reach expected standard in phonics screening test</p>	<p>Baseline in 2019 in FS shows higher percentage at ARE. In year tracking of progress data in nursery shows accelerated progress</p> <p>At least 70% of children from West Cliff nursery enter FS at ARE for CLL</p>
B.	<p>Vulnerable children identified and families supported by school and Prevention team</p> <p>Attendance and routine of identified children improves</p>	<p>Staff aware of and monitor vulnerable families – daily update in briefing. Success different for each family – not just academic</p>
C.	<p>Whole school to develop resilience through a CPD programme with the Esk Valley Teaching Alliance and the University of York</p>	<p>Resilience scores (tested by Uni) show an increase yearly</p>
D.	<p>Attendance of all pp children to be above 96% (not including holidays)</p>	<p>Attendance 96% or above</p>

5. Planned expenditure					
Academic year		2018/19			
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?
Teaching of phonics is consistent across school and impacts upon phonics results and reading for PP children and those reaching GLD in Reception.	Whole school training from Literacy team at North Yorkshire Training for new staff.	Consistent and high quality synthetics phonics teaching has a proven track record of improving standards	Termly monitoring by Literacy Co-ordinator	LE	Termly

Children are more resilient – therefore attainment and progress improves	Resilience project with EVA and University of York. Whole school training to develop resilience (wave 2)	Scores from testing show increased resilience in children (particularly vulnerable and PP children)	Termly monitoring by SENCO	HT	Termly
Total budgeted cost					£ 9000
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?
PP children to reach ARE in reading and writing	Individual children receive read, write inc intervention	Proven intervention used by school for many years. Staff are highly trained and results are impressive.	SENCO monitors all interventions half termly and measures impact	LE	Termly

Children school ready on entry	Opening of own nursery class	On entry data from previous private provider showed low levels of Literacy and Numeracy on entry. Our FS provision is strong so we are extending this.	Half termly monitoring – using on track and tapestry	AB	Termly
Language links used to assess all children in school and interventions followed as a result .	Language links assessment and intervention	Previous proven track record for language links – supported by coast Dfe money	Monitoring by SENDCO and literacy links lead	HT	Termly
Total budgeted cost					£45000
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?

Parents are better skilled to support/parent children at home Attendance above 96% for PP children	Head teacher and class teachers works alongside parents on learning and parenting skills and attendance	We have an increasing number of parents that require parenting support, or support through difficult events and access to parent support workers and social care is limited. We therefore provide this ourselves.	Supervision of Head by children's centre, monitoring by SENCO and governor for SEND/safeguarding Detailed records kept	CZ/HT	Termly
PP children have opportunity to take part in wider activities	School pays for residential trips and music lessons	These children would otherwise miss out. These activities build resilience.	Finance committee of GB	CZ/GB	Annually
Total budgeted cost					£10000

6. Review of expenditure				
Previous Academic Year				
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)	Cost
				4000

Teaching of phonics is consistent across school and impacts upon phonics results and reading for PP children and those reaching GLD in Reception.	Whole school training from Literacy team at North Yorkshire Continuation of Elklan from last year	Phonics results in Y1 maintained the standard (80%) A higher percentage of children were at ARE for CLL on entry to Reception class All children in Y2 passed phonics screening retest (with exception of children with specific SEND)	Continue this approach – but identify gaps with language links programme of assessment and identification	
Children are more resilient – therefore attainment and progress improves	Resilience project with EVA and University of York. Whole school training to develop resilience	Test results showed increase in resilience in children. It is difficult to see impact on academic progress this early	Continue with the project – wave 2 Continuation of wave 1 activities and additionally look at specific areas led by other schools.	
ii. Targeted support				
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)	Cost 36000
PP children (non SEND) to reach ARE in reading and writing	individual children receive read, write inc intervention	Children made accelerated progress and are beginning to close the gap to ARE	Continue approach this year and supplement with in class support	

Children school ready on entry	Opening of own nursery class	Children entering Reception are much nearer to ARE than previous cohorts – but this depends upon no of sessions spent in nursery ad how long they have attended	Strengthen the links between nursery and reception classes to ensure consistent practice	
iii. Individual pupils are able to access learning				
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)	Cost 5000
Parents are better skilled to support/parent children at home Attendance above 96% for PP children	Head teacher and class teachers works alongside parents on learning and parenting skills and attendance	All targeted children had improved attendance and reported feeling better supported. The challenge is to continue support after prevention services have withdrawn	Continue the supervision and close relationships with parents.	

PP children have opportunity to take part in wider activities	School pays for residential trips and music lessons	Children participated in these activities and gained in confidence and resilience..	Continue this	4000
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