

Pupil premium strategy statement (primary)

1. Summary information					
School	West Cliff Primary School				
Academic Year	2019/20	Total PP budget	£73000	Date of most recent PP Review	Sep 19
Total number of pupils	179	Number of pupils eligible for PP	46	Date for next internal review of this strategy	Jul 20
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 at KS2			56%		
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 criteria	

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>75% of children to meet GLD with 100% of pupil premium children</p> <p>100% of pupil premium children achieve phonics screening check</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>Compass Buzz base (Dorothy the bus) created and children to access compass buzz provision</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>Children show resilience in activities and on wellbeing questionnaires</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	2019/20				
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?
Writing and grammar scores improved.	Whole school training for teachers and teaching assistants.	Monitoring of writing shows inconsistencies in grammar usage throughout the school.	Monitoring of books	LE	Half termly
Pupils able to use IT effectively across various curriculum areas.	iPad CPD for staff Pupils to become digital leaders	Limited use of apps to support cross-curricular learning	Monitoring of planning and iPads Pupil voice Learning walks	KH	Termly
Children are more resilient – therefore attainment and progress improves	Compass Buzz provision in place for targeted pupils	A significant proportion of pupils are identified as 'vulnerable'.	Data to be taken from wellbeing questionnaire and 'growing up in North Yorkshire' questionnaire	KH	Termly monitoring End of year questionnaires

Improved progress and attainment	Professional development for teaching assistants Deployment of teaching assistants to support teaching and learning.	Some pupils did not make expected progress during 2018/19.	Monitoring of books Pupil voice Monitoring of data from interventions	CZ/KH	Half termly
Improved communication skills in EYFS/KS1	Storying project approach developed in KS1 with good practice shared from EYFS.	New pupils joining mid-year often require additional support in relation to communication skills.	EYFS/KS1 monitoring	AB/CZ	Termly
Total budgeted cost					£ 33000
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 pupils to have attendance of 96% or above.	Funded places at before and after-school club.	Some of our parents find morning and end of day routines challenging, particularly if they have younger children. This can impact on attendance and pupils' emotional wellbeing, with pupils arriving to school late or not being picked up on	Finance LGB to consider funding requests. KH to offer funded places at breakfast and after-school club as part of attendance meetings.	CZ/KH/GB	Termly

Language Links assessment data shows improvements in communication skills for targeted PP pupils.	Language Links intervention carried out weekly by trained TAs. Speech and language support	Language Links assessment data from 2018/19 showed improvements for pupils. SALT provision has shown good impact in lead school.	Regular monitoring by KH. KH monitored by lead school (Overdale). SALT monitored by Chatterbugs and lead school.	KH	Termly
Total budgeted cost					£30000
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?
PP children have opportunity to take part in wider activities	School pays for residential trips and music lessons. School monitor attendance at extra-curricular clubs and encourage PP children (particularly previous non-attendees) to	These children would otherwise miss out. These activities build resilience. Some of our PP children don't necessarily receive encouragement from home to attend clubs and might miss out without monitoring/staff support.	Finance committee of GB will consider support for PP pupils. SLT to monitor attendance at clubs on a half termly basis. SLT/class teachers to encourage attendance at clubs.	CZ/KH/GB/LE	Termly
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 Training for new staff.	Phonics data for 2019 was 75% for PP pupils in Year 1. Overall PSC data for Y1 was 83% Y2 resit PSC was 71% 2019 end of KS1 reading data for PP pupils was 80% 100% of PP pupils achieved GLD at the end of Reception in 2019.	Further improvements are required in line with the DfE guidance and the updated School Inspection Handbook. The school has successfully applied for additional support from the local English Hub and has identified a Reading Leader to work closely with an allocated Literacy Specialist.	4000
Children are more resilient – therefore attainment and progress improves	Resilience project with EVA and Local Authority	Scores from testing show increased resilience in children (particularly vulnerable and PP children) Data to be taken from wellbeing questionnaire and 'growing up in North Yorkshire' questionnaire % PP pupils achieving ARE at end 2019	Resilience project to continue. Vulnerable pupils identified and additional support to be provided, including 'trusted adults'.	
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 to reach ARE in reading and writing	Individual children receive read, write inc intervention	62% PP children at ARE in reading 55% PP children at ARE in writing	Interventions to take place during afternoons and assembly times during 2019/20 to avoid children missing English lessons.	36000
Language links used to assess all children in school and interventions followed as a result .	Language links assessment and intervention	Language Links has been used across the school. Children are currently being reassessed to identify impact.	Language Links will continue during 2019/20 for targeted pupils. Speech and Language Therapist allocated to work with pupils in school during 2019/20 as outcome of participation in Language Links programme. Language Links to be delivered to all pupils in Reception, as directed by lead school, in order to improve outcomes for all pupils including PP.	
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

<p>Parents are better skilled to support/parent children at home</p> <p>Attendance above 96% for PP children</p>	<p>Head teacher and class teachers works alongside parents on learning and parenting skills and attendance</p>	<p>Attendance for PP children at end of 2018/19 was 94.8%</p>	<p>The 2 poorest attenders (85%) were ALL unauthorised holidays (1family) Another was significant medical issues</p>	<p>5000</p>
<p>PP children have opportunity to take part in wider activities</p>	<p>School pays for residential trips and music lessons</p>	<p>School supported numerous children with residential activities, music lessons and after school provision</p>	<p>Funding will be provided for trips and music lessons where required.</p> <p>PP children will be targeted for inclusion in extra-curricular clubs during 2019/20, particularly where they have not attended during 2018/19.</p>	