

Cassop Primary - Pupil premium strategy statement : review of 2017/18 and plan for 2018/19



2017/18 data

Number of pupils and pupil premium grant received (PPG)	
Total number of pupils on roll	139
Total number of pupils eligible for PPG	28 children (20%)
Total amount of PPG received	39600

End of 2017-18 data for this group :
<p>Target: Improve quality teaching for all - Improved % GLD in EYFS</p> <p>End of EYFS (Reception) 23 children</p> <p>The percentage of pupils achieving a good level of development (GLD) is 83%. The percentage achieving the standard has increased by 16%.</p> <p>13% of pupils are Disadvantaged - 3 pupils</p> <p>67% of Disadvantaged pupils achieved the GLD. Nationally, 73% of non Disadvantaged pupils achieved the GLD. Therefore, there is an achievement gap of 6%. National Disadvantaged is 54%. Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally.</p>
<p>Target: Improve quality teaching for all - Improved % pass rate for Y1 phonics</p> <p>Y1 Phonics 17 children</p> <p>The percentage of pupils achieving the expected standard (32+ out of 40) in the Year One Phonics Test is 94%. The percentage achieving the standard has increased by 15%.</p> <p>18% of pupils are Disadvantaged - 3 pupils</p> <p>67% of Disadvantaged pupils achieved the standard compared to 84% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 17%. National Disadvantaged is 69%. Disadvantaged pupils are below Disadvantaged pupils Nationally.</p>
<p>Y2 Phonics</p> <p>83% pass (5/6 children)</p> <p>All pupil premium children passed phonics retake</p>

End of KS1 (Y2) 23 children

Reading

22% of pupils are Disadvantaged - 5 pupils

60% of Disadvantaged pupils achieved the expected standard compared to 79% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 19%. National Disadvantaged is 60%. Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally.

Writing

22% of pupils are Disadvantaged - 5 pupils

60% of Disadvantaged pupils achieved the expected standard compared to 72% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 12%. National Disadvantaged is 50%. Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally.

Maths

22% of pupils are Disadvantaged - 5 pupils

60% of Disadvantaged pupils achieved the expected standard compared to 79% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 19%. National Disadvantaged is 58%. Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally.

End of KS2 (Y6) 19 children

RWM combined

11% of pupils are Disadvantaged - 2 pupils

100% of Disadvantaged pupils achieved the expected standard compared to 67% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 33%. National Disadvantaged is 48%. The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally.

Reading

11% of pupils are Disadvantaged - 2 pupils

100% of Disadvantaged pupils achieved the expected standard compared to 77% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 23%. National Disadvantaged is 60%. The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally.

Writing

11% of pupils are Disadvantaged - 2 pupils

100% of Disadvantaged pupils achieved the expected standard compared to 81% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 19%. National Disadvantaged is 66%. The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally.

GPS

11% of pupils are Disadvantaged - 2 pupils

100% of Disadvantaged pupils achieved the expected standard compared to 82% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 18%. National Disadvantaged is 66%. The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally.

Maths

11% of pupils are Disadvantaged - 2 pupils

100% of Disadvantaged pupils achieved the expected standard compared to 80% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 20%. National Disadvantaged is 63%. The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally.

KS1-KS2 Progress Score Reading	5.2
KS1-KS2 Progress Score Writing	3.4
KS1-KS2 Progress Score Maths	4.42

2018/19 Plan

1. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Approximately 30% of children join school with skills which are below the expected levels for their age in all the areas.	
B.	Complex needs requiring a multi agency approach, including SEMH (social, emotional, mental health)	
C.	Children need to demonstrate resilience to persevere with learning and academic challenges including mastery	
D.	Children being ready for learning after lunchtime	
Additional barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Low attendance levels, poor social skills due to limited quality interactions prior to attending school, low level of enrichment opportunities, transport and infrastructure links within the community are difficult for families without own transport	
2. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	To ensure 2/3 children will achieve a GLD in EYFS from low starting points	66% target (2/3 children)
B.	Improved progress score (3.2 for 2018) in Key Stage 2 writing	80% target (4/5 children) to reach expected standard in reading
C.	Improved resilience, confidence and self-esteem improving learning behaviours	Reduction in behaviour incidents logged using CPOMS – additional support sought as needed
D.	Higher aspirations resulting in improved behaviour and attendance	Attendance improvement for PP children (96%+ target)

3. Planned expenditure	
Academic year	2018/19 (£39,905)
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?
<p>Approximately 30% of children join school with skills which are below the expected levels for their age in all the areas. (Complex needs requiring a multi agency approach, including SEMH (social, emotional, mental health)</p> <p>Target:</p> <p>1.To ensure 2/3 children will achieve a GLD in EYFS from low starting points</p>	<p>Small class sizes : teacher to child ratio reduced (EEF evidence) 23 children - Reception 22 children - Year 1 15 children - Year 2 = 60 children (or 2 classes of 30) however 3 classes with average of 20 children class in place</p> <p>Involvement in the Early excellence project to promote reading and writing in EYFS Tapestry – online learning journal to record progress Lexia intervention TA support for PP children Book bags given to children in school to promote good reading habits</p>	<p>Evidence / rationale: Previous data and ongoing tracking On entry data Complex needs of specific children Higher than average SEN % in school</p>	<p>Class structure agreed in July 18 Early Excellence audit visit Tapestry evidence shared in work scrutiny Data analysis CPD for all staff to use range of strategies to support learning (Sensory Smart and cognition and learning) TA to dedicate time to check PP children have correct reading books Star reading assessments monitored Collective responsibility to ensure children have correct resources Reading files monitored by English lead 1:1 reading intervention identified on support plans and short notes</p>	<p>English lead / HT / GB</p>	<p>Half termly progress checks combining data / lesson observations Individual child tracking Half termly monitoring in staff meeting Pupil questionnaire</p>

<p>2.To ensure the curriculum is engaging and accessible to all and encourages perseverance and resilience</p> <p>3.To ensure 4/5 children will achieve the expected standard in writing</p>	<p>Ensure engaging curriculum with breadth and depth to inspire cross curricular writing supported by high quality resources from Durham Learning resources / Beamish museum delivering outreach programme. SLA with Durham Music service to deliver brass teaching to Upper Key Stage 2. Lower Key Stage 2 taught Ukulele by Music lead in school.</p> <p>Comparative assessment to make judgements on writing assessments (No more marking) Use of percentile ranking for children and school (No more marking)</p>	<p>Curriculum review by DfE OfSTED requirement</p> <p>Previous tracking Ongoing assessment data</p>	<p>DHT to lead curriculum review in 2018/19 as part of SDP Evident in books and standards across school</p> <p>Use of high quality teaching and resources – planned throughout the year</p> <p>Standardised scores and percentile ranks from comparative judgement Feedback in staff meetings Work scrutiny in staff meetings Data tracking and analysis Intervention monitoring Evidence of cross curricular writing Linked to SDP Governor monitoring HT / subject leader feedback to governors Learning walk to monitor writing throughout school including displays and environment</p>		
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					<p>Breakdown of costs:</p> <p>£3573.60 Additional teacher</p> <p>£30 Book bags</p> <p>£340 early Excellence</p> <p>£200 data analysis services</p> <p>£60 Tapestry</p> <p>£25 specific personalised resources</p> <p>£298 Accelerated reader</p> <p>£60 No more marking / Comparative judgement</p> <p>£789 Lexia</p> <p>£3278.50 TA support to deliver interventions</p> <p>TOTAL: £8654.10</p>
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<p>Children need to demonstrate resilience to persevere with learning and academic challenges including mastery</p> <p>Target: Reduction in number of children with logged behaviour incidents (21 pupils July 18)</p>	<p>SLA with Durham Music service to deliver brass teaching to Upper Key Stage 2. Lower Key Stage 2 taught Ukulele by Music lead in school.</p> <p>Involvement with OPAL project at break and lunchtimes to encourage 'play'</p>	<p>Previous data</p> <p>Attitudes to learning</p> <p>Visit to school by Dr Tom Robson who identified the level and nature of support being provided to children.</p>	<p>Lesson observations</p> <p>Concert performances</p> <p>Learning walks around school</p> <p>OPAL audit</p> <p>CPD for all staff</p>	<p>DL / DF</p>	<p>Termly observations and performances</p> <p>Pupil questionnaires to be repeated</p> <p>OPAL audit</p>
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					Breakdown of cost: £800 Music SLA £372 OPAL £3278.50 TA support to deliver interventions £25 specific personalised resources TOTAL: £4475.50
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?

<p>Higher aspirations resulting in improved behaviour and attendance : Attendance improvement for PP children (96%+ target)</p>	<p>Targetted support through attendance officer offering support and working with families on issues around attendance; PSA via the COL to offer families support including counselling services for reluctant school attenders and persistent absentees; Increased communication with parents around current attendance and expectations through use of the PSA, attendance officer, BIT support and crisis response.</p>	<p>Evidence / rationale: Previous data and ongoing tracking Behaviour displayed in school Reported behaviours by parents and request for additional support</p>	<p>Weekly attendance tracking 1st day of absence phone call Attendance meetings Attendance targets set Home visits BIT reports Counselling reports Priority on SDP Governor monitoring Feedback to full GB</p>	<p>VH / AD / HA / AM</p>	<p>Weekly attendance monitoring Feedback to GB termly Daily tracking on SIMS and CPOMS Half termly review of need for counselling Half termly review of need for BIT WAVES intervention review Crisis response review BOXALL profile / assessment tool at start and end of intervention</p>
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					Breakdown of cost: £3278.50 TA support to deliver interventions £3592 Attendance officer £3600 COL contribution (PSA / school counsellor) £3700 BIT £751 Crisis response £120 CPOMS £25 Certificates /trophies £25 specific personalised resources TOTAL: £15.091.50
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?

<p>Children being ready for learning after lunchtime through the provision of nutritionally analysed, healthy school dinners and lunchtime where play is valued</p>	<p>Social, emotional, mental health and well-being support through the use of behaviour intervention services and the investment in 'play' to engage children and reduce incidents in unstructured times in the school day. Certificates awarded to celebrate effort, kindness and attendance - to promote good attendance and a caring ethos Crisis response to support children in crisis PSA support to provide counselling service Behaviour recognition / awards Behaviour intervention SLA to provide early intervention CPOMS monitoring School dinners provided for children qualifying for pupil premium</p>	<p>Incident tracking on CPOMS Referrals to Crisis Pupil premium data / funding</p>	<p>Behaviour and intervention team support for specific children</p> <p>Short notes and support plans to identify SEMH and appropriate provision</p> <p>Staff meetings to monitor and analyse patterns from CPOMS</p> <p>Introduction of OPAL – Outdoor Play and Learning</p> <p>Weekly OPAL segment in assembly</p> <p>OPAL award weekly</p> <p>School meals promoted within school Investment in new dining tables to encourage a sociable, enjoyable experience</p>	<p>HT</p>	<p>Weekly attendance monitoring</p> <p>Termly support plan and short note reviews (sooner if needed)</p> <p>Termly CPOMS report to governing body, including behaviour</p> <p>Comparison of behaviour / exclusion data</p> <p>BIT reports when appropriate Crisis response reports and evaluation, as needed PSA reports, when</p>
					<p>Breakdown of cost</p> <p>OPAL / BIT / CPOMS / SLAs previously accounted for</p> <p>School dinners</p> <p>TOTAL: £7790</p>
Total budgeted cost					£36011.10

Additional detail

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

£39,905 projected pupil premium income

£36,011 budgeted for in plan

£3894 as contingency to ensure no pupil premium child should be disadvantaged for eg. Outdoor clothing, educational visits