



West Rainton Primary School Pupil Premium Expenditure Report 2016/17

Context of the School

West Rainton Primary School is much smaller than average. A large proportion of our pupils come from families with high levels of deprivation. The school's deprivation indicator is significantly higher than the national average placing us within the top 20% of disadvantaged schools nationally.

The number of pupils entitled to Free School Meals (FSM) is higher than the national average.

The majority of the pupils are white British but the school also has a high proportion of Gypsy Roma and Travellers of Irish Heritage (GRT) pupils. (21% of our school population)

There is very little difference between the school and the national stability rate showing we are in line with national average for movement within school.

Data shows that the school population is stable over time, with an increasing number of disadvantaged pupils from families with high levels of deprivation. The proportion of GRT pupils has stayed broadly in line with last year.

Objectives of Pupil Premium Spending

Our key objective in using the Pupil Premium Grant was to narrow the gap between pupil groups. As a school we have an excellent track record of ensuring pupils make good progress, and we continue to strive to bridge the gap in levels of attainment between disadvantaged and other pupils. Using the Local Authority expertise through the EYFS 'Narrowing the Gap' project we have an enhanced focus on providing more opportunities for basic skills of reading, writing and maths in all areas within Reception. Core principals of this are also being unrolled across all other year groups to ensure more of our pupils, including those who are disadvantaged can make more than expected progress.

A significant amount of additional funding has been allocated to the school and we are determined to ensure that it has maximum impact. Careful analysis of internal and external pupil-level data, historical attainment and progress rates, as well as a huge amount of qualitative data was used to ensure the funds are used to maximum effect. Our robust monitoring and evaluation procedures guided us in where and how to spend our pupil premium allocation.

We have also use existing research and publications including those from OFSTED and findings of studies undertaken by the SUTTON TRUST and EDUCATION ENDOWMENT FOUNDATION to enable us to make decisions relating to provision. Training provided by Durham Education Development Service also helped us to understand the systems and approaches that work in relation to the attainment of specific groups of learners, and how to document impact on a whole school level.

Our teaching of phonics will be extended this year with the introduction of Read, Write Inc in nursery 2. Staff training in this area, and the purchase of new resources, will require a significant spend. The Local Authority run 'narrowing the gap' project contributed significantly to our improved results in EYFS for disadvantaged pupils in 2016. This expertise will now be unrolled across nursery as well to narrow diminish gaps before children enter Reception.

We have sought external organisations and identified opportunities for children to have an enriched and enhanced experience of the curriculum. Implementing a new focus on challenge in all subject areas, particularly in reading, writing and maths will form a significant part of pupil premium spending for children identified as higher achieving. Music, art and drama experiences have also been a curriculum enrichment priority of this year to increase pupils' cultural capital.

Support timetables for all support staff show increased and detailed targeted support for pupils eligible for pupil premium across the school. It is of paramount importance to us that all pupils reach their full potential.

Pupils on roll

Total number of pupils on roll (school + nursery)	127+27
Total number of disadvantaged pupils (school + nursery)	46+15 including 4 LAC (36% + 55%)

Pupil Premium Grant received

Total amount of PPG received (based on children eligible on January 2016 census)	£71, 280
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Nature of support 2016/17

Focus of learning in the curriculum particularly in core skills of reading, writing and maths	Monitoring of existing new curriculum measures and extension of resources especially texts for English
Focus on early intervention and support for learners who are at risk of falling behind	More opportunity for 1:1 and small group intervention in order to catch up younger pupils
Focus on improvements to resources, facilities and provision within the school particularly at EYFS with the new nursery unit	Takeover of the nursery facility in September 2016 will provide for 2,3 and 4yr olds.
Curriculum focus: Phonics intervention at EYFS and Key Stage 1. Enriching learning experiences to base work upon across the whole school.	Reach above average results in phonics screening test after a dip in results in 2015 (67%). Maintain 100% of KS1 pupils achieving the required standard in phonics.
An increased level of challenge to provide opportunity of application of skills, broadening of reasoning processes and working at a greater depth in maths, reading and writing across the school.	Increase % of pupils attaining more than ARE at EYFS, KS1 and 2 in maths, reading and writing.



Area for development, barrier and proposed impact	Strategy (including rationale)	Cost	Evaluation	Impact
<p>Too few pupils exceed age-related expectations in reading and writing across the school.</p> <p>The majority of pupils enter school with language and literacy skills below typical for their age. Spoken language issues require careful scaffolding and support in school to build into the written word.</p> <p>A greater proportion of pupils across all phases attain above age-related expectations in speaking, reading and writing.</p> <p>The gap between disadvantaged and others is diminished by end of Y6. Proportion of pupils reaching and exceeding the expected level will be above national averages.</p> <p>Pupils who access the support show an increased love of reading and writing for different purposes.</p>	<p>Feedback and individualised instruction have enhanced the existing policy to include focused improvement time tasks and side by side instruction on a one to one basis during lessons.</p> <p>Oral language intervention within speaking and listening tasks and spoken grammar elements of VGPS tasks will enhance children's ability to communicate effectively in writing.</p> <p>Mastery learning through advanced reading materials both in class and for home reading will allow higher ability children to continue to exceed in reading once off a scheme. Class texts researched and purchased for this year will include an element of challenge in language, structure or SMSC opportunities to allow language rich experiences to be absorbed in to writing.</p> <p>Phonics teaching through Read, Write Inc will be extended this year with a greater emphasis on writing and VGPS elements to better prepare Reception and Year 1 learners for the curriculum requirements in Year 2 and beyond.</p>	<p>Staff training and resources to identify new systems in books. £700</p> <p>Intervention led by teachers/ teaching assistants over the course of a year. £1200</p> <p>Mastery materials, class texts and training. £2300</p> <p>Additional RWI training, resources and staff delivery/assessment time £3200</p> <p>Total cost: £9400</p>		



Area for development, barrier and proposed impact	Strategy (including rationale)	Cost	Evaluation	Impact
<p>Too few pupils show resilience and drive to exceed and lack support for aspirations from home in many cases.</p> <p>Many pupils require social and emotional support to gain the necessary confidence and drive to be self-challenging and driven towards achievement.</p> <p>A greater proportion of pupils across all phases attain above age-related expectations in all subject areas including English and maths.</p> <p>A greater proportion of children show evidence of self-challenge and active learning through evidence such as homework, extra-curricular participation, parent and pupil survey etc.</p> <p>Pupils who access the support have an increased passion for personal goals in sports, arts or academia.</p>	<p>Social and emotional learning programmes such as 'Relax Kids' is aimed at developing resilience, drive and mental wellbeing skills in order for learners to become the best version of themselves that they can be.</p> <p>Arts participation underpins an ethos of vigour and vibrancy where there are rich opportunities that children don't want to miss out on. In turn this boosts social and emotional learning making learners more resilient, driven and more sure of what they can achieve in their individual futures.</p> <p>Mentoring through after school tuition and an EMTAS run homework club for GRT will allow pupils to gain access to high quality teaching support on top of their school entitlement. In areas where support, encouragement and resources are needed, we aim to build confidence and aspiration to succeed as independent learners.</p>	<p>Relax kids training and materials £900 delivery cost per term- £450</p> <p>Cultural capital experiences, visits and visitors £5000</p> <p>Mentoring and homework club resourcing and additional adult time £3500</p> <p>Total cost: £9950</p>		



Area for development, barrier and proposed impact	Strategy (including rationale)	Cost	Evaluation	Impact
<p>Too few boys attain age-related and above at EYFS and KS1.</p> <p>Many boys enter school with very low skills in areas such as speaking, listening, understanding, reading and writing.</p> <p>The proportion of boys leaving EYFS in line with age-related expectation is closer to/ in line with national averages.</p> <p>A greater proportion of boys attain age-related expectations in all subjects at KS1. Whilst attainment in phonics screening is as equally high for boys and girls, this is yet to translate in to achievement in writing at Y1 and Y2.</p>	<p>Collaborative learning in mixed ability groups takes place in core skill areas such as spelling, mental maths and phonics. A detailed intervention timetable indicates the range of opportunities that take place on top of quality first teaching.</p> <p>Digital technology hardware improvements and additional software licensing for school and home aims to enthuse boys in developing basic skills.</p> <p>Peer tutoring between boys in upper Key Stage 2 and pupils in Y1 and 2 will add an extra opportunity for reading with a partner. This aims to improve motivation and ability in more reluctant readers.</p>	<p>Collaborative learning intervention led by teaching assistants. £7500</p> <p>Digital technology hardware (boards, table, ipads) and software. £2900</p> <p>Training for older boys to support with phonics and reading. £100</p> <p>Total cost: £ 10500</p>		



Area for development, barrier and proposed impact	Strategy (including rationale)	Cost	Evaluation	Impact
<p>Rates of absence and persistent absence are above national average and are amongst the highest 10% nationally for most groups.</p> <p>The school has a high proportion of Gypsy Roma/Traveller pupils (21%) who do travel on occasion for economic purposes. The school is also situated in an area of high levels of deprivation and low employment leading to issues such as convenience of absence and term-time holidays due to cost.</p> <p>The level of attendance overall increases to nearer 96%.</p> <p>Proportion of persistent absentees decreases to closer to national average.</p> <p>A greater proportion of children recognise the enjoyment and achievement attached with high attendance.</p>	<p>Arts participation underpins an ethos of vigour and vibrancy where there are rich opportunities that children don't want to miss out on. In turn this boosts social and emotional learning making learners more resilient, driven and more sure of what they can achieve in their individual futures.</p> <p>Digital technology enhances the learning environment to add an extra aspect of inspiration and motivation in teaching and learning.</p> <p>Outdoor adventure learning and visits and experiences mean the school is constantly providing exciting opportunities at highly subsidised costs.</p> <p>These interventions provide high impact based upon evidence from the Education Endowment Fund.</p>	<p>Arts participation experiences, visits and visitors such as brass, drumming, musicians, Take one Picture training and materials, Shakespeare schools' festival £8000</p> <p>Digital technology licenses for home and school £800</p> <p>Outdoor adventure learning (Robin Wood Y5/6) subsidies. £1200</p>		



Area for development, barrier and proposed impact	Strategy (including rationale)	Cost	Evaluation	Impact
<p>Attainment by end of EYFS is slightly behind national average despite rapid progress made in all areas.</p> <p>The vast majority of pupils enter Reception with skills below typical for their age particularly in areas of communication, language and literacy and specifically reading and writing. Nursery provision will be significantly strengthened this year by school's takeover of the provision leading to a language rich, enhanced basic skills provision.</p> <p>The proportion of children attaining GLD and ELD will increase on previous years and will be closer to national averages.</p> <p>The proportions of children entering Reception from our own nursery provision with age-related skills in all areas will increase from baseline results in 2016.</p>	<p>Early years intervention has been extended in 2016-17 with the takeover of the nursery provision. Early identification of individual learners' needs, particularly in the areas of communication, language and literacy, have timetabled group and individual intervention</p> <p>Oral language interventions led by school staff and external speech and language therapists allow young learners to develop language and communication skills. Nursery Read, Write Inc programme encourages both speaking and listening skills in early recognition of phonics.</p> <p>Parental involvement through weekly open sessions and regular stay and play days mean these interventions are disseminated to be supported at home ensuring a consistent approach.</p>	<p>Early Years intervention training and delivery in groups led by teaching assistants/teachers. £3500</p> <p>Oral language interventions in school SALT from external provider estimated cost £50 per session for 20 sessions initially. £2200</p> <p>Parental engagement sessions and resources £800</p> <p>Total cost: £6500</p>		



Area for development, barrier and proposed impact	Strategy (including rationale)	Cost	Evaluation	Impact
<p>Too few pupils exceed age-related expectations in reading, writing, GPS and maths across KS1 and 2.</p> <p>The majority of pupils attain age-related expectations in KS1 and 2 statutory assessments but too few of these translate into greater depth and high score standard.</p> <p>A greater proportion of pupils across all phases attain above age-related expectations in reading, writing, GPS and maths.</p> <p>The gap between disadvantaged and others exceeding age-related expectations is diminished by end of Y6.</p> <p>Proportion of pupils reaching and exceeding the expected level will be above national averages.</p> <p>Pupils who access the support show an increased understanding of the importance of self-challenge, resilience and aspirations.</p>	<p>Collaborative learning takes place in core skill areas such as spelling, mental maths and phonics. A detailed intervention timetable indicates the range of opportunities that take place on top of quality first teaching.</p> <p>Feedback and individualised instruction have enhanced the existing policy to include focused improvement time tasks and side by side instruction on a one to one basis during lessons.</p> <p>Mastery learning in all core subjects is enhanced with additional resources to stretch and challenge VGPS and maths concepts. Training led by school and local authority advisors will impact upon teaching styles and lesson structure to ensure learning is swiftly moved on within lessons.</p> <p>One to one tuition is offered to target pupils for 6-10 week blocks and focuses on calculation and mental arithmetic skills.</p> <p>Reducing class sizes has continued this year with the sixth class remaining in place allowing learners to be better targeted through high quality teaching.</p>	<p>Collaborative learning groups and interventions based upon better reading partnership. £3500</p> <p>Feedback stampers and individualised instruction training in staff meetings £800</p> <p>Mastery learning materials including Collins stretch and challenge, Shanghai maths and VGPS materials £2750</p> <p>1:1 tuition at £25 per session X 5 staff members £2500</p> <p>Reduction from 7 to 6 classes maintained. £5000</p> <p>Total cost: £ 14550</p>		



Area for development, barrier and proposed impact	Strategy (including rationale)	Cost	Evaluation	Impact
<p>Learners have too few opportunities to be supported in their learning at home.</p> <p>A high number of pupils come from homes characterised with high deprivation, low employment, low language and literacy skills and need additional support to experience more curricular, and extra-curricular opportunities.</p> <p>A greater proportion of pupils are able to tackle homework confidently and recognise its value in preparing them for future school careers.</p> <p>Disadvantaged learners have the resources they require to learn at home such as books, software licenses, stationery etc.</p> <p>Parents feel more engaged in learning and better equipped to support their child's learning in school and at home.</p>	<p>Arts participation adds a dimension of learning that parents and families feel more comfortable to engage with. These experiences draw parents/carers into life in school where other important information to support learners at home can then be disseminated.</p> <p>Parental involvement in learning is a fundamental part of our aim in achieving the highest possible outcomes for all learners. Stay and play days, adult and child learning sessions, supporting learning courses and several after school club opportunities all provide avenues for engaging with parents.</p> <p>Social and emotional learning based on the 'Relax Kids' model aims to provide pupils with self awareness, self confidence and mindfulness skills to create resilient and self-assured young people with positive aspirations and strategies to achieve them.</p>	<p>(Already accounted for)</p> <p>Parental engagement sessions, meetings, training and resourcing £2200</p> <p>(Already accounted for)</p> <p>Total cost : £2200</p>		



West Rainton Primary School Pupil Premium Expenditure Report 2016/17- By class

Record of Pupil Premium grant spending by initiatives 2016/17				
Year Group	Item/Project	Cost	Objective/ Description of activity	Impact
5/6 26% of pupils PP £18,480 allocated	Identified targeted support from additional adults	£9,500	Support from additional adults in school as well as EMTAS support teachers (£2000) and class teacher offering additional support to target the individual needs of PP learners in Y5/6	
	Booster materials	£500	Resources for reading, spelling, punctuation, grammar and maths for booster sessions and homework.	
	2:1 maths tuition	£3360	Weekly tuition sessions in maths for Y5/6 pupils at 1:2 with a teacher for 1 hr after school (15 sessions per child).	
	Reading materials purchased	£500	New reading materials for free choice frequent reading across a wide range of genres.	
	Curriculum enrichment experiences	£3000	To be allocated over the academic year to meet curriculum needs (autumn term DLI outreach and brass tuition)	
4 9% of PP £6,600 allocated	Additional adult support	£3600	Additional teacher support to target the individual needs of PP pupils in Y4.	
	Reading materials purchased	£500	New reading materials for free choice frequent reading across a wide range of genres.	
	Curriculum enrichment experiences	£2000	To be allocated over the academic year to meet curriculum needs	

	Practical resourcing for maths to deepen understanding of concepts	£500	All pupils in Y4/5 to access more opportunity to deepen understanding of maths concepts such as fractions, money and times tables.	
3 23% of PP £16,390 allocated	Identified targeted support from additional adults	£8000	Support from additional adults in school as well as EMTAS support teachers and class teacher offering additional support to target the individual needs of PP learners in Y4	
	Enrichment activities	£2000	Pupils in year 3 to access curriculum enhancement opportunities	
	Practical resourcing for maths to deepen understanding of concepts	£500	All pupils in Y3 to access more opportunity to deepen understanding of maths concepts such as fractions, money and times tables.	
	HA group intervention in maths	£1000	6 pupils in Y3 to access small group intervention targeting core skills to achieve a standard of working at a greater depth.	
	Whole class reading materials purchased	£500	New reading materials to be used as class readers with a focus on pupils choice for frequent and wide reading	
	2:1 maths and English tuition	£2500	Weekly tuition sessions in maths for Y3 pupils at 1:2 with a teacher for 1 hr after school (6 sessions per child).	
2 9% of PP £6,600 allocated	1:1 phonics mentoring	£500	Lunchtime supervisor time used to support 10 learners in y2 1:1 with phonics mentoring for 20 mins per week.	
	Busythings home license	£125	Busythings early support games for reading, writing, maths and creative skills licensed to be used at home as well as school.	
	Additional support staff to provide intervention and allow for small groups in RWI and pp support in other subjects	£6000	Teaching Assistant small group support in class and intervention programmes for core skills.	

1 12% of PP £9240 allocated	RWI materials extended and updated	£300	RWI materials updated as new resources were added to meet then new curriculum	
	Additional adult support	£10000	Teaching assistant time used to support learners in y1 1:1 with phonics mentoring and small group work in other subjects.	
	Busythings home license	£125	Busythings early support games for reading, writing, maths and creative skills licensed to be used at home as well as school.	
EYFS 9% of PP £6,600 allocated EYPP £900 allocated (nursery)	Additional adult support to allow for small groups in RWI	£6000	Teaching Assistant small group support in class and intervention programmes for core skills of pupils eligible for PP	
	Parent engagement mornings	£300	Reading materials purchased for parent and child sessions held frequently in Reception and stay and play session in nursery.	
	Basic skills enhancement materials for all areas of the classroom	£700	Materials to encourage independent core skills in all areas of the EYFS classrooms	
Whole School 9% of allocation £6,600	Drive to maintain improved attendance at all levels for all groups	£600	Several measures in place to improve attendance including raffle draws, awards assemblies which impacts upon the attendance of disadvantaged pupils.	
	Curriculum enrichment/enhancement activities	£6000	Whole school maths, science, history and English experiences purchased. Subsidised trips and visits t enhance learning experiences i.e. New Writing North, Shakespeare schools' festival, Shakespeare4kidz, Robin Wood, Take One Picture art opportunities etc.	
	Curriculum support online	£1000	Busy things, curriculum visions and music express license contribution	