

# Blaydon West Pupil Premium Strategy Statement

1. Summary information					
School	Blaydon West Primary School				
Academic Year	2020/2021	Total PP budget	£62095	Date of most recent PP Review	July 20
Total number of pupils	190	Number of pupils eligible for PP (forever6)	42	Date for next PP Strategy Review	Spring 2021

2. Current attainment end of Key Stage 2		
CURRENT DATA UNAVAILABLE DUE TO COVID 2019 Data below.	Pupils eligible for PP (your school)	Pupils not eligible for PP National average)
%/ numbers achieving the expected standard or above in reading, writing & maths	94% ks2 sat	65%
%/ numbers making at least average progress in reading	66.7% ks2 sat	73%
%/ numbers making at least average progress in writing	100% ks2 sat	78%
%/ numbers making at least average progress in maths	91.7% ks2 sat	78%
% of children in Y2 working at expected standard or better in reading	75%	75%
% of children in Y2 working at expected standard or better in writing	75%	69%
% of children in Y2 working at expected standard or better in maths	75%	76%
% of children in Y2 working at expected standard or better in RWM	75%	65%
% of Y1 children reaching the expected standard in the phonic screening	100%	83%
% of Y2 retakes reaching the expected standard in the phonic screening	0%	
% of children in reception achieving a good level of development	33% ( 1of 3 children)	72%

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Impact of Covid – home learning
<b>B.</b>	reading comprehension/ phonic knowledge
<b>C.</b>	Speech and Language - Reception entry
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Lack of home technology

<b>4. Outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Children on track as per Catch up Curriculum	Children at or above national average
<b>B.</b>	Children in KS1 are at least National Average in KS1 Phonics Test and at least national in KS1 reading SAT	Children at or above national average
<b>C.</b>	Children make correct progress wit S&L	Progress Data shows progress is being made.
<b>D.</b>	Children make as much progress as comparative peers.	% of chn is at or above National Average

5. Planned expenditure					
Academic year					
The 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					
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 accelerate progress for all PP children throughout school	2 Teaching Assistants employed and working across school	Small targeted group work. Phonics 1:1 intervention. Accelerated Reader and reading Plus in KS2. This will allow PP children to catch up to other children within school Children attain similar scores or better than no PP	KS1 Phonics scores are at least National, KS1 reading scores are at least national/KS2 Reading scores are at least national.	SLT/ Class teachers	Spring 2020
To accelerate children's phonics	Read Write phonic reading materials	Children behind peers with regard to phonics.	Children In lower Key stage 2 will make as much progress as non PP children.	Lit Coord	July 2021
Children are able to access resources if isolating	Children with PP are prioritised with home school loan equipment	Low income families often struggle with home technology	All pupil Premium children have access to technology if isolating	HT/SLT	Academic 2020/2021
Children's mental and physical well being is address	Implementation of Jigsaw PSHE across whole school	Children's mental health has a direct impact on learning and also on the life chances	Monitoring Feedback from staff	SLT PSHE Coord	Ongoing

**1. Additional detail**

**Evidence taken from:**

Key Stage 2 SAT results.

Key Stage 1 SAT results

Year 1 and Y2 Phonic Test

EYFS profiles

ASP

Gateshead Raise

Family Fisher Trust

School Tracking Software

Attendance records.

The salaries of the teachers, teaching assistants and Family Support Worker listed above will continue to be offset against Pupil Premium money to embed the good practice established over the past year and to be able to measure impact on pupil progress and achievement over a longer time frame. Pupils eligible for Pupil Premium money will have access to all staff throughout the year.

Academic year		REVIEW AND OUTCOMES SEPTEMBER 2019		
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				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	REVIEW
To accelerate progress for all PP children throughout school	2 Teaching Assistants employed and working across school	Small targeted group work. Phonics 1:1 intervention. Accelerated Reader and reading Plusin KS2. This will allow PP children to catch up to other children within school Children attain similar scores or better than no PP	KS1 Phonics scores are at least National, KS1 reading scores are at least national/KS2 Reading scores are at least national.	KS1 phonics were above National Average – this too was above class predictions KS2 Reading scores for vulnerable groups had a progress score of -0.7, Writing 2.8 7 Maths 1.5
To accelerate children lower KS2 reading making sure they are upper ks2 ready.	Read Write Inc Fresh Start/ invest in appropriate reading materials	To Children in Lower KS2 not making enough progress from and including KS1 SATs	Children In lower Key stage 2 will make as much progress as non PP children.	Reading progress scores at the end of KS were broadly inline with LA -0.7 and 1.1 respectively.
Children in Upper KS2 leave with solid reading comprehension skills	Accelerated Reader and Reading Plus	To improve the reading/comprehension skills in KS2 children	Children In Key stage 2 will leave at least National Expectations in KS2 SATs	64.7 % of children achieved age related in KS2 SATS. LA was 66.6%
Children are able to access resources with particular regard to school trips	Children with PP are asked for reduced voluntary contribution towards educational visits	Low income families often struggle to contribute to school/education visits	All pupil Premium children education visits within school time.	All PP children attended class trips. Individual support was offered where needed.
To allow children to access work at home and allow parents a greater input in their child's education. Aim - Literacy	Purple Mash & Mathletics	Parents are able to engage with children on projects both in school and at home.	Children will be able to have discussions re class work at home. Discussions at parents meetings.	Software allows and promotes home school collaboration.

<p>Support parents in ensuring children are well prepared for learning and are able to attend school</p>	<p>Family Support Worker</p>	<p>To promote home school relations and parental engagement. To improve attendance inc. intervention of persistence absence.</p>	<p>Pupil tracking and attendance reports.</p>	<p>FSM and FSM6 children had an average attendance of 95%. This was compared to children with no FSM ever who had an average attendance of 97.1% PP children had an average attendance of 95.5% <i>Data taken at school level</i></p>
<p>Support parents in ensuring children are well prepared for learning and are able to attend school</p>	<p>Marvellous ME</p>	<p>To achieve consistent approach to home/school projects and allow parents/carers greater access to what happens in the classroom</p>	<p>Marvellous me tracking data and returned High Fives</p>	<p>Software allows and promotes home school collaboration.</p>
<p>Support parents in ensuring children are well prepared for learning and are able to attend school</p>	<p>Open school on a Sunday once a month to allow a club to happen via Family Support Officer.</p>	<p>To promote school to parents. School open once a month on a Sunday afternoon - parents must attend with children</p>	<p>A Dare Family Support Worker to operate a Messy Youth Club.</p>	<p>Parents are able to access the school on a weekend. This allows support to be given outside of normal school hours.</p>