

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	Weston Park Primary School				
Academic Year	2017-18	Total PP budget	£402,240	Date of most recent PP Review	July 17
Total number of pupils	585	Number of pupils eligible for PP	304	Date for next internal review	Jan 18

2. Current attainment 2016-2017 End of year Data						
	Pupils eligible for PP %			Pupils not eligible for PP %		
% achieving ARE in EYFS (GLD)	58.3%			78.3%		
	R	W	M	R	W	M
% achieving ARE in R/W/M year 1	70.8%	56.3%	68.8%	74.5%	60%	69.1%
% achieving ARE in R/W/M Year 2	52%	42%	48%	73.5%	73.5%	73.5%
% achieving ARE in R/W/M Year 3	68.6%	52.9%	66.7%	81.1%	78.4%	78.4%
% achieving ARE in R/W/M Year 4	80.4%	45.1%	74.5%	85.7%	57.1%	88.6%
% achieving ARE in R/W/M Year 5	58.1%	46.5%	48.3%	66.7%	46.2%	64.1%
% achieving ARE in R/W/M Year 6 (Test)	42.6%	46.8%	29.8%	43.5%	65.2%	56.5%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Literacy and communication skills on entry to EYFS are below average and impact on reading / writing
B.	Maths skills need to be further developed to support application and problem solving/ reasoning in a range of contexts
C.	High proportion of pupils receiving additional interventions, FSW intervention /Nurture group/ Behaviour interventions are PP
External barriers	
D.	Overall Attendance 93.97% (15-16) 93.6% (16-17) This remains a focus area for PP eligible pupils.
4. Desired outcomes (Desired outcomes and how they will be measured)	
	Success criteria

<p>A.</p>	<p>Increased progress and attainment for PP eligible pupils in reading / writing in key stage one and two to ensure that the difference is reduced.</p> <p>Increased levels of progress in EYFS from baseline until the end of EYFS in literacy and communication.</p> <p>Better developed language and richer vocabulary to impact upon English skills, progress and attainment.</p>	<p>PP eligible pupils will make better progress and the difference between PP and non PP will be reduced against internal/ local and national data.</p> <p>This will be evidenced using target tracker, baseline assessment, maths, reading and spelling age assessments.</p>
<p>B.</p>	<p>Improved maths attainment and progress across each year group ensuring that PP eligible pupils are able to apply in a range of mathematical contexts including reasoning and problem solving.</p>	<p>Maths progress will improve across each year group leading to better outcomes and increased percentage of pupils at ARE compared to 16-17. PP eligible pupils will meet expected targets.</p>
<p>C.</p>	<p>Continue to address needs of specific pupils/ families requiring interventions to ensure that PP eligible pupils identified are fully supported at home and at school.</p> <p>Interventions will support pupils in being 'ready for learning'</p>	<p>Pupils will be more school ready and demonstrate progress in their books along with improved attendance / punctuality and behaviour.</p>
<p>D.</p>	<p>Increase attendance and punctuality rates for pupils eligible for PP</p>	<p>Reduce the number of persistent Absentees among pupils. Overall attendance among pupils eligible for PP improves from 93.6% to 96% in line with national expectations.</p> <p>PA reduces from 50/70 PP eligible</p>

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5. Planned expenditure

Academic year **2017- 2018 total PP grant £402,240 (52.72% of pupils across the school)**

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

Chosen action/ approach	Success measure	What is the evidence and rationale for this choice?	Cost	Staff lead	When will you review implementation?
Booster Teachers	Children will receive additional teaching specifically targeted to their needs to ensure they meet Age related expectations (ARE)	Identified pupils require additional opportunities and support to learn and apply skills beyond the class sessions. Some pupils due to historical gaps in learning need to cover receive additional support to ensure they are working at age appropriate levels.	£33,859.05	Headteacher/ Phase leaders	Half termly
Teaching Assistants/ Speech and language support	Pupils will make rapid progress to catch up with peers and enable them to work at age related expectations.	Targeted interventions are required to ensure that pupils' gaps in knowledge are filled. This will support pupils to work at age related expectations alongside peers in class sessions.	£285,172.86 £8,203.87	Inclusion Leader Phase Leaders	Half termly
Home/ club learning resources – Bug Club / Sum dog	Pupils access during clubs, lessons and at home to additional reading, maths resources will increase their progress and continue to support good attitudes to learning.	Pupils demonstrate they enjoy and benefit from learning in clubs and at home whilst using IT hardware.	£2167	English Leader Maths leaders	Half termly
Financial support for school trips	Pupils will have a range of other experiences and opportunities which will impact upon their knowledge, skills, widen / enrich vocabulary and impact upon the quality of application across the curriculum.	Pupils across the school demonstrate that when they experience new places and external visitors this impacts hugely on their confidence / motivation and ability to engage with the curriculum and has shown improved outcomes in writing in particular.	£3750.00	Headteacher	Termly

Total budgeted cost

ii. Targeted support

Chosen action / approach	Success measure	What is the evidence and rationale for this choice?	Cost	Staff lead	When will you review implementation?
Strategy to widen pastoral care support for pupils. Including social, emotional support provided by ELSA's and Nurture group.	Pupil induction to enable quick settling and support in school Parents one point of contact Improved attendance and punctuality Breakfast club support good start to the day and punctuality including learning support and sport opportunities Punctuality / attendance will improve Progress in R/W/M will accelerate and pupils will meet ARE at the end of the year. Pupils experiencing social / emotional needs which are a barrier to learning and engagement will receive support via nurture group. As a result of support pupils will be reintegrated back into class full time and able to access learning and all parts of the school day with success. Where appropriate uniform support will be given to aid pupils to feel part of the school community	School attendance currently below national 94.63% for all pupils and 93.6% for PP eligible pupils which needs to increase to reach national expectations of 96%. Breakfast club to focus on pupils who meet PP criteria and need emotional / behavioural support in order for them to be ready for learning at the start of each day.	£32,060.23 £1000.00 £30,818.44 £200	SQ AHT Inclusion leader	Half termly
Continued appointment of attendance officer	Attendance across the school will improve evidenced by half termly audits. Strategies used including letters, meeting with parents, penalty notice and not authorising holidays.	Whole school attendance target for 2017-2018 is 96% in line with national, an increase of 1.4% for all pupils and 2.4% for PP pupils On average every child will need to attend 10 more days this academic year in order to reach our target. (20 sessions)	£9,058.76	Headteacher Attendance officer	Half termly

iii. Other approaches

Chosen action / approach	Success measure	What is the evidence and rationale for this choice?	cost	Staff lead	When will you review implementation?
Family support worker Pupil support leaders	Increased rates of parental engagement in all aspects Improved attendance and punctuality for individual families. Reduced numbers of families needing support with pupil behaviour and routines Families successfully accessing the support they require including signposting.	Families will receive opportunities to engage with adult learning in school to improve their confidence , parenting skills and impact upon their children's well-being including attendance, punctuality, learning and behaviour. Parental engagement has increased since the appointment of our family support worker and	£11,365.32 £24,230.01	Family support worker Pupil support leaders	Half termly

		pupil support leaders across the school which impacts positively upon pupil's well-being.			
Chosen action / approach	Success measure	What is the evidence and rationale for this choice?	cost	Staff lead	When will you review implementation?
Data and assessment leader with a focus on tracking the provision and progress of PP eligible pupils and interventions	PP eligible pupils will be tracked and make progress in reading, writing, maths in line with their targets and achieve ARE.	The number of PP eligible pupils across the school is large and requires significant tracking and analysis to ensure that interventions and provision is having rapid impact. In all year groups.	£14,780.11	Data / Assessment lead Headteacher	Half Termly
Total budgeted cost					£453,498.65

6. Review of expenditure				
Previous Academic Year 16-17		Ofsted May 2016 'Better use of pupil premium funding has accelerated disadvantaged pupils progress'.		
i. Quality of teaching for all				
Chosen action / approach	Success measure	Estimated impact:	Lessons learned	Cost
Extend the hours of teaching assistants. There will be a full time TA in most classrooms.	As a result of additional interventions PP eligible pupils will make more progress in English and Maths through the support of interventions	Good progress from interventions (16-17) with targeted pupils across English and maths, evidence of good progress for most pupils measured in reading, spelling and maths ages.	TA's intervention timetables need to be more tightly focussed and separate t the class timetable to ensure they are regular and impact. Class teachers need increased understanding of intervention progress and ensure opportunities to apply are available for pupils in class.	Booster teachers £45,500 TA's £220,000
ii. Targeted support				
Chosen action / approach	Success measure	Estimated impact:	Lessons learned	Cost
Further impact upon English progress and attainment by developing better vocabulary.	Pupils will have a range of opportunities and experiences leading to improved speech and vocab which will impact upon English outcomes, reading/ writing.	Where pupils have a range of real life experiences, support for language development and opportunities to use a wider vocab they are able to access reading materials and write with more imagination, creativity and interest. Sourced from writing progress 15-16.	32 pupils received speech and language therapy support across the school. During the year 20 pupils were discharged due to progress made. School trips and visitors improved the quality of vocabulary which is evidenced in the writing books across the school compared to previous year's quality of writing. Barrier to achieving ARE for many pupils is due to incorrect spelling. Pupil engagement has increased across the school and pupils are proud of their writing achievements. Curriculum for 17-18 will be more engaging and learning environments will be significantly enhanced to improve pupil vocabulary along with opportunities	Speech and language TA £8000 Financial support for school trips £3000 Bug club £1460 Talk for writing £7000

			for role play and application of language in reading, writing and maths. Leaders to monitor the use and impact of Bug club in more detail during academic year 2017-2018.	
iii. Other approaches				
Chosen action / approach	Success measure	Estimated impact:	Lessons learned	Cost
Provide additional social, emotional / family support for identified pupils and families through a range of interventions including in school nurture group and family support worked.	Pupils will be ready for learning due to having their additional needs met and supported.	Family support worked with mainly PP eligible families 15-16 which removed barriers, improved relationships, improved attendance and punctuality for some families. Good attendance at parent coffee mornings, parent courses and group / 1:1 work Nurture group provision demonstrated through use of Boxall Profile that pupil's social skills, emotional and behavioural needs were supported well and 100% reintegrated back into class 2015-2016.	School to develop Breakfast club policy to enable more pupils across the year to participate. Breakfast club will incorporate homework and revision opportunities for pupils before the start of the school day. 39 Pupils attended the nurture group and the vast majority were successfully integrated back into class full time. FSW 2017-2018 will track work with families more closely to ensure that work is time bound and measured against set targets / outcomes. This will ensure more families have the chance to be supported. School will increase the offer of parental learning and support on offer in 17-18.	FSW £22,000 ELSA's and pupils support leader £59,000 Nurture group outdoor learning area £5000
Chosen action / approach	Success measure	Estimated impact:	Lessons learned	Cost
Employment of an attendance officer	The attendance and punctuality of PP eligible pupils will increase this academic year and persistent absenteeism	Whole school attendance improved by in 2015-2016 with clear evidence of impact of strategies. Case study evidence shows many individual pupils significantly improved attendance PP attendance 2015-2016 93.97%	16-17 PP attendance figures 93.6%, some success with individual families but this needs to be more widespread in 17-18 Breakfast club register will be informed by pupils	Attendance Officer £7000 PP breakfast

	will reduce. The gap between eligible PP and non-eligible PP will reduce; attendance will be in line with national. (Current year 2 and SEND will be a focus.)		who need to improve attendance and punctuality 2017-2018	club £1000
Chosen action / approach	Success measure	Estimated impact:	Lessons learned	Cost
Investment in schemes/ ICT hardware and software, resources , interventions and CPD.	ICT will be embedded in the curriculum and support learners. ICT access will be available for pupils who are unable to access it at home. ICT will be used to enhance, enrich and embed learning across the school.	Many pupils do not have access to good ICT at home. Sumdog etc have proved to be very popular with pupils in supporting maths skills In particular times tables. Clubs available for pupils at lunch times have had an impact on confidence and learning behaviours for identified pupils in class.	<p>Training for staff in more effective use of ICT will be planned for 17-18</p> <p>IPads are now available in every classroom</p> <p>New interactive smart boards are in all classrooms</p> <p>Sumdog continue to use 17-18 but ensure that opportunities to use multiplication knowledge are more available linked to problem solving and reasoning in class.</p> <p>Lunch club provision will continue and be more closely monitored for impact 17-18</p>	Hardware and software £27,000 Abacus maths £1395 Sumdog £476