

Weston Park Primary School



Pupil Premium

Date of last review: September 2016

Date of next review: September 2017

1. Summary information					
Academic Year	2016-2017	Total Pupil Premium (PP) budget	£407,880	Date of most recent PP Review	July 2016
Total number of pupils	596	Number of pupils eligible for PP	309	Date for next internal review of this strategy	January 2017

2. Current attainment 2015-2016 End of year Data						
	Pupils eligible for PP %			Pupils not eligible for PP %		
% achieving ARE in EYFS (GLD)	67.4			64.0		
	R	W	M	R	W	M
% achieving ARE in R/W/M Year 1	63.8	59.6	61.7	80.5	80.5	82.9
% achieving ARE in R/W/M Year 2	77.3	63.6	75.0	88.2	85.5	82.4
% achieving ARE in R/W/M Year 3	61.9	57.1	64.3	73.7	65.8	68.4
% achieving ARE in R/W/M Year 4	69.2	61.5	61.5	69.6	65.2	73.9
% achieving ARE in R/W/M Year 5	63.0	47.8	26.7	78.3	56.6	56.5
% achieving ARE in R/W/M Year 6 (Test)	37.5	50.0	35.0	40.7	70.4	55.6
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 in a range of contexts across the school					
C.	High proportion of pupils receiving additional interventions, FSW intervention / Nurture group / Behaviour interventions are PP					
External barriers						
D.	Attendance increased from 93.9% (14-15) to 94.0% (15-16) compared to Non PP 95.45% (15-16). PP remain a focus					

4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	High levels of progress and attainment for PP eligible pupils in reading / writing in Key Stage 1 and Key Stage 2 to ensure that the difference becomes less significant. High levels of progress in EYFS from baseline until the end of EYFS. Better developed language and rich vocabulary which will impact upon English skills, progress and attainment. (Focus on PP eligible boys.)	PP eligible pupils will make more progress and 90% will meet expected targets with some exceeding. This will be evidenced using target tracker, baseline assessment, maths, reading and spelling age assessments.
B.	Improved Maths attainment and progress across each year group ensuring that PP eligible pupils have a good grasp of key skills and are able to apply in a range of mathematical contexts. (Focus on PP eligible girls.)	Maths progress will improve across each year group leading to better outcomes and increased percentage of pupils at ARE compared to 15-16. PP eligible pupils will meet expected targets.
C.	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. Interventions will support pupils in being 'ready for learning'	Fewer behaviour incidents for this group will be recorded and interventions will impact ensuring a higher number of pupils eligible for FSM meet ARE at the end of the year compared to 15-16
D.	Increase attendance and punctuality rates for pupils eligible for PP	Reduce the number of persistent absentees among pupils eligible for PP from 9.1% to 7% or below. Overall attendance among pupils eligible for PP improves from 94% to 95%.

5. Planned expenditure					
Academic year	2016-2017 total PP grant £407,880				
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?
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 (15-16) with targeted pupils across English and maths, evidence of good progress for most pupils measured in reading, spelling and maths ages.	Booster teachers £45,550 Teaching Asst £220,000	Inclusion leader Senior Leadership Team English Lead Maths lead	January 2017
Total budgeted cost					£265,550
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?
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 vocabulary 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 vocabulary they are able to access reading materials and write with more imagination, creativity and interest. Sourced from writing progress 15-16.	Speech and language Teaching Assistant £8,000 Financial support for school trips £3,000 Bug club £1,460 Talk for writing £7,000	SLT Phase Leader / Asst Phase Leader Inclusion Leader	January 2017
Total budgeted cost					£19,460

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?
Provide additional social, emotional, family support for identified pupils and families through a range of interventions including in school nurture group and Family Support Worker.	Pupils will be ready for learning due to having their additional needs met and supported.	Family Support Worker 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 pupils' social skills, emotional and behavioural needs were supported well and 100% reintegrated back into class 2015-2016.	Family Support Worker £22,000 ELSA's and Pupil Support Leader £59,000 Nurture group outdoor learning area £5,000	Senior Leadership Team	January 2017
Employment of an Attendance Officer	The attendance and punctuality of PP eligible pupils will increase this academic year and persistent absenteeism 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.)	Whole school attendance improved by 0.4% in 2015-2016 with clear evidence of impact of strategies. Case study evidence shows many individual pupils significantly improved attendance PP attendance 2014-2015 93.3%. PP attendance 2015-2016 93.97%. An increase of 0.67%.	Attendance Officer £7,000 PP Breakfast Club £1,000	Headteacher Business Manager	January 2017

Chosen action / approach	Success measure	What is the evidence and rationale for this choice?	cost	Staff lead	When will you review implementation?
Investment in ICT hardware, 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.	Hardware and software £27,000 Abacus Maths £1,395 Sumdog £476	Senior Leadership Team ICT Lead Maths Lead	January 2017
Total budgeted cost					£122,871.00

6. Review of expenditure				
Previous Academic Year 2015-2016		Ofsted May 2016 'Better use of pupil premium funding has accelerated disadvantaged pupils		
i. Quality of teaching for all				
Chosen action / approach	Success measure	Estimated impact:	Lessons learned	Cost
Raise attainment in English and Maths by increasing Teaching Assistant (TA) provision to full time in most classes.	Teaching Assistants to work with identified pupils and deliver English / Maths interventions which will lead to improved outcomes for PP eligible pupils.	<p>Interventions data demonstrate good progress for the vast majority of pupils identified across the school. Pupil premium pupils had an average score of 31.1 in Year 1 phonics assessment which meant 71.1% were working at the expectation. All pupils average score was 33.2 with 80.7% working at. Phonics in year 1 increased by +8.1% in 2016 and the gap has reduced.</p> <p>The gap in Key Stage 1 is closing between pupils eligible for PP and non-eligible PP pupils.</p> <p>The majority of observations recognised TA's as having a good impact over time, some further support and CPD is required for some.</p> <p>Increased Teaching Assistant hours have had a positive effect on learning behaviours and attitudes across the school which in turn affected outcomes (reduced number of incidents on behaviour tracking tool).</p> <p>"Disadvantaged pupils make faster progress than previously and often make better progress than other pupils in the school, particularly in English. Improved phonics teaching ensures that disadvantaged pupils acquire reading and writing skills at least as well as their classmates, with more on track to reach expected levels in the Year 1 phonics check than in previous years." Ofsted May 2016</p>	<p>"Pupils make good progress where teachers and teaching assistants are confident about what they need to do to meet pupils' individual needs and regularly check that the extra help they provide is working" Ofsted May 2016</p> <p>This approach will continue in 16-17. Interventions in all year groups will start earlier than the previous year and will be even more tightly monitored across each phase consistently.</p> <p>This was most effective when the Class Teachers developed intervention timetables for their TA's and there was clear and consistent direction.</p>	<p>£189,320 TA's</p> <p>£3,000 CPD</p>

ii. Targeted support				
Chosen action / approach	Success measure	Estimated impact:	Lessons learned	Cost
Employment of a Family Support Worker	To provide targeted support to families and work with parents to remove barriers to learning.	<p>Reduced barriers between school and some identified families (case studies).</p> <p>Increased attendance / punctuality for identified pupils (case studies).</p> <p>Increased skill set of families through development of parent courses (list of parents attending courses and coffee morning).</p> <p>Improved readiness for learning for identified pupils (improved attendance and punctuality, behaviour issues for identified pupils) (case studies).</p> <p>A number of pupils had a short break in the New Forest which gave them an opportunity to be away from home and try new sports / activities whilst making new friends.</p>	<p>The Family Support Worker (FSW) post has had a huge impact and will continue in 2016-2017.</p> <p>Aims will be to offer a greater range of courses for parents and continue liaising with other schools to maximise support.</p>	FSW £22,000
iii. Other approaches				
Chosen action / approach	Success measure	Estimated impact:	Lessons learned	Cost
Appointment of an additional Assistant Headteacher.	Coaching support for teachers will lead to good teaching overall.	<p>Ofsted 2016 - 'Pupils make much better progress in English than they have done for some time. As a result, the proportion working at expected levels in reading and writing has risen sharply in every year group during the past year. Pupils have made rapid progress during the year in learning how to edit and improve their written work. They write competently and convincingly for different purposes and audiences.'</p> <p>'Additional teaching is used to target gaps in pupils' knowledge. This has accelerated disadvantaged pupils' progress and improved their confidence.'</p>	Teaching needs to be more consistent across all year groups to ensure at least good outcomes for all. Teachers need to be more consistent across the school in following key policies, and in their use of assessment.	Asst Head £32,000
Appointment of additional qualified teachers.	To improve English and Maths outcomes for identified pupils through teaching in booster sessions.			Teachers £31,860

Chosen action / approach	Success measure	Estimated impact:	Lessons learned	Cost
Employment of a dedicated Speech and Language Teaching Assistant.	To provide targeted pupils with one to one language development support.	55% of pupils who had speech and language support in 2015-2016 were PP eligible. Of the 21 children that received regular weekly speech and language support the vast majority were discharged.	Continue to ensure that the Speech & Language Teaching Assistant shares strategies and support resources with class TA's to enable targets to be worked on even more often.	£8,900
Employment of Emotional Literacy Support Assistants and Pupil Support Leader.	To work one to one or with small groups of pupils needing emotional support to enable them to access learning.	100% of pupils who attended nurture group were PP. 86% of pupils have been successfully re-integrated back into class full time, pupils have gone on to demonstrate improved self-esteem, behaviour, social skills and attitudes to learning (pre and post Boxall profile evidence). Other pupils have gone on to receive support at Compass school.	This intervention will continue 2016-2017	£40,200
Employment of an Attendance Officer	To deliver one to one or small group interventions for pupils and families with poor attendance and punctuality. PP eligible attendance will increase. Whole school attendance will increase.	Whole school attendance 2015-2016 all pupils was 94.67%. PP eligible attendance for the year 2015-2016 was 93.97%. The overall school attendance improved by 0.4%. The overall PP eligible attendance improved by 0.67%. Case studies show improved attendance and punctuality for a range of individual pupils as shared with Ofsted.	Penalty notice scheme will continue to be used. Attendance Officer will intervene as early as possible and ensure that families are invited in to discuss attendance and punctuality issues at the earliest opportunity. Parents will be asked to use a school pro-forma to record the details of any planned absences, the school will add the outcome e.g. whether it is an authorised absence or not and the reasons.	£6,400

Chosen action / approach	Success measure	Estimated impact:	Lessons learned	Cost
Investment in ICT hardware and software and learning resources including Bug Club and Abacus	To embed ICT in the curriculum and provide access to ICT for those pupils who cannot access ICT at home.	<p>Ofsted May 2016 - 'Pupils use different strategies to read successfully, including phonics (the sound letters make), and speak with interest and maturity about the books they read. Consistent, well- planned phonics teaching ensures that they quickly acquire fundamental reading and writing skills.'</p> <p>Reading in Year 4 showed an average gain of 17 months. Maths an average gain of 16 months. Comprehension an average gain of 22 months. Reading in Year 6 showed an average gain of 11.2 months. Maths an average gain of 11.1 months. Comprehension an average gain of 13.5 months.</p>	The interventions will continue in 2016-2017.	£36,000
Make improvements in the outdoor learning environment for EYFS.	To provide a stimulating and engaging outdoor learning environment with a particular focus on improving communication skills.	<p>Improved outcomes for EYFS pupils compared to 2014-2015. EYFS communication in 2016 PP listening and attention 82.6% / non PP 79.4%. Understanding in 2016 PP 80.4% / non PP 74.6%. Speaking PP 78.3% / non PP 69.8%. Ofsted May 2016 - 'Children make good progress in developing language and literacy skills. Children currently in Reception are well prepared with the fundamental reading and writing skills needed to learn successfully in Year 1.'</p> <p>'Leaders use pupil premium funding appropriately to support disadvantaged children's development. For example, they have updated and replaced equipment in the outdoor area to give children more opportunities to develop language and number skills through play.'</p>	Teachers to ensure that the outdoor environment is well planned with a range of independent learning opportunities for pupils at all times ensuring their 'child initiated' time is well used and purposeful	£25,000