

Western Primary School, Pupil premium strategy statement, 2016/2017

1. Summary information					
School	Western Primary School				
Academic Year	2016/2017	Date of most recent PP Review			None
Total PP budget	£179,139				
Total number of pupils	262	Number of pupils eligible for PP	126 (62%)	Date for next internal review of this strategy	April 2017

2. Current attainment (KS2 Statutory Assessments 2015/2016)		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving 'expected' standard or above in reading, writing and maths	30%	75%
average progress score for reading	-0.1	1.7
average progress score for writing	2.9	0.9
average progress score for maths	0.3	-0.3

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Many children enter the school with poor levels of oracy. This impacts attainment in English in KS1 and propagates into KS2.
B.	Social/emotional issues including low aspiration, limited life experience and poor engagement in learning
External barriers	
D.	Low attendance rates.
E.	High levels of deprivation (The school places in the top 80 th percentile, as measured by RAISE online 2016).
F.	Engaging with parents.

4. Desired outcomes		Success criteria
A.	To reduce the gap in attainment in reading, writing and maths between those eligible for Pupil Premium and those not.	Attainment gap between PP and non-PP children to reflect national data as measured by termly by summative teacher assessments.
B.	To reduce the gap in attendance rates of children eligible for Pupil Premium and those that are not.	Attendance figures to show that PP children's attendance is in line with 'others'
C.	Improve oral language skills for pupils eligible for PP in Reception (as a main focus) but also in KS1 and KS2 where appropriate.	The % of children eligible for Pupil Premium meeting the ELG to be broadly equal to those that are not.
D.	To improve engagement in learning for both children and their parents.	Provide a planned program of events to support home-school learning.
E.	To raise aspiration, provide experiences and promote engagement in learning.	All children to access a planned program of educational, residential and extra-curricular visits.

Strategy	Intended outcomes	How measured	Evidence/Rational	Cost
Staffing of Maths and English interventions by selected HLTAs and TAs	To raise attainment by identifying specific gaps in learning and delivering quality focussed interventions.	Entry and exit assessments to be completed	EEF rate small group tuition as having a moderate impact.	£16,679
Purchase of specific intervention programs including comprehension, phonics and maths.	To provide structured programs allowing for focussed interventions that close gaps in knowledge in Maths and English.	Entry and exit assessments to be completed and effectiveness of specific programs evaluated.	Recommendations from other schools. EEF reports comprehension interventions as giving 5+ months of impact	£4,000
STAR room staffing	To provide highly individualised provision for children with significant learning or social and emotional needs in KS1 and KS2	Individual tracking sheets to show progress	Historically these children have made very little progress in regular classes. Progression through P scales and 'Small Steps' has demonstrated success in previous years.	£28,396
Pastoral Groups	To provide pastoral support for vulnerable children. Weekly sessions working on identified needs.	Boxall profile, entry and exit assessments	Children need to be emotionally secure to be engaged in learning.	£11,268
1:1 support for specific children	To provide support for children with significant SEN, behavioural or social/emotional needs, allowing them to access learning and make good progress	Progress and attainment measured termly	EEF reports high impact (+5 months)	£26,278
Provision of Easter school	Fund staffing for Maths, English and Phonics interventions during the Easter holidays in order to raise attainment and accelerate progress.	Improve pass rate of Phonics screening. Improve on attainment in English and Maths in KS2.	EEF reports up to 4 months extra progress for children attending quality, teacher lead interventions in holiday time	£5,000
Pupil Premium Co-ordinator wage	To provide strategic leadership in Pupil Premium allocation.	Funding allocated and impact of interventions evaluated.	Effective leadership will result in PP funding having more impact.	£3,773
Pupil Premium Consultancy	To up skill PP Co-ordinator and provide support in developing policy and practices.	Creation of PP policy and action plan.	Effective leadership will result in PP funding having more impact.	£360
Provision of Breakfast Club	To improve attendance and punctuality. To ensure children are ready for learning by meeting basic needs.	Termly monitoring of attendance.	Studies demonstrate that breakfast clubs have a positive impact on attendance (EEF)	£3,030
Provision of a Learning Mentor to assist in meeting the needs of our most vulnerable children in school and engage with their families.	Work with and support vulnerable families at CAF and CIN level.	Case studies to demonstrate impact of the interventions.		£15,000
Employment of a designated member of staff to promote attendance within the school, monitoring punctuality, and communicating with parents.	For attendance of children eligible for Pupil Premium children to be in line those not.	Attendance data monitored termly	A recent evaluation for the Department for Education in the UK concluded that one of the greatest barriers to impact was achieving high levels of attendance. (EEF)	

Bug Club subscription (Online learning platform for reading, comprehension and grammar)	To increase amount of reading at home and school. To foster enjoyment in reading. Engaging with parents and improving home-school links and learning.	Increased participation in home reading Greater number of children engaged in learning at home.	Previous year helped to raise the number of reading participation certificates by 160%	£1180
Mathletics subscription (Online learning platform for maths)	To improve basic skills in maths. To provide tailored online learning experiences for children. Engaging with parents and improving home-school links and learning.	Improved attainment in Maths Greater number of children engaged in learning at home. % of children improving on scores between first and last attempt at activities.	Previous year's data reports a high level of improvement between first and final attempts at activities.	£1,009
Child therapist	To ensure that children are given the emotional/social and pastoral therapy needed at times of crisis in order for them to access learning and make good progress.	For targeted children to be emotionally and socially ready to access academic education.	Historically, termly assessments show an improvement in social and emotional skills (Measured through Boxall profile).	£5,000
Provision of school uniform for selected children	To meet basic needs of vulnerable children allowing them to access learning and make good progress.	Progress of targeted children measured.	Basic needs need to be met for children to be fully engaged in learning.	£50
Subsidy of school visits	For all children to access wider opportunities offered by the school. (£5 subsidy per head for 2 trips a year)	All children to participate in an educational visit.	Our children often have limited experiences. Provision of school visits puts learning into context and provides opportunities beyond the classroom.	£2,060
Residential	For children to access wider opportunities offered by the school. To promote confidence, resilience, social skills and enjoyment of school.	% of children accessing residential trips	Positive impact on children's confidence observed after residential trips over previous years.	£3,430
Purchase of reading books.	Increased amount of reading at home (with ability appropriate banded reading books)	Amount of home reading taking place.	Reading fluency and home reading have been identified as issues in school.	£2567
Continued professional development in response to identified areas for development from the School Development Plan	To improve the quality of teaching and learning by developing comprehension skills through use of visual literacy.	All children to have evidence of response to visual literacy.	In response to analysis of 2016 KS1 and 2 tests, comprehension (especially inference) has been identified as a general weakness.	£1000
	To improve the quality of teaching of reading comprehension and to train TAs in delivery of reading inference programs.	Teaching of reading to demonstrate principles of training.		

		Reading inference programs to be in place.		
Reduction of KS1 class sizes	To reduce class sizes in KS1 allowing for more focussed teaching and feedback.	Progress and attainment measured termly.	EEF reports that effective feedback is highly effective in fostering accelerated progress.	£34,500
Funding for Ukulele teacher for year 3 weekly sessions.	To provide wider opportunities and promote engagement in learning for targeted year groups.	Number of children accessing Ukulele lessons.	Our children often have limited experiences. Provision of additional opportunities promotes engagement in learning.	£1,260
Provision of glasses for selected children	To ensure that children have glasses at school.	Progress and attainment if PP children.	Many of our children do not regularly bring reading glasses to school. This has a negative impact on their learning.	

*Some of these costs have been apportioned by 62% to account for our numbers of children eligible for Pupil Premium.

These strategies will be reviewed either termly or annually.