

Western Primary School Pupil Premium Strategy, 2019/2020

*This is a working document and will be updated regularly

1. Summary information					
School:	Western Primary School				
Academic Year:	2019/202	Total PP budget:	£143,840.00 (Estimated)	Date of most recent PP Review:	None
Total number of pupils:	267	Number of pupils eligible for PP:	110 (41%)	Date for next internal review of this strategy:	July 2020

2. Current attainment			
Attainment for: 2018-2019 at the end of KS2	<i>Pupils eligible for PP (School)</i>	<i>Pupils not eligible for PP (School)</i>	<i>Pupils eligible for PP (National)</i>
% achieving EXS+ in reading, writing and maths	42%	62%	52%
average progress score in reading	0.73	-0.64	-0.6
average progress score in writing	0.47	1.90	-0.5
average progress score maths	1.36	1.01	-0.7

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school</i>)	
A.	Social/emotional issues including low aspiration, limited life experience and poor engagement in learning.
External barriers (<i>issues which also require action outside school</i>)	
B.	Low attendance rates.
C.	High levels of deprivation (The school places in the top 80 th percentile, as measured by Inspection Data Summary Report 2017).
D.	Engaging with parents.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
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 summative teacher assessments.
B.	To improve attendance rates by keeping attendance of pupils eligible for Pupil Premium in line with those that are not.	Attendance figures to show that PP children's attendance is in line with 'others'
C.	To improve engagement in learning for both children and their parents.	Provide a planned program of events to support home-school learning. To engage parents on online learning.
D.	To raise aspiration, provide experiences and promote engagement in learning.	All children to access a planned program of educational, residential and extra-curricular visits.

5. Planned expenditure					
Academic year	2019/2020				
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 and learning for all					
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?
To raise engagement in learning through online learning platforms.	Subscription to Bug Club and TTRockstars. Meetings and training for staff and parents.	Children report online learning as having a positive impact on their learning in previous years. Usage data demonstrates positive impact. Instant feedback is effective.	Number of reading certificates issued. Participation data.	RB	Termly

ii. Targeted support					
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?
To raise attainment of children with significant learning difficulties in STAR room (64% PP).	Provision of highly personalised learning (STAR room) in a small group for children with significant identified needs. Funding for a teacher and HLTA.	Historically these children have made very little progress in regular classes. Progression through P scales and 'Small Steps' has demonstrated success in previous years.	Individual tracking sheets to show progress.	MP	Termly
To raise attainment by addressing the social and emotional need of our children.	Funding for provision of pastoral groups. Termly intervention for identified children with specific social/emotional needs.	Children need to be emotionally secure to be engaged in learning. Previous years' analysis demonstrates positive impact.	Termly Boxall profiles and comments from teachers will measure impact.	ED HL	Termly
To improve attendance of children that fall below expectations.	Provision of a designated member of staff to assist in meeting the needs of our most vulnerable children and families. Participate in CAF and CIN intervention. Monitor attendance data. Contact with parents.	Good attendance is essential for effective teaching and learning.	Attendance data for Pupil Premium children and others.	TW	Termly
To ensure that children are given the emotional/social and pastoral support needed for them to access learning and make good progress.	Provision of a child therapist to deliver weekly sessions to identified children with specific needs.	Historically, termly assessments show an improvement in social and emotional skills (Measured through Boxall profile).	Targeted children to be emotionally and socially ready to access learning.	ED	Termly
Increase attainment of identified children with significant SEN needs.	TA to provide 1:1 support to specific Pupil Premium eligible child.	EEF research reports high impact (+5 months)	Termly tracking of assessment data.	MP	Termly
To support social and emotional needs of Young Carers.	Provide taxi for selected pupils to travel to Young Carers group.	To support basic needs.	Need for financial support will be reviewed annually.	ED	July
To support emotional, physical needs of parents.	Create a parent support group which runs half-termly for parents of SEN children	EEF shows +3 months – moderate impact.	SEN parent questionnaires	ED	Half termly
To support social, emotional and mental	Small group of children to attend weekly play therapy sessions for	Children need to be emotionally secure to be engaged in learning	Tracking of emotional progress by Play Therapist Lead	ZP	Sep-Dec

health needs of vulnerable children	a term.				
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iii. Other approaches					
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?
Increase PP funding. Bring back in line with %eligibility pre universal FSM	Subscription to Capita 'Free School Meals Online'	Similar schools in LA have identified a significant amount of funding.	Monitor effectiveness. Only has to find 1 pupil to pay for itself.	RB	July 2020
To have leadership and a strategic plan for implementation and review of Pupil Premium funding	Funding for a designated member of staff to lead Pupil Premium.	Effective leadership will result in PP funding having more impact.	Statutory information will be published online. PP budget will be maintained. PP Strategy will be created and updated. Meetings will take place to include the whole staff in directing funding and coming up with new ideas. Termly data analysis will be completed.	RB	Termly
To meet the basic needs of children and to improve attendance and punctuality.	Funding for staffing of breakfast club.	EEF research demonstrates that breakfast clubs have a positive impact on attendance. Basic physiological needs are a pre requisite to effective learning.	Termly monitoring of attendance of Pupil Premium children and others.	KL	Termly
To provide children with wider experiences beyond the classroom. To raise aspiration.	Subsidy of school visits.	Our children often have limited experiences. Provision of school visits puts learning into context and provides opportunities beyond the classroom.	All children will access school visits.	Teachers	July 2018
To promote social and emotional skills alongside confidence, resilience and independence. To foster engagement in school and learning	Subsidy of residential visits.	Positive impact on children's personal skills observed after residential trips over previous years. EEF rates outdoor and adventurous learning as having a moderate impact on progress.	Number of children accessing residential visits.	KL	July 2018