

Western Primary School Pupil Premium Strategy, 2020/2021

*This is a working document and will be updated regularly

1. Summary information					
School:	Western Primary School				
Academic Year:	2020/2021	Total PP budget:	£ 157,952.00	Date of most recent PP Review:	None
Total number of pupils:	282	Number of pupils eligible for PP:	117 (41%)	Date for next internal review of this strategy:	July 2021

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 (Lowest IDACI band)
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		2020/2021			
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. Whole school events to promote use.	EEF report 4 months progress (based on secure evidence) with use of digital technology to support learning. 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
To raise attainment in reading, writing and maths for disadvantaged and others.	Funding for all classes to have a full time teaching assistant. Used for effective teaching, learning, feedback, intervention and improvement of work.	Effective feedback and small group tuition rate highly in terms of additional progress given as measured by EEF toolkit.	Termly pupil progress meetings to monitor the performance of disadvantaged and 'other' children	RB ED	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 improve attendance of children that fall below expectations.	Provision of a designated member of staff to support attendance issues. Monitor attendance data for trends, make contact with parents and administration of sanctions to parents.	Good attendance is essential for effective teaching and learning. Historical data shows that overall attendance is slightly below national although Disadvantaged children attend better than their national peers.	Attendance data for Pupil Premium children and others.	TW	Termly

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'	Massively successful last year in identifying parents and encouraging new applications.	Monitor effectiveness. Only has to find 1 pupil to pay for itself.	RB	July 2021
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. EEF projects show positive impact on memorable experiences with regard to progress in writing.	All children will access school visits followed up by meaningful learning linked to those experiences.	Teachers	July 2021

To promote social and emotional skills alongside confidence, resilience and independence. To foster engagement in school and learning	Subsidy of residential visits.	EEF rates outdoor and adventurous learning as having a moderate impact on progress. EEF projects show positive impact on memorable experiences with regard to progress in writing.	Number of children accessing residential visits.	KL	July 2021
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