

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

Impact 2016/2017

At Western Primary School, the achievement of Pupil Premium children is held in high regard. A designated member of the Senior Leadership Team and an appointed School Governor work to implement the school's Pupil Premium policy and provide high quality strategies aimed at raising the attainment of Pupils eligible for Pupil Premium. The school uses PP funding to implement a wide range of strategies including academic, social, emotional and extracurricular. The school understands that Pupil Premium children span the spectrum of abilities and a special regard is taken to monitoring the progress of higher ability children.

First and foremost, we provide good quality teaching to all. Termly Pupil Progress meetings are held to identify specific issues amongst PP children and interventions are discussed and implemented. The SLT and Governors have a strategic view of PP attainment and progress and use this to challenge and evaluate practice.

The school aims to promote the progress and attainment of PP eligible children regardless of their background, ethnicity, socio-economic status or prior attainment. Western Primary school recognises the importance of promoting personal development, welfare and behaviour as means to raising attainment. The school values parental engagement and has a range of strategies in place to get parents on board with promoting learning.

The following pages evaluate our spend for the previous academic year. The appendices provide supporting numerical data.

Strategy	Intended outcomes	Estimated impact	Lessons Learned	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.	Intervention work has a big impact in accelerating progress of identified PP children. See data below. Specific programs entry and exit assessments show progress.	Continue with intervention targeted firstly at PP pupils then others. Investigate ways to quantify progress from individual programs.	£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.			£4,000
STAR room staffing	To provide highly individualised provision for children with significant learning or social and emotional needs in KS1 and KS2	STAR room data shows all children making progress. STAR room provides learning for identified children that would not be possible in mixed classes.	This will continue next year.	£28,396
Pastoral Groups	To provide pastoral support for vulnerable children. Weekly sessions working on identified needs.	Boxhall profiles demonstrate progress in social/emotional development. See below.	Continue next year. Consider alternative ways of measuring.	£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	All 1:1 supported children have made progress that would not be possible without support	Will continue next year.	£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.	53 children attended and were supported in key skills on the run up to SATs tests.	Continue next year. Aim to increase participation. Consider Y3/4	£5,000
Pupil Premium Co-ordinator wage	To provide strategic leadership in Pupil Premium allocation.	The school now has clear leadership and a strategic plan for Pupil Premium.	Leadership will continue next year.	£3,773
Pupil Premium Consultancy	To up skill PP Co-ordinator and provide support in developing policy and practices.	Helped with creation and implementation of a policy and systems.	Will be requested if needed but systems in place for now.	£360
Provision of Breakfast Club	To improve attendance and punctuality. To ensure children are ready for learning by meeting basic needs.	There is no significant gap between the attendance of PP and other children. Breakfast club attendees are 100% punctual.	This will continue next year.	£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.	There is no significant gap between the attendance of PP and other children. Learning mentor works to improve attendance of all children.	Continue next year.	£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.			
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, improving home-school links, and learning.	93% of children find them beneficial to learning. Participation statistics show increase in performance on activities over time.	Although children value this resource, it is not being used fully in school. This should be addressed	£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.		next year.	£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.	Children have been equipped with skills and strategies to manage their emotional needs, impacting on access to learning.	Therapy will continue to be offered to identified children.	£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.	Support in meeting basic needs of children	The school will continue to support the basic needs of our most vulnerable children in whatever way is feasible.	£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)	100% of our children value school visits in terms of engaging them in learning and school.	All pupils to have 3 subsidised visits next year.	£2,060
Residential	For children to access wider opportunities offered by the school. To promote confidence, resilience, social skills and enjoyment of school.	85% of our children rate residential trips as having a positive impact on engagement. PP used to subsidise costs for all and to pay for some PP children in entirety. A hugely beneficial experience for all in terms of social and emotional development.	Continue to fund next year.	£3,430
Purchase of reading books.	Increased amount of reading at home (with ability appropriate banded reading books)	Increased participation in home reading, evidenced through participation certificated. See below.	This has been a huge success. The school will continue to push the profile of home reading next year.	£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.	Pupils more engaged in English as a result of visual literacy. All classes using 1 unit per term at least. Staff were positive about use and effect.	Training is complete but visual literacy will continue to be used and monitored next year.	£1000
	To improve the quality of teaching of reading comprehension and to train TAs in delivery of reading inference programs.	83% of the children who accessed the reading inference either achieved their predicted reading score or exceeded it. See below.		
Reduction of KS1 class sizes	To reduce class sizes in KS1 allowing for more focussed teaching and feedback.	KS1 SATs results are either broadly in line with or slightly better than last year.	Due to pupil numbers this will not be possible next year. Focussed Feedback strategies will be in place.	£34,500

Funding for Ukulele teacher for year 3 weekly sessions.	To provide wider opportunities and promote engagement in learning for targeted year groups.	95% of our children rated visitors in school as having a positive impact on their engagement. It also provided a new opportunity to all Y3 children	Teacher is no longer available but alternatives will be looked into for next year.	£1,260
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.	The Pupil Premium gap has narrowed significantly in both KS1 and KS2. In KS2 the gap is now negligible. Issues remain in KS1.	The school needs more focus on measuring impact of specific interventions. This was done well for the Reading Inference program but less thoroughly for other interventions.	£16,679
STAR room staffing	To provide highly individualised provision for children with significant learning or social and emotional needs in KS1 and KS2	Data show all STAR room children make progress, although often slow due to special educational needs.	This will continue next year. Also has a positive impact on the learning of non-STAR room children in terms of their learning.	£28,396

Appendices

Pupil Premium Gap Analysis, Summer 2017

% Gap between Pupil Premium and Non Pupil Premium children achieving Expected' standards.

A positive figure indicates that Pupil Premium children outperform others. A negative figure indicates that others outperform Pupil Premium children. The bracketed figure contextualises the percentage in terms of number of children (i.e. in Year 2, if 3.5 more Pupil Premium children achieved expected standard, than there would be no gap).

Year	Reading	Writing	Maths
1	6% (1.2)	-5% (-1.0)	0% (0.0)
2	-19% (-3.5)	-19% (-3.5)	-25% (-4.5)
3	-27% (-5.3)	-30% (-6.0)	-32% (-6.3)
4	-5% (-1.3)	-7% (-1.9)	-5% (-1.5)
5	-11% (-2.0)	-33% (-6.0)	-17% (-3.0)
6	-5% (-1.0)	10% (2.0)	5% (1.0)

National figures

	Reading	Writing	Maths
KS1 (Y2)	-14.4	-17	-17.1
KS2 (Y6)	-13.9	-11.7	-13.8

Gaps are generally not too far of national figures, especially in terms of equivalent pupil numbers. There are still issues in year 3 and year 5. Intervention will be targeted at specific PP children next year to address this.

Progress

% Gap of children making expected progress from starting points at the end of EYFS (For KS1) or KS1 SATs for KS2.

Year	Reading	Writing	Maths
1	-6% (-1.3)	13% (-2.5)	-2% (-0.4)
2	-3% (-0.5)	3% (0.5)	1% (0.2)
3	-7% (-1.3)	-5% (-1.0)	0% (0)
4	2% (0.5)	-11% (-3)	-4% (-1.4)
5	-11% (-2)	-11% (-2)	-11% (-2)
6	5% (1.0)	0% (0)	10% (2.0)

Attendance, %

	Autumn	Spring	Summer
Pupil Premium	95.45%	95.44%	96.08%
Others	95.01%	94.43%	95.40%

Attendance of Pupil Premium children is broadly in line with others.

Pastoral Groups

	Improvement in Boxall profile score			
	0-1	1-2	3-4	4+
Autumn	18% (4)	18% (4)	22% (5)	43% (10)
Spring	23% (7)	10% (3)	23% (7)	45% (14)
Summer	29% (9)	16% (5)	19% (6)	36% (11)

Vast majority of children make improvements in profile scores. Follow on actions are in place for those not making visible improvements.

Reading Inference Intervention

Name	Prediction Based on KS1 Result		EOY Teacher Prediction	SATs Score	
	EXS	102	WTS	99	WTS
	EXS	102	EXS	109	EXS
	WTS	95	EXS	112	GDS
	EXS	100	EXS	108	EXS
	WTS	94	EXS	114	GDS
	EXS	102	EXS	110	GDS
	WTS	99	WTS	99	WTS
	WTS	97	WTS	109	EXS
	EXS	102	WTS	105	EXS
	EXS	102	EXS	103	EXS
	WTS	98	WTS	99	WTS
	EXS	102	WTS	95	WTS

8/12 (67%) met the required standard of the test. 3 of the remaining 4 children scored a scaled score of 99 – two of these sent back to be remarked.

25% of the children who accessed the reading inference also achieved 'greater depth' in their Reading SATs two of whom were not predicted to pass based on their KS1 Results.

83% of the children who accessed the reading inference either achieved their predicted reading score or exceeded it.

Home reading

The school have invested in online reading schemes and reading books to encourage greater participation in home reading. We have seen a year on year increase in participation certificated.

	2014 – 2015	2015 - 2016	2016 - 2017
Bronze	118	163	179
Silver	69	137	159
Gold	52	102	104
Platinum	38	51	55

Prior High Attainers

KS2	Pupil Premium		Other	
	Av Scaled Score	Progress Score	Av Scaled Score	Progress Score
Reading	114.3	3.4	None	None
Writing	113	3.3	None	None
Maths	110.5	1.1	None	None

As all our High Prior Attainers are Pupil Premium children, no comparison can be made within school. There is no national data available for disadvantaged high attainers, however these figures compare well with national data for all high prior attainers.

Pupil Premium Impact, Pupil Voice

The school has chosen to spend money on the following strategies. All of these have demonstrated a positive impact in previous years or are proven by research¹ to have a positive impact on progress. Pupils in KS1 and KS2 were asked to rate the following strategies according to their impact on learning.

	Little or no impact	Positive impact
Intervention lessons	7%	93%
Pastoral groups	11%	89%
Class trips	0%	100%
Residential trips	15%	85%
Visitors in school	5%	95%
Breakfast club	34%	66%
Easter School	10%	90%
Online Learning	7%	93%

Other existing strategies that have a positive impact

Teachers encouraging and challenging us

Use of visual literacy

Homework

Having different teachers

Using ICT

Big maths

¹ <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit>

New ideas from pupils

Colourful learning environments

More time for online learning

Collaborative learning

More class trips

More visitors in school

Outdoor learning resources and environment

Homework clubs

More extra-curricular clubs after school and at lunchtime

After school maths and English clubs

extending the school day

These results demonstrate that our pupils value the impact of these strategies. The most negative response was breakfast club; however, this is most likely due to pupils who did not attend giving negative feedback.

SMT will review these findings in September to consider the implications on next year's allocation.