



Pupil premium strategy statement

Westmere Primary School 2019/20

1. Summary information			
School	Westmere Primary School		Pupil Premium Review completed
			September 2019
Academic Year	2018/19	Total PP budget	£136,600
Total number of pupils	251	Number of pupils eligible for PP	98 plus 4 PLAC

2. Current attainment KS2 2018/19			
	<i>Disadvantaged pupils</i>	<i>School</i>	<i>National Average</i>
% achieving in reading, writing and maths	82%	78%	65%
% achieving expected standard in Reading	88%	88%	73%
% achieving expected standard in writing	82%	78%	78%
% achieving expected standard in maths	82%	88%	79%

Barriers to learning
Behaviour issues of a small minority of pupils, in particular those new to the school has had an impact on teaching and learning
Oral language skills on entry in reception
Attendance of pupils
Parental engagement and attendance at curriculum information sessions
Domestic violence at home



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Building Bridges for the Future

What do we want to achieve?	How are going to achieve it?	Timescale	Resources Cost to school	Lead Person	Success Criteria	Monitoring. When? How? Who?	Impact - How will we know if we are successful? What questions do we need to ask?
Provide good quality intervention to ensure disadvantaged pupils make accelerated progress.	Review interventions for effectiveness during English and Maths Reviews.	September 2019	Supply costs	SW/PD	School have evaluated the effectiveness of TA support in the class. Pupils to attain in line with FFT 20 predictions.	Subject leaders through English and Maths reviews.	How are TAs used effectively? What is it that the most effective TAs are doing? Do we need additional training for teachers and TAs?
	Provide teacher intervention in: Y6 & Y2 at Westmere	September 2019	£38,536 Westmere	SW/PD	Children to make good progress from their starting points and previous key stage. For progress and attainment for disadvantaged pupils to be in line with non-disadvantaged pupils.	KW through pupil progress meetings.	What percentage of children in these groups are making accelerated progress?
	Intervention in pre-learning provided - planned by class teachers to support those pupils at risk of falling behind.	September 2019	£23,487	SW/PD		KW through pupil progress meetings.	
	Intervention planned for higher ability pupils.	September 2019	£3,000	SW/PD	Pupils to attain in line with FFT 20 predictions.	KW through pupil progress meetings.	What percentage of children in these groups are making accelerated progress?
	Targeted after school booster provided at all schools for pupils in Y6 identified from FFT with potential for Greater Depth. Easter Booster	September 2019 April 2020	£3,642 £5,000	SW/PD			



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Provide early intervention in EYFS	All children to be WELCOMM screened as part of the school baseline. Provide phonics and early language interventions in EYFS.	September 2019	£89 £11,000	SR	Progress is accelerated for all children receiving intervention. For progress and attainment for disadvantaged pupils to be in line with non-disadvantaged pupils.	KW through pupil progress meetings.	What percentage of children in these groups are making accelerated progress?
Provide Phonics Intervention	Phonic assessment and intervention. Phonic screening to take place in January and identified boosting to be targeted at those pupils at risk of not meeting the standard. RWI resources and training	September 2019 January 2020 October 2019	Westmere £7,423 £5000	SR	For disadvantaged pupils to attain in line with no disadvantaged pupils nationally.	KW through pupil progress meetings.	What percentage of children in these groups are making accelerated progress?
For disadvantaged pupils to be resilient and have full access to the curriculum.	To provide a teacher led nurture group - based at Westmere but all three schools can access. DEN to operate full time, with targeted nurture group in the mornings and SEND and S&E interventions during the afternoon.	September 2019	£67,877	KW/ ES/ K S	Vulnerable children are supported to ensure that their emotional wellbeing is nurtured.	KW through pupil progress meetings.	Are vulnerable children falling behind? What is the percentage of these pupils making good progress?



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To ensure that the attainment and progress of all pupils, but particularly the most able pupils is accelerated.	For PPM meetings to use the FFT data for early identification of where children are falling behind.	September 2019	Cover for PPA	KW	Progress is accelerated for all children.	KW through pupil progress meetings.	What percentage of children in these groups are making accelerated progress?
	English and Maths challenge lesson study to take place termly	October 2019	Staff Meeting				
To ensure the curriculum meets the needs of all pupils - in particular vulnerable pupils	Designing new curriculum that is bespoke and targets areas of identified weakness. These oracy are language and oracy skills and independence.	October 2019	SLE support £350	SM	The curriculum will ensure all children reach their full potential in all subject areas.	SLT through reviews and work scrutiny	Is it clear from books/deep dives that all children - particular the most vulnerable are making good progress.
To improve reading attainment	Key action in the SIP Additional home readers provided for all children. Reading intervention. Reading incentives.	September 2019 ongoing	£200 resources £1000 intervention	SW	Progress is accelerated for all children receiving intervention. For progress and attainment for disadvantaged pupils to be in line with non-disadvantaged pupils.	SLT through PPM.	What percentage of children in these groups are making accelerated progress?
To improve attendance	Family support worker to work alongside families to improve attendance FPN issued Incentives for good attendance Regular attendance panels.	September 2019 - ongoing	£26,549	KW/ AC	For attendance for disadvantaged to be in line with on disadvantaged national figures. To reduce persistent absenteeism.	Governors through HT report.	Is attendance improving?



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4. Our schools use our pupil premium spend on a number of initiatives that are included in the Sutton Trust EEF Teaching and Learning Toolkit. Examples are included below.	
<u>After school programmes</u>	The schools offer a variety of after school clubs. There are a number of sports focussed clubs. More recently some academic clubs have been by invitation to targeted clubs.
<u>Small group tuition</u>	All three schools provide one to one tuition for pupils requiring support. This is sometimes specific programmes, but can also be as a result of not being able to do something in the classroom and additional tuition is needed. The tuition also takes place during split input sessions in class. The small group work is carried out by teaching assistants and teachers.
<u>School uniform</u>	Some pupil premium children have accessed free school uniform. Although the EEF toolkit would suggest no month's improvement, it is important for social reasons that children are not made to look different
<u>Phonics</u>	The schools have provided additional members of staff to deliver phonics teaching and phonics intervention.
<u>Social and emotional learning (SEL)</u>	The pastoral teaching assistant at Westmere has planned SEL interventions four afternoons per week. These support children with social and emotional difficulties. There are some children that require the work for a small amount of time where others require it longer term. We have also referred children and families to family support workers and counselling where necessary. We have also recently started a nurture group to further support children's SEL.
<u>Sports participation.</u>	We now employ a number of sports coaches who work at all three schools. They deliver lunchtime and after school clubs. The schools are now part of a football league with other local primary schools. All three schools also take part in sports competitions.



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<u>Parental Involvement</u>	We have planned in several workshops this term to encourage parental engagement. School are working with the children's centre to further develop parental involvement.
<u>Outdoor adventure learning.</u>	The schools take part in two residential visits, one for Y3/4 which takes place on a farm and one for Y4/5/6 which takes place at Hilltop, an outdoor pursuit's centre. The school provide funded places for pupil premium children to these.
<u>Behaviour interventions</u>	The pastoral teaching assistant is used to support with behaviour. The schools also employ a number of TAs to support children with behavioural difficulties to avoid exclusion where there is not statutory funding in place.
<u>Mastery Learning</u>	Interventions take place at all three schools; these are child focussed around what the children need.
<u>Meta-cognition and self-regulation</u>	HSM and GDE have used the Chris Quigley materials the secrets of success. This scheme of work based on Stephen Covey's book, the seven habits of highly effective people, gives children the opportunity to develop independence and resilience in their work. All three schools use the growth mindset materials.
<u>One to one tuition</u>	One to one tuition takes place at all three schools; it is targeted at those children requiring additional support.
<u>Oral Language Interventions</u>	The increased adult/pupil ratio in EYFS does help to support oral development. The RWI scheme of work for phonics and early reading does involve regular oral interactions within the classroom
<u>Collaborative learning.</u>	Class teachers encourage collaborative working whenever possible. The schools have purchased the Scholastic guided reading scheme that encourages collaborative and independent working.
<u>Feedback</u>	Improving the quality of feedback has been a key area for improvement on our schools. It is a regular focus for our M&E calendar and is a non-negotiable in all subjects. Children also receive teacher pupil progress chats termly.
<u>Early Years Intervention.</u>	Additional adults are used within the EYFS classes to support. All three schools have enhanced adult pupil ratios to support children to reach a GLD. The school have focussed this on the prime areas, in particular PSED skills for boys. The schools are working closely with the pre-schools and children's centre to further develop good transition.



5. Impact of spending 2018/19

In EYFS	<p>High: The good adult to pupil ratio in EYFS and the commitment to work closely together with the local preschool has had an impact. Baseline scores are low, in particular for the prime areas, however EYFS end of key stage data is in line with national averages. Children have received early phonics interventions, as well as access to early speech interventions with the Wellcomm package.</p> <p>EYFS data shows that PP children 67% achieve GLD compared to 58.6% for non PP children.</p>
In KS1	<p>Mixed: Phonics data for pupil premium pupils has increased at a greater rate than for non pupil premium children. Pupil premium - 73.3% up 1.9% from 2018, non pupil premium 71.4% up 0.6% from 2018.</p> <p>Data at the end of Y2 is now in line with national averages in reading and maths, school have worked hard to increase the percentage of children working at greater depth. Reading non PP 88, PP 89, Writing non PP 82, PP 67 and Maths non PP 78, PP 88, more acceleration is required in improving writing attainment for pupil premium children.</p>
In KS2	<p>High: Attainment in reading, writing and maths for pupil premium children is 82% compared to 78% for non pupil premium children, progress is above national in all subjects. This shows the impact of interventions.</p>
Emotional Wellbeing	<p>High: The impact of this intervention has been highly effective, school have avoided exclusions due to the amount of support provided for vulnerable pupils through one to one interventions and nurture group support. The impact has been fewer lessons are disrupted by poor behaviour and we are able to support vulnerable children emotionally which is improving their emotional wellbeing and meaning they are now much more ready to learn.</p>



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Leadership of Pupil Premium	<p>Senior leaders have observed out of classroom interventions to ensure that pupils are receiving the same quality of teaching they would expect within whole class sessions. The biggest impact has been where teacher led interventions have taken place. During monitoring and PPMs, senior leaders have focused on the quality of teaching and learning of all pupils, but have completed work scrutiny specially looking at pupil premium pupils. Senior leaders are monitoring the progress of these pupils using target tracker, challenging targets are used by using FFT 20. Work scrutiny is completed regularly. The pupil premium strategy is created using evidence from the EEF toolkit. All of our schools offer a range of clubs, we offer sports and academic clubs, although the latter are not well attended, we have also personally invited disadvantaged pupils requiring support, but this has not always been successful.</p> <p>We provide emotional and social support for all of our pupils, but with a particular focus on our pupil premium children. At Westmere, we have our DEN provision, which is fully funded through pupil premium funding. This provides small group intervention in the morning for identified pupils, in the afternoon it provides support for all children, including de-escalation support for behaviour difficulties. We also have specific programs that we offer during the afternoons using our trained ELSA - emotional literacy support assistant.</p>
Teaching of pupil premium children	<p>Our children receive high quality constructive verbal feedback and marking daily, it is our view that children learn best when they have verbal feedback. We encourage our teachers to work with all pupils, but ensure that those requiring support should receive the most amount of time from the teacher to ensure equality of opportunity.</p> <p>All teachers complete a pupil premium action plan for their class termly (three times per year) in this they detail who their pupil premium pupils are, what their barriers to learning are and what they will do to support these pupils, either through intervention or targeted QFT. Our pupil premium strategy is based on evidence from EEF and so our teachers use this to ensure they understand what interventions have the most impact. Our strategies for spending specifically match the barriers for learning for our disadvantaged pupils. For example, we are aware that our children come into school with poor oracy skills and we often lack parental engagement. We also have a number of our pupils who have suffered emotional trauma and so require emotional interventions along with academic ones.</p> <p>The targets for pupil premium pupils are aspirational; we use FFT 20 to set challenging and aspirational targets for all pupils including those eligible for the pupil premium funding. The schools provide free breakfast club provision for all pupils.</p>