Westmere Primary School

Building Bridges for the Future

Pupil premium strategy statement

Westmere Primary School 2017/18

1. Summary information			
School	Westmere Primary School	Pupil Premium Review completed	September 2017
Academic Year	2017/18	**Total PP budget**	£151,800
Total number of pupils	270	**Number of pupils eligible for PP**	115

2. Current attainment KS2 2017/18			
	Disadvantaged pupils	*School*	*National Average*
% achieving in reading, writing and maths	64%	72%	61.1%
% achieving expected standard in Reading	71%	83%	71.4%
% achieving expected standard in writing	71%	76%	76.3%
% achieving expected standard in maths	79%	83%	74.8%

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

3. Planned expenditure							
Academic year	**2017/18**						
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. **TL2.1**	Review TA use in the classroom and intervention for effectiveness using the Mobilise Project.	June 16 – July 18	£3000 for training and courses	SM/LR	School have evaluated the effectiveness of TA support in the class.	Through finance and staffing committee.	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 17 – May 18	£37,178	KW/SW	Progress is accelerated for all	SW through pupil progress meetings.	What percentage of children in these groups are making accelerated progress?
	Intervention in pre-learning provided – planned by class teachers.	September 17 – May 18	£45,600	SW	Progress is accelerated for all children receiving intervention.	KW through pupil progress meetings.	
	Intervention planned for higher ability pupils.	September 17 – May 18	£2,340	SW			

For disadvantaged pupils to be resilient and have full access to the curriculum. TL2.2	Pastoral support provided for vulnerable pupils.	September 2017 July 2018	£38,442	KW	Vulnerable children supported to ensure that their emotional wellbeing is nurtured.	KW through pupil progress meetings.	What percentage of these pupils making good progress?
Provide early intervention in EYFS and KS1 **TL2.3**	Provide phonics and early language interventions in EYFS and Y1.	September 2017 June 2018	£11,400	KW	Progress is accelerated for all children receiving intervention.	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. **TL2.4**	To provide a teacher led nurture group – based at Westmere but all three schools can access.	September 2017-July 2018	£14,746	KW	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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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.	
After school programmes	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.
Small group tuition	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.
School uniform	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
Phonics	The schools have provided additional members of staff to deliver phonics teaching and phonics intervention.
Social and emotional learning (SEL)	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.
Sports participation.	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 through Agilitas.

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Parental Involvement	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.
Outdoor adventure learning.	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.
Behaviour interventions	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.
Mastery Learning	Interventions take place at all three schools; these are child focussed around what the children need.
Meta-cognition and self-regulation	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.
One to one tuition	One to one tuition takes place at all three schools; it is targeted at those children requiring additional support.
Oral Language Interventions	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
Collaborative learning.	Class teachers encourage collaborative working whenever possible. The schools have purchased the Scholastic guided reading scheme that encourages collaborative and independent working.
Feedback	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.
Early Years Intervention.	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.

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5. **Impact of spending 2016/17**	
In EYFS	**High:** The small class sizes 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.
In KS1	**High**: The impact in KS1 is evident in the improvement in attainment from 2016 to 2017. Data is now in line with national averages in all subjects. The next steps for our schools are to increase the numbers of children attaining greater depth.
In KS2	**Mixed:** Progress in year was good, however progress from KS1-KS2 was limited for some children, over half of those whose progress from KS1 was limited joined the school part way through KS2.
Emotional Wellbeing	**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.