

Pupil Premium Strategy Statement



1. Summary information					
School	West Meadows Primary				
Academic Year	2018-19	Total PP budget	£134004	Date of most recent PP Review	LGB Ongoing
Total number of pupils	240	Number of pupils eligible for PP	48% - Top Quintile	Date for next internal review of this strategy	07/10/2018

2. Current attainment			
	Pupils eligible for PP (your school) n=15		Pupils not eligible for PP (national average)
% achieving in reading, writing and maths - ASP	53%		National 70%
% making progress in reading	60%	-1.0 (-4 to +2)	National 80% (0.3 progress)
% making progress in writing	73%	-0.4 (-3 to +2.5)	National 83% (0.2 progress)
% making progress in maths	73%	-0.8 (-3.5 to +1.9)	National 81% (0.3 progress)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Narrow curriculum – identified at Ofsted
B.	High number of High Prior Attainers (9) (aggregate score) (See IDSR/SIMS)
C.	Low levels of literacy including levels of spoken language on entry to school (See EYFS baselines)
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Maintain – attendance of FSM E6 pupils matches National FSM E6 – School Attendance 97% (above National 95.8%)

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To ensure the progress of reading and mathematics for disadvantaged pupils matches their peers	Reading & Mathematics progress is good for disadvantaged pupils
B.	To ensure the progress of high prior attaining disadvantaged pupils matches national progress	Progress of disadvantaged high prior attainers matches national data
C.	To accelerate progress of current Year 2 pupils	Progress of all pupils within Year 2 is strong – exit data 2019 shows disadvantaged pupils are in line with national typical indicators
D.	To accelerate progress of current Year 5 pupils (reduce the risk of underperformance of cohort through high % of disadvantaged pupils – 61%)	Progress of all pupils within Year 5 is strong – exit data 2019 shows disadvantaged pupils are in line with national typical indicators

5. Planned expenditure					
Academic year	2018-19				
i. Quality of teaching 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 implementation?
To improve the quality of dialogue in school	Philosophy for Children is further developed across school following appropriate CPD	Low levels of literacy including levels of spoken language on entry to school. See EYFS baseline	Provide high quality CPD – Sapere accredited training – further steps to ‘Gold Award’	DW, KW	Ongoing throughout year Review EYFS exit data CLL
To ensure pupils access a challenging, exciting computing curriculum	Appointment of ICT specialist (0.4)	Children’s computing skills as evidenced by Ofsted require rapid intervention	Appraisal Cycle Drop ins Website evidence	MC, DW	Ongoing
Total budgeted cost					£40k
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 implementation?
To ensure the progress of middle prior attaining disadvantaged pupils matches national progress	Additional TA Staff within Year 6 Targeted support involving DW in terms 2 and 3	Large group of Middle Attainers in Y6 Cohort 11/17 Middle prior attainers	Data catches Pupil Progress Meetings	DW RS	Termly PPM
To ensure the progress of reading for disadvantaged pupils matches their peers	Additional TA & HLTA Support in Year 2 to provide additional capacity to secure rapid progress	Internal progress demonstrates that PP progress is similar in English and maths to non PP	Use existing support staff who possess appropriate skillset and knowledge	KW, DW	Termly following data catches
Equip all EYFS learners with a learning environment that is fit for purpose	EYFS – development of new Outdoor Area & new group work area	Physical barriers/constraints to safe efficient working practice were identified 2017-18	Termly learning walks Planning documents	DW, KJ, JMc	
Total budgeted cost					£42k

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 implementation?
Pupil engagement is boosted across school through a wider curriculum	PE – Sports Leader allocation – linked to Sports Funding PP children are engaged in lunchtimes and after school clubs allowing them to access activities and competition that they may not access at home.	Children provided with a breadth of curriculum choices. Pupils are fitter and healthier Register of PP involvement and number of competitions taken part in. <ul style="list-style-type: none"> Monday Y3/4 Hockey – 13/31 PP Tuesday KS1 Multi skills – 12/31 -PP Y5/6 Netball – 6/11 PP Thursday Key stage 2 athletics 17/30 PP 	Review pupil premium statistics each half term	CG DW	Half termly
All PP children have the opportunity to partake in a residential visit	All Y6 pupils are funded significantly on their residential	PP children memorable experience life outside the school and home environment.	Proactive 'marketing' of visit Pupil voice	DW CG RS	
Access to events off-site Future transportation for events for PP children	Funding to subsidise educational visits	PP children partake in a broad and balanced curriculum High proportion of pupils with disadvantage being significant would make school visits unfeasible	Visits and visitors are well planned, relevant and inspirational	All staff	
PP have access to musical tuition.	Y2- Samba, Y5 tenor horn Y2 10 PP children x 30 lessons Y5 20 PP children x 30 lessons Future music opportunities to subsidise PP transport and tuition Y6 1 to 1 tuition of brass	PP children are engaged in music tuition and events allowing them to access activities and competition that they may not access at home.	Ongoing monitoring of music provision	DW KW EO	
Parent Support Worker employed for 5 days to work with vulnerable pupils and identified families from register	Targeted support of vulnerable pupils and identified families	This will include a focus on Parent learning opportunities Parental engagement courses Attendance and home visits Multi agency support and network meetings	This will be measured termly through improved attendance, attendance of parental courses, % of parental engagement and feedback and	DW CM	

who are PP/vulnerable groups. Reduce risk of low attendance from PP group		Behaviour Support Service referrals / EWO referrals, alongside Inclusion Leader Behaviour management training courses for parents	improved progress of pupils by PP leader and HT. Attendance EWO monitoring of PP pupils		
Identified children with additional behavioural & emotional needs are supported & use strategies to access every day curriculum	To support specific children with additional behavioural needs in one to one sessions.	Identified children with additional behavioural & emotional needs supported in one to one sessions. 1/2 day a week for 5 days to support with specific vulnerable children to re-engage them learning	Reduction of negative behaviour related incidents Improvement of behaviour for learning Well-being team and safeguarding governor monitoring of CPOMS	DW, SMAT	SSE Day audit outcomes
Total budgeted cost					£53k

6. Review of expenditure				
Previous Academic Year 2017-18		£135,211 Reviewed termly with LGB 2017-18		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To accelerate progress of current Year 5 pupils (reduce the risk of underperformance of cohort through high % of disadvantaged pupils)	Additional TA Support in Year 5	Group has very high PA measures Group contains several vulnerable pupils	Cohort has performed well in Y6 T1 Assessments Targeted Booster plans are in place following PPMs Y6 has additional TA Support ongoing	RK, DW
To improve the quality of dialogue in school	Philosophy for Children is introduced across school following appropriate CPD	Low levels of literacy including levels of spoken language on entry to school. See EYFS baseline	School has achieved Bronze Award in P4C School on track for Silver Award 2 staff accessing level 2 P4C Training	DW, KW
To ensure pupils access a challenging, exciting computing curriculum	Appointment of ICT specialist (0.4)	Children's computing skills as evidenced by Ofsted require rapid intervention	Website and observations show significant improvements in children's ICT skills & abilities Children have regular opportunities to showcase ICT skills across curriculum	MC, DW
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

To ensure the progress of middle prior attaining disadvantaged pupils matches national progress	Additional TA Staff within Year 6 Targeted support involving DW in terms 2 and 3	Large group of Middle Attainers in Y6 Cohort 11/18 Middle prior attainers	2018 Data – Low prior attainers 25% @combined standard – national was 9% Middle Prior Attainers 64% @combined standard – national 63% No High Prior Attainers were disadvantaged Across KS2 Subjects – disadvantaged children at West Meadows attained higher than their counter parts nationally	DW RK
To ensure the progress of reading for disadvantaged pupils matches their peers	Additional TA & HLTA Support in Year 3 to provide additional capacity to secure rapid progress	Internal progress demonstrates that PP progress is similar in writing and maths to non PP	More Y3 children are on track to achieve in line with National Expectation than at the end of KS 2 Y4 T1 figures – Writing 70% Maths 77% on rack	KW, DW
Equip all EYFS learners with a learning environment that is fit for purpose	EYFS – development of new ICT Area & new group work area	Physical barriers/constraints to safe efficient working practice were identified 2016-17		DW, SJ

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Pupil engagement is boosted across school through a wider curriculum	PE – Sports Leader allocation PP children are engaged in lunchtimes and after school clubs allowing	Children provided with a breadth of curriculum choices. Pupils are fitter and healthier Register of PP involvement and number of competitions taken part in.	Review pupil premium statistics each half term	CG DW

All PP children have the opportunity to partake in a residential visit	All Y6 pupils are funded on their residential	PP children memorable experience life outside the school and home environment.		DW CG JB
Access to events off-site Future transportation for events for PP children	Funding to subsidise theatre trips e.g. London trip	PP children partake in a broad and balanced curriculum High proportion of pupils with disadvantage being significant would make school visits unfeasible	Visits and visitors are well planned, relevant and inspirational	All staff
PP have access to musical tuition.	Y2- Samba (12),Y3 tenor horn Y2 13 PP children x 30 lessons Y5 17 PP children x 30 lessons Future music opportunities to subsidise PP transport and tuition	PP children are engaged in music tuition and events allowing them to access activities and competition that they may not access at home.		DW RS EO
Parent Support Worker employed for 5 days to work with vulnerable pupils and identified families from register who are PP/vulnerable groups. Reduce risk of low attendance from PP group	Targeted support of vulnerable pupils and identified families	This will include a focus on Parent learning opportunities Parental engagement courses Attendance and home visits Multi agency support and network meetings Behaviour Support Service referrals / EWO referrals, alongside Inclusion Leader Behaviour management training courses for parents	This will be measured termly through improved attendance, attendance of parental courses,% of parental engagement and feedback and improved progress of pupils by PP leader and HT. Attendance officer monitoring of PP pupils	DW CM

<p>Identified children with additional behavioural & emotional needs are supported & use strategies to access every day curriculum</p>	<p>To support specific children with additional behavioural needs in one to one sessions.</p>	<p>Identified children with additional behavioural & emotional needs supported in one to one sessions. 1/2 day a week for 5 days to support with specific vulnerable children to re-engage them learning Engage with 'Thrive Approach' to address pastoral needs of pupils</p>	<p>Reduction of negative behaviour related incidents Improvement of behaviour for learning Well-being team and safeguarding governor monitoring of CPOMS</p>	<p>DW, SMAT</p>
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7. Additional detail

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