

Pupil Premium Strategy Statement



1. Summary information					
School	West Meadows Primary				
Academic Year	2019-20	Total PP budget	£125400	Date of most recent PP Review	LGB Ongoing
Total number of pupils	212 (5yo and above)	Number of pupils eligible for PP	44.8% - Top Quintile	Date for next internal review of this strategy	Post National Data Release (feb)

2. Current attainment – 2019 Data			
	Pupils eligible for PP (your school) n=17		Pupils not eligible for PP (national average)
% achieving in reading, writing and maths - ASP	76%	DFE validated	(Nat 71%/PP51.3%)
% making progress in reading	-0.25	76% (Nat PP 62%)	(Nat 78.1% +0.3)
% making progress in writing	0.13	76% (Nat PP 68%)	(Nat 83.2% +0.2)
% making progress in maths	-0.35	82% (Nat PP 67%)	(Nat 83.7% +0.3)

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 Attainers in first assessment of new curriculum – above National in all areas
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 95.7% (above National 95.8%)
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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 6 pupils	Progress of all pupils within Year 6 is strong – exit data 2020 shows disadvantaged pupils are in line with national typical indicators
D.	To accelerate progress of current Year 3 pupils	Progress of all pupils within Year 3 is strong – exit data 2020 shows disadvantaged pupils are in line with national typical indicators

5. Planned expenditure					
Academic year	2019-20				
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	<p>Philosophy for Children is further developed across school following appropriate CPD BMBC EYFS action research project</p> <p>Support and develop early approaches to reading, phonics book resource investment</p> <p>Develop vocabulary in wider subjects, inc Stem sentences</p> <p>Promote a pupil 'love' of reading, by raising profile of books in school</p>	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	<p>Ongoing throughout year</p> <p>Review EYFS exit data CLL</p>
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 JS	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	CF, DW	Termly following data catches
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 JS	
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	

Provide pupils with experience of music/playing an instrument	<p>Music Metrodome ensemble experience with other SMAT schools. Motivational/aspirational experience to perform in front of wider audiences</p> <p>Y2- Samba, Y5 Cornet 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</p>	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	
<p>Parent Support Worker employed for 5 days to work with vulnerable pupils and identified families from register who are PP/vulnerable groups.</p> <p>Reduce risk of low attendance from PP group</p>	Targeted support of vulnerable pupils and identified families	<p>This will include a focus on</p> <ul style="list-style-type: none"> 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 	<p>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.</p> <p>Attendance EWO monitoring of PP pupils</p>	DW CM	
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.	<p>Identified children with additional behavioural & emotional needs supported in one to one sessions.</p> <p>1/2 day a week for 5 days to support with specific vulnerable children to re-engage them learning</p>	<p>Reduction of negative behaviour related incidents</p> <p>Improvement of behaviour for learning</p> <p>Well-being team and safeguarding governor monitoring of CPOMS</p>	DW, SMAT	SSE Day audit outcomes
Enterprise y4 – enhance speaking and listening opportunities.	<p>Providing additional opportunity to publicly speaking and listening</p> <p>Participation in Louder than Life competition</p>	Opportunities for all, including competition beyond sporting and musical	Stakeholder feedback	£1000	Trust event Jan for 2020, pupil feedback following events

	Participation in Trust based enterprise competition				
Total budgeted cost					£53k

6. Review of expenditure				
Previous Academic Year 2018-19		£134,004 Reviewed termly with LGB 2018-19		
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 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	2019 Data –	

To ensure the progress of reading for disadvantaged pupils matches their peers	Additional TA & HLTA Support in Year 4 to provide additional capacity to secure rapid progress	Internal progress demonstrates that PP progress is similar in writing and maths to non PP		JB, 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 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
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

<p>Access to events off-site</p> <p>Future transportation for events for PP children</p>	<p>Funding to subsidise theatre trips e.g. London trip</p>	<p>PP children partake in a broad and balanced curriculum</p> <p>High proportion of pupils with disadvantage being significant would make school visits unfeasible</p>	<p>Visits and visitors are well planned, relevant and inspirational</p>	<p>All staff</p>
<p>PP have access to musical tuition.</p>	<p>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</p> <p>Y6 1 to 1 tuition of brass</p>	<p>PP children are engaged in music tuition and events allowing them to access activities and competition that they may not access at home.</p>		<p>DW EO</p>
<p>Parent Support Worker employed for 5 days to work with vulnerable pupils and identified families from register who are PP/vulnerable groups.</p> <p>Reduce risk of low attendance from PP group</p>	<p>Targeted support of vulnerable pupils and identified families</p>	<p>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</p>	<p>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.</p> <p>Attendance officer monitoring of PP pupils</p>	<p>DW CM</p>

<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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