

Pupil premium strategy / self-evaluation

1. Summary information					
School	Westfield Community Primary School				
Academic Year	2018-2019	Total PP budget	£38,880	Date of most recent PP Review	Sep 2018
Total number of pupils	423	Number of pupils eligible for PP	32	Date for next internal review of this strategy	Sep 2019

2. Current attainment (updated end Spring 2019)		
	<i>Pupils eligible for PP (your school)</i>	<i>National Benchmark (Jul 2018)</i>
% achieving expected standard or above in reading, writing & maths	63%	64%
% making expected progress in reading (as measured in the school)	69%	75%
% making expected progress in writing (as measured in the school)	72%	78%
% making expected progress in mathematics (as measured in the school)	69%	76%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	PP pupils' reading attainment is below all pupils at end KS1 and KS2 (slow to acquire phonic skills at EYFS/KS1 & 'below average' receptive vocabulary at KS2, resulting in low levels of comprehension, when reading).
B.	PP pupils' writing attainment is below all pupils at KS2 (PP pupils on average read less frequently at home than all pupils and are therefore not exposed to as wide a range of texts, which is known to affect writing ability).
C.	PP pupils' maths attainment is below all pupils at KS1 and KS2.
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	PP pupils generally have greater pastoral/emotional needs than all pupils; almost ¼ of PP pupils currently access support from the Learning Mentor.
E.	Average % attendance of PP pupils is lower than all pupils.

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria			
A.	Increase the percentage of pupils reaching expected standard and greater depth in Reading, Writing and Maths for all pupils, closing gaps for vulnerable groups in each year group.	Pupils' attainment is consistently above National and the gap between PP pupils and all pupils closes to be less than:			
			Reading	Writing	Maths
		Year 1	-16%	-9%	-14%
		Year 2	-32%	-6%	-13%
		Year 3	-75%	-79%	-27%
		Year 4	-5%	+5%	+7%
		Year 5	-1%	-13%	-3%
		Year 6	-27%	-18%	-7%
B.	Raise attainment in Reading, Writing and Maths, by addressing pupils' social skills/emotional needs/barriers to learning.	All PP pupils have the skills, and a range of strategies to draw upon, to enable them to maintain positive relationships with their peers.			
C.	Increase the percentage of pupils' whose attendance is above 97%, including PP pupils.	The gap between average attendance for PP pupils and all pupils closes to be less than 1.8%. (2017-2018 - all pupils 98.2%, PP pupils - 96.4%)			

5. Review of expenditure

Previous Academic Year

2017-2018

i. Quality of teaching for all

Action	Intended outcome	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
Teacher/teaching assistant interventions.	Improve attainment and progress.	<p>Reading Progress: Expected+ 18/23 pupils - 78% Better than expected 9/23 pupils – 39%</p> <p>Writing Progress: Expected+ 15/21 pupils - 71% Better than expected 4/21 pupils – 19%</p> <p>Maths Progress: Expected+ 31/37 pupils - 84% Better than expected 4/37 pupils – 11%</p>	Targeted support through Teacher/teaching assistant interventions (alongside small group tuition) has resulted in pupils increased confidence and progress broadly in-line with all pupils. Though this has proven to be effective, it is intended that teaching assistants will be utilised more to support Quality First Teaching in the classroom in 2018-2019.	£15740
Year 5/6 Booster Sessions	Raise attainment and progress in English and maths	All identified pupils engaged with the sessions provided, however it is difficult to identify the impact of this provision in isolation. It needs to be considered alongside small group tuition & teacher/teaching assistant interventions (see above).	Targeted support through Booster Sessions (alongside Teacher/teaching assistant interventions and small group tuition) has resulted in pupils increased confidence and progress broadly in-line with all pupils.	£460
ii. Targeted support				
Action	Intended outcome	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

<p>Employ Pupil Mentor (0.6 of contract allocated to work with pupil premium pupils).</p>	<p>Raise attainment in reading, writing and maths by addressing emotional needs/barriers to learning.</p>	<p>Many of the pupils (Y3-Y6) who have had access to support from the Learning Mentor report that this has helped them to manage their emotions/anxieties/friendships etc.</p> <p>The behaviour of certain pupils has notably improved (fewer behaviour log entries).</p> <p>The attendance of certain pupils has notably improved.</p> <p>It is difficult to establish a direct link between support provided & pupil attainment, however pupil interviews do support this: Pupil X: "Now I'm stable again I can actually think straight; I can now concentrate on my English and Maths."</p>	<p>Feedback from pupils and parents is positive. Though there is no significant research evidence to suggest that providing this, results in better outcomes for pupils, Governors have agreed that this provision will continue in 2018-2019.</p>	<p>£13935 + £350 CPD</p>
<p>Small group tuition (interventions made within the school day)</p>	<p>Raise attainment and progress in Reading, Writing and Maths.</p>	<p>Reading Progress: Expected+ 18/23 pupils - 78% Better than expected 9/23 pupils – 39%</p> <p>Writing Progress: Expected+ 15/21 pupils - 71% Better than expected 4/21 pupils – 19%</p> <p>Maths Progress: Expected+ 31/37 pupils - 84% Better than expected 4/37 pupils – 11%</p>	<p>Targeted support through small group tuition (alongside Teacher/teaching assistant interventions) has resulted in pupils increased confidence and progress broadly in-line with all pupils. Further interventions planned for 2018-2019, will be evidence based to ensure greater impact on pupil outcomes.</p>	<p>£14140</p>

Forest school sessions for EYFS/KS1/KS2 pupil premium pupils.	Targeting pupils early to shape learning dispositions and attitudes to school in EYFS. Increase self-confidence and self-esteem.	<p>Although the impact on pupil outcomes is difficult to measure (in terms of Reading, Writing and Maths attainment and progress), opportunities for pupils to engage in language rich activities through hands-on learning experiences have been seen to develop pupils confidence and self-esteem.</p> <p>The percentage of all pupils achieving a good level of development in EYFS, has increased from 70.7% to 71.5% in 2017-2018.</p>	It is the intention to continue with Forest School provision through 2018-2019. It is imperative however, to collate hard evidence to measure impact of intervention on PP pupils across school.	£3900 + £300 resources
iii. Other approaches				
Action	Intended outcome	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
School uniform grant	Families entitled to pupil premium funding are identified.	All eligible families were identified and received funding.	There is no significant research evidence to suggest that providing this, results in better outcomes for pupils. Governors agreed that this will not be continued through 2018-2019.	£1650
Fund educational visits	Families entitled to pupil premium funding are identified. Enriching experiences to enhance pupils' writing.	<p>All eligible families were identified and received funding.</p> <p>% disadvantaged pupils achieving age-related expectations or above in writing:</p> <p>Y6 - 60%</p> <p>Y5 - 57%</p> <p>Y4 - 60%</p> <p>Y3 - 75%</p> <p>Y2 - 0%</p> <p>Y1 - 75%</p>	Though there is no significant research evidence to suggest that providing this, results in better outcomes for pupils, governors agreed that this will continue to be provided for 'day visits' for all PP pupils however a 'residential' will only be funded for pupils eligible for PP+.	£1280

Provide study support books.	Extend and support learning at home.	All pupils did engage with the materials provided however, it is difficult to identify the impact of this provision in isolation.	There is no significant research evidence to suggest that providing this, results in better outcomes for pupils. Governors agreed that this will not be continued through 2018-2019.	£495
After school clubs	Provide enriching experiences, families entitled to pupil premium are identified.	All pupils did engage with the materials provided, however it is difficult to identify the impact of this provision in isolation.	There is no significant research evidence to suggest that providing this, results in better outcomes for pupils. Governors agreed that this will not be continued through 2018-2019.	£1840

6. Planned expenditure

Academic year

2018-2019

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Identify a senior leader to 'lead' on improving PP pupil outcomes; to attend EEF Research School 3 day course 'Using Evidence to Improve Pupil Premium outcomes'.	Identified senior leader has the knowledge and skills to effectively plan a strategy to positively impact on PP pupil outcomes. PP outcomes improve as a result of effective implementation.	School data, over time, shows that PP pupils are generally performing less well than all pupils in Reading, Writing and Maths @ KS2, and Reading and Maths @ KS1.	Feedback from Senior Leader to SLT following each day of the course attended. Provision of time for Senior Leader to complete gap tasks relating to the course.	Pam Anderson	Summer Term 2019, on completion of course.

Implement 'Read, Write, Perform' across all year groups.	Increase the percentage of pupils reaching expected standard and greater depth in Writing for all pupils, closing gaps for vulnerable groups in each year group.	EEF research highlights the necessity for Quality First Teaching at the classroom level. There is extensive evidence to support the teaching of writing composition strategies through modelling & supported practice, with a purpose and an audience.	Literacy Lead will attend Alan Peat RWP training. All teachers will receive CPD from the literacy lead. All teachers will be provided with the resources to support delivery. Implementation will be monitored through book/planning scrutiny and pupil interviews.	Sarah Breakspeare	Termly – pupil progress meetings & comparatives of PP pupil data with all pupils' data.
Provide TA support within KS2 maths lessons, each morning (1hr per day) to ensure that PP pupils are fully supported in their learning.	Increase the percentage of pupils reaching expected standard and greater depth in Maths for all pupils, closing gaps for vulnerable groups in each year group.	EEF research clearly shows that 'feedback' within lessons is <i>the most effective way</i> of supporting pupil progress. By having a TA allocated to each class, the amount of feedback that each PP pupil receives increases.	All teachers will identify PP pupils as target pupils; they will ensure that the TA is aware of them; together they will ensure that the PP pupils have the support they need in lessons. This will be monitored through learning walks.	Pam Anderson	Termly – pupil progress meetings & comparatives of PP pupil data with all pupils' data.
Total budgeted cost					£25725
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Immediate maths intervention for all pupils, including PP pupils.	Increase the percentage of pupils reaching expected standard and greater depth in Maths for all pupils, closing gaps for vulnerable groups in each year group.	There is extensive evidence to show that by targeting teaching & support, according to pupils needs, accelerates progress (EEF).	A timetable of support will be mapped out. Teachers & TAs will agree systems to ensure that pupils' are taught according to their learning need. Systems will be agreed for TAs to feedback to teachers regarding pupils understanding within sessions. All TAs will have practical maths equipment to support learners.	Pam Anderson	Termly – pupil progress meetings & comparatives of PP pupil data with all pupils' data.

Paired Reading intervention for all PP pupils	Increase the percentage of pupils reaching expected standard and greater depth in Reading for all pupils, closing gaps for vulnerable groups in each year group.	<p>Within the 'Improving Literacy in Key Stage Two Guidance Report' (EEF) there is reference to:</p> <ul style="list-style-type: none"> Supporting pupils to develop fluent reading capabilities Use high-quality structured interventions to help pupils who are struggling with their literacy <p>Paired Reading (Dialogic Teaching) is an approach that EEF have identified as a 'promising project' to accelerate pupil progress.</p>	Model exemplar practice for TAs. Provide TAs with structured guidance how to carry out Paired Reading. Monitor practice of Paired Reading through observation.	Pam Anderson	Upon completion of the support – end Spring Term 2019
Pupil Mentor to provide social skills sessions & 1:1 mentoring for identified pupils, including PP pupils.	Raise attainment in Reading, Writing and Maths of PP pupils, by addressing their social skills/emotional needs/barriers to learning.	Though there is no significant research evidence to suggest that providing this results in better outcomes for pupils, feedback from pupils and parents over the past 2 years has been overwhelmingly positive.	Learning mentor will be allocated a line-manager (SENCO) who will be responsible for identifying pupils in need of support, provision mapping support, timetabling support; this will be constantly reviewed throughout the year.	Pam Anderson	Termly – pupil progress meetings & comparatives of PP pupil data with all pupils' data.
Pupil Mentor to monitor pupils' attendance; phone calls home to celebrate attendance for pupils who have shown improvements and those whose attendance is falling.	Increase the percentage of pupils' whose attendance is above 97%, including PP pupils.	In order for children to fully achieve their potential both academically and socially, it is important that they attend school regularly. Research has proven that even if children miss small amounts of time from school, it can have a significant impact on their achievements.	Learning mentor will be allocated a line-manager (SENCO) who will be responsible for identifying pupils/families to be monitored closely during 2018-2019, and also providing support where needed.	Pam Anderson	Attendance monitoring is ongoing; there is designated time on a weekly basis.

Forest school sessions for EYFS/KS1/KS2 pupils, including PP pupils.	Raise attainment in Reading, Writing and Maths of PP pupils, by providing hands-on learning experiences.	Through provision of Forest School 2017-2018 it was observed that opportunities for pupils to engage in language rich activities through hands-on learning experiences developed pupils confidence and self-esteem. This is also the stance of the Forest School Association. Governors hold the view that these are important characteristics needed for effective learning across the curriculum.	The class teacher will accompany their own classes this year to ensure transfer of skills between Forest School sessions and other classroom learning activities. Forest school sessions will be led by a level 3 trained member of staff.	Emma Lote	Termly – pupil progress meetings & comparatives of PP pupil data with all pupils' data.
Total budgeted cost					£10840
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Fund educational day visits for PP pupils and residential visits for PP+ pupils	Raise attainment in Writing of PP pupils by providing them with enriching experiences.	Although evidence of impact on academic progress is low, wider benefits on attitudes to learning and well-being have been consistently reported in EEF research.	Office staff will keep detailed logs of who is entitled and who has accessed provision. Governors finance committee, when reviewing the budget will monitor this, throughout the year.	Emma Lote	Annually
Fund after-school club activity sessions for PP pupils (1 per half-term).	Raise attainment in Writing of PP pupils by providing them with enriching experiences.	Although evidence of impact on academic progress is low, wider benefits on attitudes to learning and well-being have been consistently reported in EEF research.	Office staff will keep detailed logs of who is entitled and who has accessed provision. Governors finance committee, when reviewing the budget will monitor this, throughout the year.	Emma Lote	Annually
Total budgeted cost					£2423
TOTAL BUDGETED COST					£38988

7. Additional detail

The school takes into consideration that year on year the needs of pupils eligible for pupil premium varies. We therefore review and reflect upon current practices at the start of a new financial year, implementing changes at the beginning of each academic year, to direct funding appropriately. Within a school year, where it is necessary, funds may be redeployed in line with advice from external agencies to ensure the allocation of funding best meets an individual's needs. The 'Education Endowment Foundation' (EEF) research and 2017-2018 data analysis were used to guide the rationale for planned expenditure for this year.