**Pupil premium strategy / self-evaluation**

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| 1. **Summary information**
 |
| **School** | Westfield Community Primary School |
| **Academic Year** | 2020-2021 | **Total PP budget** | £37,315 (Apr 2020)Adjusted Aug 2020 £42,950 | **Date of most recent PP Review** | Sep 2020 |
| **Total number of pupils** | 398 YR-Y6 (excluding Nurset | **Number of pupils eligible for PP** | 39 | **Date for next internal review of this strategy** | Sep 2021 |

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| 1. **Current attainment (updated end Spring 2020 – last assessment data gathered, due to lockdown Mar 2020)**
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|  |  **Y6 Pupils eligible for PP (10) (Jul 2020)** | **National Benchmark (Jul 2020)**  |
| **% achieving expected standard or above in reading, writing & maths** | 50% (5/10) | NA |
| **% making expected progress in reading (as measured in the school)** | 70% (7/10) | NA |
| **% making expected progress in writing (as measured in the school)** | 60% (6/10) | NA |
| **% making expected progress in mathematics (as measured in the school)** | 60% (6/10) | NA |
| 1. **Barriers to future attainment (for pupils eligible for PP)**
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| **Academic barriers** *(issues to be addressed in school, such as poor oral language skills)* |
|  | PP pupils’ reading attainment is below all pupils at end KS1 (Y2) and end KS2 (Y6). PP pupils’ phonics attainment is below all pupils at Y1.(PP pupils ‘slow’ to acquire phonic skills at EYFS/KS1 & ‘below average’ receptive vocabulary at KS2, resulting in low levels of comprehension, when reading). |
|  | The number of pupils achieving ‘Expected’ standards in writing attainment is below all pupils, in all year groups across school. (PP pupils, on average, read less frequently at home than all pupils; they are not exposed to as wide a range of texts, which is known to affect writing ability). |
|  | With the exception of Y5, the number of pupils achieving ‘Expected’ standards in maths attainment is below all pupils, in all year groups across school. |
| **Additional barriers** *(including issues which also require action outside school, such as low attendance rates)* |
| **D.** | Lockdown, since Mar 2020, has resulted in the gap widening for disadvantaged and non-disadvantaged pupils Nationally. It is crucial that this is addressed through the provision of catch-up funding (see separate plan). |
| **E.**  | PP pupils generally have greater pastoral/emotional needs than all pupils; approx. ¼ of PP pupils currently access support from the Learning Mentor. |
| **F.** | Average % attendance of PP pupils is lower than all pupils. |
| 1. **Intended outcomes** *(specific outcomes and how they will be measured)*
 | **Success criteria**  |
|  | 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 it was Mar 2020, detailed below:

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|  | % diff. @ Exp+ | % diff. @ GD |
| Reading | Writing | Maths | Reading | Writing | Maths |
| R | GLD |  |
| Y1 | -13% | -5% | -6% | -32% | -17% | -25% |
| Y2 | -19% | -51% | -45% | -14% | -13% | -20% |
| Y3 | -27% | -24% | -27% | -11% | -24% | -35% |
| Y4 | -53% | -38% | -24% | -29% | -14% | -24% |
| Y5 | +11% | -5% | +16% | +7% | +3% | +1% |
| Y6 | -3% | -10% | -10% | -13% | -8% | -8% |

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|  | Raise attainment in Reading, Writing and Maths, by addressing pupils’ social skills/emotional needs/barriers to learning. | All pupils that have received mentoring support have the skills, and a range of strategies to draw upon, to enable them to maintain positive relationships with their peers and succeed in learning. All PP pupils that have received support from the learning mentor demonstrate good progress across the curriculum. |
|  | Increase the percentage of pupils’ whose attendance is above 97%, including PP pupils. | < 50% of all pupils achieve attendance of 97%+.< 47% of PP pupils achieve attendance of 97%+.Whole school attendance increases from 96.3%.PP attendance increases from 94.7%.The gap between average attendance for PP pupils and all pupils closes to < 1.6%. |

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| 1. **Review of expenditure**
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| **Previous Academic Year** | **2019-2020** |
| 1. **Quality of teaching for all**
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| **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** |
| Purchase / Create a reading toolkit e.g. reading vipers . | Higher percentage of pupils achieve Exp+ in reading. Pupils better prepared for end of key stage tests:* Reception 82%
* Y1 Phonics 88%
* End of Year 2 80%
* End of Year 6 77%

Increased attainment & progress in reading for PP pupils:* Reception 67%
* Y1 Phonics 100%
* End of Year 2 60%
* End of Year 6 67%

Whole school reading attainment increases to:* All pupils –

Expected > 81%Above > 27%* PP pupils –

Expected > 71%, Above > 15% | Teacher assessment data from Mar 2020 – judgements re. end of year attainment:Exp+ in reading (all pupils):* Reception 88%
* Y1 Phonics 90%
* End of Year 2 82%
* End of Year 6 73%

Exp+ in reading (PP pupils):* Reception 75% (3/4)
* Y1 Phonics 33% (1/3)
* End of Year 2 29% (2/7)
* End of Year 6 70% (7/10)

Attainment in reading (whole school):* All pupils -

Expected 92%Above 32%* PP pupils –

Expected 78%Above 16%Positive impact of actions for majority of pupils. Y1 PP pupils made accelerated progress in phonics however did not reach expected standard. Y2 PP pupils includes 5 pupils who have special educational needs. The 2 that do not have SEND did meet the expected standard. | The introduction has VIPERS, as a focus for improving comprehension skills, coupled with staff CPD, has proved to be effective. This approach will continue through 2020-2021. | 1676.44 |
| Staff development /CPD in teaching reading skills to include resources . |
| Purchase revised termly assessment materials – more in line with KS1/2 SATs for each year group across school. | Teachers report that the new assessment materials give a more accurate picture of pupils understanding and attainment. These will continue to be used through 2020-2021. | 4551.75 |
| Further develop use of Accelerated Reader (Y2) and its resources – Staff CPD led by AR. More focus on analysis of data produced from AR and using to inform teaching. | Accelerated reader was introduced into **Y3**. Pupils have responded well; they are engaging with reading regularly in school. Accelerated reader will be used in 2020-2021 for all KS2 pupils. | - |
| Enhance use of library, continuing to ensure a wide range of books are available with boy interests. | All pupils in KS2 use the library regularly. They each have a weekly timetabled slot in which to change their books. Regular renewal of stock will be ongoing. | 1255.00 |
| Paired reading for PP pupils with training from school. | Parent volunteers provided paired reading, on a weekly basis, for eligible pupils. Levels of enjoyment/engagement were enhanced however; it is difficult to ascertain if this approach alone influenced progress and attainment as many other strategies were implemented alongside.  | - |
| 1. **Targeted support**
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| **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** |
| 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 |

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| Y | All pupils EXP+ | PP pupils EXP+ |
| Jul 2019TA | Mar 2020TA | July 2019TA | Mar 2020TA |
| 3 | 83% | 87% | 33% | 60% (3/5) |
| 4 | 91% | 81% | 100% | 57% (4/7) |
| 5 | 74% | 64% | 75% | 80% (4/5) |
| 6 | 84% | 70% | 78% | 60% (6/10) |

Teacher assessment data from Mar 2020 – judgements re. end of year attainment: | It is difficult to judge the impact of TA support in maths lessons based on only 2 terms of input. although it appears that this support has not impacted positively on pupil outcomes. | 30111.00 |
| 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 it is difficult to establish a direct link between support provided & pupil attainment, pupil interviews do support this e.g. “Now I’m stable again I can actually think straight; I can now concentrate on my English and Maths.”
* 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.
* The behaviour of certain pupils has notably improved (fewer behaviour log entries).
 | Feedback from pupils and parents is positive. Although there is no significant research evidence to suggest that providing this, results in better outcomes for pupils, senior leaders believe that this provision should continue in 2020-2021. | 2329.74 |
| 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. | During 2019-2020:* 222/444 all pupils achieved attendance of 97%+ (50%)
* 18/38 PP pupils achieved attendance of 97%+ (47%)

Compared with the previous year:* 247/384 all pupils achieved attendance of 97%+ (64%)
* 20/35 PP pupils achieved attendance of 97%+ (59%)

During 2019-2020: 2018-2019Whole school attendance 96.3% 95.7%Pupil premium attendance 94.7% 96.2%  | Attendance continues to be a priority for school improvement; it will therefore feature again in 2020-2021 action plan. |
| 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.  | 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.  | It is the intention to continue with Forest School provision through 2020-2021. It is imperative however, to collate hard evidence to measure impact of intervention on PP pupils across school. | 13515.00 |
| Fund extra-curricular activities for PP pupils:-* 1 after-school activity club per half term
* Educational day visits
* Residential visits (PP+ only)
 | Raise attainment in Writing of PP pupils by providing them with enriching experiences. |

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| Y | PP pupils EXP+ | PP pupils GD |
| July 2019 | Mar 2020 | July 2019 | Mar 2020 |
| R | - | 50% (1/2) | - | 0% |
| 1 | 25% | 67% (2/3) | 0% | 0% |
| 2 | 75% | 14% (1/7) | 0% | 0% |
| 3 | 0% | 60% (3/5) | 0% | 0% |
| 4 | 80% | 43% (3/7) | 20% | 14% (1/7) |
| 5 | 63% | 60% (3/5) | 13% | 20% (1/5) |
| 6 | 78% | 60% (6/10) | 0% | 10% (1/10) |

Teacher assessment data from Mar 2020 – judgements re. end of year attainment: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. | Governors are of the view that it is imperative that this provision is still available to support pupils’ whole development; including social skills, confidence and self-esteem. | 135.00+394.00+00.00. |
| 1. **Other approaches**
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| **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** |
| Sarah B to attend meta-cognition course delivered by The Education Endowment Foundation. | Children develop strategies to support their learning and thinking.Children begin to challenge their own learning behaviours and consequently achieve better outcomes. | Although Sarah B did attend the course as planned, implementation in January was delayed, due to other priorities i.e. curriculum development. Lockdown, in Mar 2020, meant that this has not been pursued further. | It is intended that this will be returned to, at a more appropriate time, in the future. | 590.00 |
| CPD for all staff to implement strategies across school – Jan INSET 2020. | NA |
| Further actions following training day on implementation to include further CPD for staff. | NA |
| 1. **Planned expenditure**
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| **A Academic year** | **2020-2021** |
| 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 |
| 1. **Quality of teaching for all**
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| **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?** |
| SDP1.1 Class teachers teach VIPERS. | Improvement in progress measures for reading for all pupils, and PP pupils. | Introduction of VIPERS during 2019-2020, alongside other strategies to support the development of reading, proved to have a positive impact. It is now deemed necessary to embed this practice to secure a consisitent approach which will lead to further improvements in attainment and progress data. | Planned programme of monitoring, evaluation & review. Phase leaders take responsibility for monitoring provision and tracking pupil progress through half-termly pupil progress meetings. | Louise Thompson | Half-termly feedback to LA and termly reports to Governors - Pupils and Progress meetings. |
| SDP 2.2 Louise T to attend CPD “Making it Stick”, then provide staff CPD to enable all teachers to implement strategies, to gain a consistent approach across school. | Pupils demonstrate an increased ability to recall prior learning, knowledge & facts, across the curriculum. | It is an OFSTED expectation that pupils need to know more and remember more. | Ensure senior leader has appropriate skills and knowledge.Plan in dedicated time to impart knowledge.Include in MER cycle to note impact and identify next steps. | Louise Thompson | End Spring 2020. |
| **Total budgeted cost** | **£534.50** |
| 1. **Targeted support**
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| **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?** |
| QoE in KS1QoE in lower KS2 Teaching assistants support in English lessons, across KS1 and lower KS2, to provide targeted support for PP pupils. | Increase number of Pupil Premium children achieving ‘On Track’ and ‘Greater Depth’ in writing.

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| Y | PP pupils EXP+ | PP pupils GD |
| Mar 2020 | Mar 2020 |
| R | 50% (1/2) | 0% |
| 1 | 67% (2/3) | 0% |
| 2 | 14% (1/7) | 0% |
| 3 | 60% (3/5) | 0% |
| 4 | 43% (3/7) | 14% (1/7) |

 | KS2 writing attainment for FSM not consistent below over time.Progress for FSM consistently well below over time.Evidence of research shows that ‘in the moment’ feedback i.e. immediate is the most important factor on improving pupil performance. With more support from adults, PP pupils will not lose time off-task within the classroom setting. This should result in better rates of progress for these pupils. | Planned programme of monitoring, evaluation & review. Phase leaders take responsibility for monitoring provision and tracking pupil progress through half-termly pupil progress meetings. | Louise Thompson | Half-termly feedback to LA and termly reports to Governors - Pupils and Progress meetings. |
| QoE in lower KS2 Teaching assistants support in Maths lessons, in Years 3 & 4, to provide targeted support for PP pupils. |

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| Y | PP pupils EXP+ | PP pupils GD |
| Mar 2020 | Mar 2020 |
| 3 | 60% (3/5) | 0% |
| 4 | 57% (4/7) | 14% (1/7) |

Increase number of Pupil Premium children achieving ‘On Track’ and ‘Greater Depth’ in maths. | KS2 maths attainment for FSM not consistent below over time.Progress for FSM consistently well below over time.Evidence of research shows that ‘in the moment’ feedback i.e. immediate is the most important factor on improving pupil performance. With more support from adults, PP pupils will not lose time off-task within the classroom setting. This should result in better rates of progress for these pupils. | Planned programme of monitoring, evaluation & review. Phase leaders take responsibility for monitoring provision and tracking pupil progress through half-termly pupil progress meetings. | Louise Thompson | Half-termly feedback to LA and termly reports to Governors - Pupils and Progress meetings. |
| SDP 4.1Continue to monitor attendance below 90% monthly and liaise with parents.Sally B to work 1:1 with identified children who are below 85% more regularly and keep in touch with parents. | Decrease the number of pupils with persistent absence. 2019-2020:22 pupils <90%8 pupils below 85% (DS-Chestnut, ZE-Maple, CG-Cedar, LMW-Larch, EH (since left), SB-Rowan, BA-Yew, OD (since left)Improve whole school attendance and PP pupil attendance, and close the gap. 2019-2020: * Whole school 96.3%
* Pupil premium 94.7%

Increase the percentage of pupils’ whose attendance is above 97%, including PP pupils. | Attendance continues to be a priority for school improvement; it is therefore necessary to feature it again in 2020-2021.  | SB weekly monitoring to be shared with SLT. PA and EL to follow-up with any necessary actions as required.  | Pam Anderson | Termly reports to Governors. |
| **Total budgeted cost** | **£45,166.00** |
| 1. **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?** |
| 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. | Feedback from pupils and parents is positive. Although there is no significant research evidence to suggest that providing this, results in better outcomes for pupils, senior leaders believe that this provision should continue in 2020-2021.Governors are of the view that it is imperative that this provision is still available to support pupils’ whole development; including social skills, confidence and self-esteem. | PA to be responsible for mapping provision for SB to deliver. SB weekly feedback to be shared with SLT. PA and to follow-up with any necessary actions as required.  | Pam Anderson | Termly reports to Governors. |
| 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.  | Feedback from pupils and parents is positive. Although there is no significant research evidence to suggest that providing this, results in better outcomes for pupils, senior leaders believe that this provision should continue in 2020-2021.Governors are of the view that it is imperative that this provision is still available to support pupils’ whole development; including social skills, confidence and self-esteem. | SP to be responsible for mapping provision for FP to deliver. Learning walks/drop-ins/teacher & pupil interviews to provide feedback to SLT. LT to follow-up with any necessary actions as required. | Sarah Powell | Termly reports to Governors. |
| Fund extra-curricular activities for PP pupils:-* 3x after-school activity clubs per year
* Educational day visits
 | Raise attainment in Writing of PP pupils by providing them with enriching experiences. | Feedback from pupils and parents is positive. Although there is no significant research evidence to suggest that providing this, results in better outcomes for pupils, senior leaders believe that this provision should continue in 2020-2021.Governors are of the view that it is imperative that this provision is still available to support pupils’ whole development; including social skills, confidence and self-esteem, however due to uptake are reducing planned expenditure to 1 extra-curricular club per term instead of half-termly. Educational day visits are costed at £15 pp. | Admin. staff to keep records of attendance. PA to monitor half-termly. | Pam Anderson | Termly reports to Governors. |
| **Total budgeted cost** | **£6909.74** |
| 1. **Additional detail**
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