

# Pupil premium strategy statement: Name of school: West Borough Primary

I. Summary information					
School	West Borough Primary				
Academic Year	2016/17	Total PP budget	£144,220	Date of most recent PP Review	July 2016
Total number of pupils	456	Number of pupils eligible for PP	114	Date for next internal review of this strategy	11.07.17

Current achievement												
School points based progress comparison 2014/15 and 2015/16 for Pupil Premium Children												
Year	PP Reading 2014/15	Non PP Reading 2014/15	PP Reading 2015/16	Non PP Reading 2015/16	PP Writing 2014/15	Non PP Writing 2014/15	PP Writing 2015/16	Non PP Writing 2015/16	PP Maths 2014/15	Non PP Maths 2014/15	PP Maths 2015/16	Non PP Maths 2015/16
1	4.41	5.25	4.88	4.86	4.18	5.03	4.75	4.68	4.72	5.12	5.12	4.75
2	5.09	4.96	6.53	6.5	5.37	5.83	5.53	5.79	6.1	6.12	6.27	6.38
3	4.03	3.89	5.17	5.58	3.6	3.46	4.88	4.79	3.78	4.0	6	5.52
4	3.16	3.44	8.65	7.11	3.72	4.37	7.24	7.06	3.59	3.40	6.76	7.0
5	4.47	4.44	7.5	7.82	3.36	5.08	6.36	6.51	2.9	4.37	6.71	7.26
6	4.16		18	11.79	4.91		11.6	8.88	5.69		12.6	11.19
Accelerated progress compared to 2014/15												

For Years 2 to 6, the expectation for progress within the school is 2 steps per term (Sept – Dec, Jan – Mar, Apr – Jul); 6 steps across the year. For Year R and Year 1 it is 4 steps in an academic year. This may be different for children with SEN, dependent on individual needs.

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	PP pupils joining the school with lower communication and interaction, English and/or Maths skills than non PP peers. Oral language skills & language development in Reception & KSI are lower for pupils eligible for PP than for other pupils. This slows reading/writing progress in subsequent years.
B.	PP pupils low motivation or 'availability to learn' due to lower emotional wellbeing than other pupils. Emotional issues for a proportion of PP pupils are having detrimental effects on their academic progress.
C.	PP pupils lower starting points academically and socially
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	PP pupils with attendance below 96% - Average attendance for PP pupils is currently 94.5% PP parents struggling to support their children emotionally and educationally PP pupils limited life experiences due to social, cultural or financial barriers Some families and pupils (mostly eligible for PP) would benefit greatly from additional support and nurture and thereby improve overall engagement with school

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in Reception, Key Stage 1 and lower Key Stage 2 classes to support pupils in the development of reading and writing.	Pupils eligible for PP in Reception and KSI and lower KS2 classes make accelerated progress by the end of the year so that the % of pupils eligible for PP meeting progress expectations equals or exceeds that of non-PP pupils.
B.	Higher rates of progress in Year 3 reading, writing and maths for PP pupils.	Pupil survey will indicate that PP children are more engaged with and enthusiastic about their learning. Pupil progress meetings will identify improvements in performance of Year 3 pupils (including those in receipt of PP).
C.	Higher rates of progress in Years 1, 4 and 5 writing for PP pupils.	Years 1, 4 and 5 pupils eligible for PP make as much progress as non-PP eligible pupils, in writing. Measured by teacher assessments and successful moderation practices established.

D.	Higher rates of progress in KS 2 reading for PP pupils.	Pupil survey will indicate that KS2 PP children are more engaged with and enthusiastic about their reading. Pupil progress meetings will identify improvements in performance of KS2 PP pupils.
E.	Increased attendance rates for PP pupils due to FLO working closely with identified families.	Reduction in the number of persistent absentees among PP pupils to 10% or below. Overall PP attendance to improve in line with other pupils.
F.	PP pupils will be more emotionally ready to learn.	PP pupils will be more motivated by and engaged in learning. Pupil progress meetings will identify improvements in performance of PP pupils.

4. Planned expenditure					
Academic year	2016/17				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
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?
B, C, D For children's progress and attainment in reading to be at national average and better at end of KS 1 and KS 2 (including PP pupils)	To enhance the teaching of reading in the school by having a Phonics Counts teacher without whole-class responsibility. This will ensure that teachers and TAs are well trained and deployed effectively to accelerate children's progress. They will also assist in creating personalised intervention programmes to best support children's needs.	The progress measures for reading KS2 for 2015-2016 were less than writing and maths although still above national. R – 1.25 (+0.55), W – 1.26 (+1.56), M 2.45 (+2.95) Of those not achieving expected progress from KSI, 60% were SEN and LI at KSI. Remaining 40% were teacher assessed at making expected progress. The demands of the new curriculum in reading mean that quality first teaching of reading is essential and high quality interventions will promote this. Research (John Hattie, Sutton Trust toolkit) have shown that small group interventions with highly qualified staff are effective in promoting pupil progress.	Small group reading programme for all children in Years 1 and 2 plus any child not hitting national benchmarks at KSI in reading. Monitoring of interventions through 6 weekly reviews. Regular learning walks of reading across the school. Reading Lead to run regular training sessions and drop-in sessions. Parent workshops on reading.	Reading Lead Leaders of Learning Phonics Counts Teacher	July 2017  <b>Total budgeted cost</b> £24,000 with resources and intervention costs included.
B, C, D To continue to run booster sessions in English and Maths (HLTAs, specialist teachers) for Year 6 children to increase the progress and attainment of children in KS 2.	Early morning boosters and Easter School prior to Year 6 SATs. Early morning boosters for Year 5. Early morning boosters for Year 4 (after Year 6 SATs).	Children who attended booster sessions in the last academic year made more progress in reading and maths and reported to be more confident about assessment week. 93% made accelerated progress in reading (7+ steps) 93% made accelerated progress in maths (7+ steps) This is all but 1 child (complex SEMH needs and EHCP)	High-quality provision from Year 6 teachers and HLTAs. Parent workshop to explain content and to encourage attendance. Sessions monitored by SLT.	Leader of Learning	<b>Total budgeted cost</b> £16,000 with and CPD included.
Total budgeted cost					£40,000

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?
A For PP children with limited language skills to receive targeted interventions to ensure accelerated development of their reading and writing skills.	To continue to employ HLTA for Speech & Language to assess and implement strategies for PP children to enable them to access the curriculum and to accelerate their progress in reading and writing	Children in last academic year who were identified through assessments to have limited language skills have developed skills through specific focused interventions, thus enabling them to make accelerated progress in reading and writing. A case study identifies 6/8 children on track to achieve ARE+ progress in reading and writing	High-quality provision from TAs, HLTAs. Reassessment at end of academic year.	SENCo HLTA	July 2017  <b>Total budgeted cost</b> £6,700 with and CPD included.
F For PP children with emotional difficulties to receive targeted interventions to ensure they make progress in their learning.	To continue to employ full-time Behaviour Manager and FLO and part-time Art & Play Therapists to develop and support children's emotional, social and behavioural needs and to support the children through difficult times, e.g. transition or family difficulties. The Behaviour Manager develops targeted behavioural interventions for identified pupils. The FLO and Behaviour Manager also organise parental work alongside these interventions	The Behaviour Manager's work has significantly reduced the number of behavioural incidents in school over the past four years. Parents' responses and engagement have shown that they value the work that the BM does with their children. 93% of parents feel that the school makes sure its pupils are well behaved. This is the highest it has ever been.  The behaviour slip system used in school suggests that targeted interventions matched to specific pupils with particular needs or behavioural difficulties can be effective. The reduction in the number of pupils losing Proud of You since 2013-14 is evidence of this. Exclusions reduced from 18 missed sessions in 2013-14 to 2 in 2015-16.	Line management meetings to ensure early identification of children with behavioural difficulties. Regular analysis of behavioural data and actions are put into place for key individuals. Observations of learning and behaviour of pupils through learning walks. Case Studies of pupils. Regular liaison with external agencies Behaviour Manager shares good practice with other local schools.	Behaviour Manager FLO SENCo/ Assistant Head	July 2017          <b>Total budgeted cost</b> £35,000 with resources included.

E For attendance of PP pupils to be in line with national average or better.	Continue to employ a Family Liaison Officer	The FLO will work with parents and carers to improve the punctuality and attendance of children, particularly those from vulnerable groups. They will also support families to promote early engagement with the school and their children's learning. This approach is to increase the possibility of improving outcomes for children by them attending school regularly. The employment of the FLO ensures immediate follow up of absences and support for families who struggle with getting their children into school.	Line management meetings to ensure early identification of children with attendance issues. Systematic calling/texting for children who have not attended school. Workshops and parent meetings (with Governors) to promote attendance. Regular review of attendance data	FLO SENco/ Assistant Head	July 2017  <b>Total budgeted cost</b> £24,000 with resources included.
<b>Total budgeted cost</b>					<b>£65,700</b>
<b>iii. Other approaches</b>					
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 ?
F Develop ability of PP pupils to concentrate in the mornings. Improve attendance and punctuality.	Continue to provide breakfast for individuals who may not necessarily access this at home before school. To offer morning 'Fun Club' to pupils who are often late to school and to provide them with fruit and milk.	Pupil attendance for this group has improved significantly in previous academic year.  Term 1 2015 average attendance of 10 pupils 95.72% Term 6 2016 average attendance of these pupils (all attending breakfast club) increased to 98.65%	Termly review of attendance and wellbeing/engagement in learning.	FLO SENCo	July 2017  <b>Total budgeted cost</b> £6,500 with resources included.
Enable all pupils to access first hand learning experiences.	Subsidise all school trips to ensure all PP pupils access different learning experiences.	PP pupil participation in termly day visits, swimming, after school clubs, residential trips and holiday clubs. Subsidising is the fairest way to ensure all pupils participate in educational visits. Subsidies have included provision of extra staffing.	Need to promote that the visits are subsidised and offer payment plans for anyone who requires it.	FLO SENCo	July 2017  <b>Total budgeted cost</b> £3,500 with resources included.
<b>Total budgeted cost</b>					<b>£10,000</b>

5. Review of expenditure				
Previous Academic Year				
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 run booster sessions in English and Maths (HLTAs, specialist teachers) for Year 6 children to increase the progress and attainment of children in KS 2.	Early morning boosters and Easter School prior to Year 6 SATs	40% PP pupils achieved ARE for combined attainment compared with 39% nationally. 6% achieved a higher standard combined attainment compared with 4% nationally. 52% PP pupils achieved the expected standard in reading in line with national. 13% achieved a higher standard in reading compared with 10% nationally. 52% PP pupils achieved the expected standard in writing compared with 58% nationally. 7% achieved a higher standard in writing compared with 8% nationally. 65% PP pupils achieved the expected standard in maths compared with 58% nationally. 8% achieved a higher standard in maths in line with national. 58% PP pupils achieved the expected standard in SPAG in line with national. 7% achieved a higher standard in SPAG compared with 10% nationally.	Significant improvement, from previous year, in progress and diminishing the difference with non PP peers.  Booster groups and Easter School to continue this academic year.	July 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   <

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
F For PP children with emotional difficulties to receive targeted interventions to ensure they make progress in their learning.	To employ full-time Behaviour Manager and FLO and part-time Art & Play Therapists to develop and support children's emotional, social and behavioural needs and to support the children through difficult times, e.g. transition or family difficulties. The Behaviour Manager develops targeted behavioural interventions for identified pupils. The FLO and Behaviour Manager also organise parental work alongside these interventions	The Behaviour Manager's work has significantly reduced the number of behavioural incidents in school over the past three years. The behaviour slip system used in school suggests that targeted interventions matched to specific pupils with particular needs or behavioural difficulties can be effective.	Consistent system and approach has had a positive impact on behaviour across the school and on staff confidence. The system will be continued with adaptations for the priority focus to be behaviour for learning.	<b>Total budgeted cost</b> £32,000 with resources included.
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
F Develop ability of PP pupils to concentrate in the mornings. Improve attendance and punctuality.	To provide breakfast for individuals who may not necessarily access this at home before school.	Pupil attendance for this group has improved significantly in this academic year.	Funded Breakfast Club places will continue and the school will also offer a fun club alternative for more pupils who have persistent absence or a history of being late to school. These children will be offered fruit and milk.	<b>Total budgeted cost</b> £4,000 with resources included.
6. Additional detail				
24% of current PPI pupils are also SEN - Yr 1 4/16 (25%), Yr 2 3/10 (30%), Yr 3 5/14 (36%), Yr 4 5/24 (21%), Yr 5 2/19 (11%), Yr 6 2/16 (13%) Individual needs are considered and additional interventions implemented where appropriate/recommended by outside agencies				