

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

I. Summary information					
School	West Borough Primary				
Academic Year	2017/18	Total PP budget	£143,800 including EYFS	Date of most recent PP Review	November 2017
Total number of pupils	488	Number of pupils eligible for PP	104	Date for next internal review of this strategy	July 2018

Current achievement												
School points based progress comparison 2015/16 and 2016/17 for Pupil Premium Children												
Year	PP Reading 2015/16	Non PP Reading 2015/16	PP Reading 2016/17	Non PP Reading 2016/17	PP Writing 2015/16	Non PP Writing 2015/16	PP Writing 2016/17	Non PP Writing 2016/17	PP Maths 2015/16	Non PP Maths 2015/16	PP Maths 2016/17	Non PP Maths 2016/17
1	4.88	4.86	4.87	5.42	4.75	4.68	4.47	5.29	5.12	4.75	4.6	5.45
2	6.53	6.5	5.7	6.36	5.53	5.79	5.5	5.32	6.27	6.38	5.7	6.42
3	5.17	5.58	4.66	5.99	4.88	4.79	4.01	5.5	6	5.52	4.59	6.29
4	8.65	7.11	6.85	7.34	7.24	7.06	4.82	7.54	6.76	7.0	6.17	6.62
5	7.5	7.82	5.9	6.22	6.36	6.51	6.15	6.12	6.71	7.26	6.29	6.32
6	18	11.79	8.12	8.62	11.6	8.88	9.31	9.56	12.6	11.19	8.44	8.15

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)	
<i>In-school barriers (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 Nursery, Reception & KSI are often lower for pupils eligible for PP than for other pupils. This may slow 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.
<i>External barriers (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 95.4% PP parents struggling to support their children emotionally and educationally PP pupils limited educational and 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, 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 Years 3 and 4 maths for PP pupils.	Teacher assessment and Pupil Progress Meetings will identify accelerated progress in maths for PP pupils in Years 3 and 4.
C.	Higher rates of progress in Years 3, 4 and 5 writing for PP pupils.	Years 3, 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 Years 3, 4 and 6 reading for PP pupils.	Pupil survey will indicate that KS2 PP children are more engaged with and enthusiastic about their reading. Teacher assessment and Pupil Progress Meetings will identify improvements in performance of identified 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 below 10%. Overall PP attendance to improve in line with other pupils.
F.	PP pupils will be more emotionally ready to learn.	Pupil survey will indicate that PP children are more engaged with and enthusiastic about their learning. PP pupils will be more motivated by and engaged in learning. Pupil progress meetings will identify improvements in performance of PP pupils.
G.	To enhance the development of early writing and imaginative play in the outdoor area for children in receipt of EYPP	Progress in physical development and writing will increase for EYPP pupils

4. Planned expenditure					
Academic year		2017/18			
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?
A For PP children in Reception, KS 1 and lower KS 2 with limited language skills to receive targeted interventions to ensure accelerated development of their expressive language, reading and writing skills.	To continue to employ HLTA for Speech & Language to assess and implement strategies for identified PP children to enable them to develop their expressive language, access the curriculum and 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 access the curriculum and make accelerated progress in reading and writing from their individual starting points.	High-quality provision from TAs, HLTAs. Reassessment at end of academic year.	SENCo HLTA	July 2018 Total budgeted cost £6,700 with and CPD included.
B, C, D To continue to run booster sessions in English and Maths (HLTAs, specialist teachers) for Years 3, 4, 5 and 6 children to accelerate 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	July 2018 Total budgeted cost £16,000 with and CPD included.

<p>D For PP children's progress and attainment in reading to be at national average and better at end of KS 1 and KS 2</p>	<p>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.</p>	<p>The attainment measures for reading KS2 for 2016-2017 were in line with writing and less than maths and were above Kent.</p> <table border="1" data-bbox="728 175 1048 534"> <thead> <tr> <th colspan="2">Compared to Kent</th> </tr> </thead> <tbody> <tr> <td>Reading Exp +</td> <td>+19.4</td> </tr> <tr> <td>Reading High Score</td> <td>+10.9</td> </tr> <tr> <td>Writing Exp +</td> <td>+11.8</td> </tr> <tr> <td>Writing Greater Depth</td> <td>-9.5</td> </tr> <tr> <td>Maths Exp+</td> <td>+24.4</td> </tr> <tr> <td>Maths High Score</td> <td>+9.2</td> </tr> </tbody> </table> <p>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.</p>	Compared to Kent		Reading Exp +	+19.4	Reading High Score	+10.9	Writing Exp +	+11.8	Writing Greater Depth	-9.5	Maths Exp+	+24.4	Maths High Score	+9.2	<p>Small group reading programme for all children in Years 1 and 2 plus any child not hitting national benchmarks at KS1 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.</p>	<p>Reading Lead Leaders of Learning Phonics Counts Teacher</p>	<p>July 2018</p> <p>Total budgeted cost £24,000 with resources and intervention costs included.</p>
Compared to Kent																			
Reading Exp +	+19.4																		
Reading High Score	+10.9																		
Writing Exp +	+11.8																		
Writing Greater Depth	-9.5																		
Maths Exp+	+24.4																		
Maths High Score	+9.2																		
Total budgeted cost					£46,700														

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?
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 2018 Total budgeted cost £24,000 with resources 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 2018 Total budgeted cost £35,000 with resources included.

G For children in receipt of EYPP to have enhanced opportunities to develop their early writing and imaginative play through outdoor learning.	To set up purposeful role-play experiences to encourage early writing and mark-making skills.	The children in receipt of EYPP enter Nursery with little experience of role-play, mark-making and writing. Enhancing the outdoor area to encourage the development of these skills, promotes the importance of these in all areas for the children.	Promote the use of the enhanced areas through using children's interests, role modelling, peer modelling and directed activities.	Nursery Teacher, Key Workers	July 2018 Total budgeted cost £1500
Total budgeted cost					£59,000
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?
F Continue to 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.	Pupil attendance for this group has improved significantly in previous academic year. Term 1 2016 average attendance of 8 pupils 94.63% Term 6 2017 average attendance of these pupils (all attending breakfast club) increased to 96.57%	Termly review of attendance and wellbeing/engagement in learning.	FLO SENCo	July 2018 Total budgeted cost £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 2018 Total budgeted cost £3,500 with resources included.
Total budgeted cost					£10,000

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																																																
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.	<table border="1"> <thead> <tr> <th>KS1</th> <th colspan="2">School</th> <th colspan="2">Kent</th> <th>National</th> </tr> <tr> <td></td> <th>All</th> <th>FSM</th> <th>All</th> <th>FSM</th> <th>All</th> </tr> </thead> <tbody> <tr> <td>Reading % expected+</td> <td>84.7</td> <td>63.6</td> <td>78.8</td> <td>65.2</td> <td>75.5</td> </tr> <tr> <td>Reading % greater depth</td> <td>20.3</td> <td>18.2</td> <td>26.1</td> <td>13.0</td> <td>25.2</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>KS2</th> <th colspan="2">School</th> <th colspan="2">Kent</th> <th>National</th> </tr> <tr> <td></td> <th>All</th> <th>FSM</th> <th>All</th> <th>FSM</th> <th>All</th> </tr> </thead> <tbody> <tr> <td>Reading % expected+</td> <td>87.7</td> <td>80.0</td> <td>74.0</td> <td>60.6</td> <td>71.0</td> </tr> <tr> <td>Reading % greater depth</td> <td>31.6</td> <td>26.7</td> <td>27.0</td> <td>15.8</td> <td>25.0</td> </tr> </tbody> </table>			KS1	School		Kent		National		All	FSM	All	FSM	All	Reading % expected+	84.7	63.6	78.8	65.2	75.5	Reading % greater depth	20.3	18.2	26.1	13.0	25.2	KS2	School		Kent		National		All	FSM	All	FSM	All	Reading % expected+	87.7	80.0	74.0	60.6	71.0	Reading % greater depth	31.6	26.7	27.0	15.8	25.0	<p>Significant improvement, from previous year, in progress and diminishing the difference with non PP peers in KS2 at expected + and greater depth. KSI is inline with previous year for expected+ and improved for greater depth.</p> <p>Reading to be a focus across the school 2017/18 in order to sustain and build on progress made.</p>	Total budgeted cost £24,000 with resources and intervention costs included.
KS1	School		Kent		National																																																	
	All	FSM	All	FSM	All																																																	
Reading % expected+	84.7	63.6	78.8	65.2	75.5																																																	
Reading % greater depth	20.3	18.2	26.1	13.0	25.2																																																	
KS2	School		Kent		National																																																	
	All	FSM	All	FSM	All																																																	
Reading % expected+	87.7	80.0	74.0	60.6	71.0																																																	
Reading % greater depth	31.6	26.7	27.0	15.8	25.0																																																	
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).	<p>Children who attended booster sessions made accelerated progress in reading and maths and rose to the challenge of assessment week.</p> <p>Reading – 80% Exp +, 26.7% Exc Writing – 80% Exp + Maths - 86.7% Exp+, 20% Exc</p>			<p>Targeted interventions supported gap filling and moving learning forward to enable children to make accelerated progress in reading and maths.</p> <p>Booster sessions to continue with current Years 6 and 5 pupils and then Year 4 (after Year 6 SATs).</p>	Total budgeted cost £16,000 with and CPD included.																																																

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
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 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.	Early identification of specific need and regularly reviewed, appropriate interventions have enabled pupils to make accelerated progress in reading and writing from their individual starting points. Assessments and interventions to be continued this year for pupils with similar needs.	Total budgeted cost £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	Consistent approach towards behaviour management from Behaviour Manager and all staff. IBPs and PSPs in place where appropriate to support behaviour for learning. Behaviour Manager and FLO impact on parental strategies in place where appropriate, to support children being emotionally ready to learn and make progress. Continued reduction in number of pupils losing Proud of You events. Increased parental engagement in implementation of behaviour strategies and supporting implementation of consequences when required.	Forest School has positive impact on emotional wellbeing of most vulnerable children. Improvement in emotional wellbeing of child has positive impact on behaviour for learning and academic progress.	Total budgeted cost £35,000 with resources included.

<p>E For attendance of PP pupils to be in line with national average or better.</p>	<p>Continue to employ a Family Liaison Officer</p>	<p>Attendance and punctuality improved from the previous year. We achieved 95.4%, not the target of 96%. The FLO and a Governor continued to work with parents and carers to improve the punctuality and attendance of children, particularly those from vulnerable groups. The majority of persistent absence families were new to the school. They also support families to promote early engagement with the school and their children's learning. This approach increases the possibility of improving outcomes for children by them attending school regularly.</p>	<p>Consistency of approach for attendance and efficient and effective implementation of support for families struggling to get their children into school has reduced the number of PP families persistently absent.</p>	<p>Total budgeted cost £24,000 with resources included.</p>
---	--	--	--	--

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
<p>F Develop ability of PP pupils to concentrate in the mornings. Improve attendance and punctuality.</p>	<p>To provide breakfast for individuals who may not necessarily access this at home before school.</p>	<p>Pupil attendance and punctuality for this group of PP children has improved significantly in this academic year from an average of 72% to 88%. The funded morning fun club offered to other PP pupils with low attendance, was only attended by one pupil. This pupil now has a funded Breakfast Club place and attendance has improved from 66% to 86%. The pupils are more ready to learn and able to stay focused.</p>	<p>Funded Breakfast Club places will continue for identified PP families.</p>	<p>Total budgeted cost £4,000 with resources included.</p>

6. Additional detail

High percentage of PP pupils who are also SEN with complex needs which impact considerably on their academic achievement. 1/9 – 11% Year 1, 4/16 – 25% Year 2, 3/10 – 30% Year 3, 5/14 – 36% Year 4, 5/24 – 21% Year 5, 2/19 – 11% Year 6. Individual needs are considered and additional interventions implemented where appropriate/recommended by outside agencies.