Pupil premium strategy 2017-18

July 2018

Pupil Premium Strategy Statement 2017/18

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| **1. Summary information** |
| **School** | Westleigh Methodist Primary School |
| **Academic Year** | 2017/18 | **Total PP budget (with CF)** | £ 149,614 | **Date of most recent PP Review** | July 2017 |
| **Total number of pupils** | 176 | **Number of pupils eligible for PP** | 61 | **Date for next internal review of this strategy** | July 2018 |
| **2. Current attainment** |
|  | Pupils eligible for PP (your school) | All pupils (national average) |
| **% achieving expected level at Key Stage 2 in: Reading** **Writing** **Maths** | 83%83%75% | 71%76%75% |
| **% achieving higher level at Key Stage 2 in: Reading** **Writing** **Maths** | 25%17%8% | 19%15%17% |
| **3. Barriers to future attainment (for pupils eligible for PP)** |
| **In-school barriers** *(issues to be addressed in school)* |
| **A.** | Prior attainment for disadvantaged pupils on entry to year 4 is significantly below national averages for the end of Key Stage 2. |
| **B.** | Current attainment of disadvantaged pupils requires them to make accelerated progress to reach greater depth.  |

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| **External barriers** *(issues which also require action outside school, such as low attendance rates)* |  |
| **C.** | Attendance rates for pupils eligible for PPG are 95.4% for 2016-17 (0.2% below the target for all pupils of 95.6%); this reduces the teaching and learning opportunities resulting in a need for accelerated progress. |  |
| **D.** | Punctuality rates for pupils eligible for PPG are 97% for 2016-17; this results in lost learning time.  |  |
| **E.** | Pupils’ speech and language on entry to Reception is significantly below that of others nationally. In 2016-17 on entry data shows only 2% of pupils were at the expected level for communication. |  |
| **F.** | Social and emotional needs for identified pupils has a detrimental effect on behaviour and attitudes to learning.  |  |
| **G.** | Disadvantaged pupils lack experiences beyond the Westleigh community and have limited understanding of the wider world. |  |
| **4. Desired outcomes** *(desired outcomes and how they will be measured)* | Success criteria |
| **A.** | Improved rates of progress in Year 4 for disadvantaged pupils to impact on improved outcomes at the end of Year 4. | * Disadvantaged pupils make accelerated progress to diminish the difference between them and national others.
* In reading, writing and maths 67% to meet the expected level by July 2018.
* Pupils at risk from not making the expected level of progress are identified at the earliest point to receive Wave 1 interventions monitored by SENDCo and SLT.
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| **B.** | Rapid progress for disadvantaged pupils across school to impact on an increased number of pupils working at greater depth by July 2018. | * Disadvantaged pupils make accelerated progress to diminish the difference between them and national others working at greater depth.
* Year 2 and 6 disadvantaged pupils are in line with or above national other greater depth figures.
* Pupils at risk from not making the expected level of progress are identified at the earliest point to receive Wave 1 interventions monitored by SLT.
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| **C.** | Improved attendance rates of disadvantaged pupils and disadvantaged PA pupils. | * Reduce the number of persistent absentees among pupils eligible for PPG to 8.8% to be in line with national figures.
* Overall attendance among pupils eligible for PPG improves from 95.4% to 96% in line with all other pupils.
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| **D.** | Improved punctuality rates of disadvantaged pupils. | * Overall punctuality among pupils eligible for PPG improves from 97% to 98.2% in line with all other pupils.
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| **E.** | Rapid progress in communication skills for disadvantaged pupils in Early Years. | * Disadvantaged pupils make accelerated progress by the end of EYFS.
* All disadvantaged pupils to make 6 steps of progress in Reception, with 50% making 7+ steps.
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| **F.** | Behaviour and attitudes of disadvantaged pupils are conducive to learning. | * Reduce the number of behaviour incidents logged (Bromcom) specific to pupils eligible for PPG.
* 5% reduction of incidents logged each term.
* Pupils causing concern are identified at the earliest possible point to receive targeted support.
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| **G.** | Improve pupils’ educational and cultural experiences. | * Pupils’ experiences enable them to have an increased understanding of the context in which they are learning about resulting in improved outcomes, particularly writing.
* Writing outcomes for disadvantaged pupils to be in line with national averages and greater depth.
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| **5. Planned expenditure** |
| **Academic year** | **2017/18** |
| **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?** |
| 1. Improved rates of progress in Year 4 for disadvantaged pupils to impact on improved outcomes at the end of Year 4.
2. Rapid progress for disadvantaged pupils across school to impact on an increased number of pupils working at greater depth by July 2018.
 | Targeted support, including 1:1 interventions using additional teaching assistant hours. | Pupils to be provided with bespoke intervention to catch up to the national expectation and/or to be working at greater depth. | Targeted intervention is driven by the latest assessment data.Strategic management of the interventions are undertaken by SLT.Termly intervention trackers monitored by SLT. | Class teachers & SLT | December 2017April 2018July 2018 |
| Teachers to deliver targeted interventions, using teaching assistants to cover the remainder of the class. | Pupils to be provided with specialist intervention by teachers to catch up to the national expectation and/or to be working at greater depth. | Targeted intervention is driven by the latest assessment data.Strategic management of the interventions are undertaken by SLT.Termly intervention trackers monitored by SLT. | Class teachers & SLT | December 2017April 2018July 2018 |
| Teachers to deliver after school tuition to identified pupils. | Pupils to be provided with specialist intervention by teachers to catch up to the national expectation and/or to be working at greater depth. | Targeted intervention is driven by the latest assessment data.Strategic management of the interventions are undertaken by SLT.Termly intervention trackers monitored by SLT. | Class teachers & SLT | December 2017April 2018July 2018 |
| To use IRIS Connect to ensure teacher reflection is more effective and access CPD activities proven to transform teaching and learning. | Pupils receive consistent quality first teaching to meet the needs of all pupils across school. | Regular practice sessions to manage effective collaboration. Monitoring and evaluation of whole class teaching, work sampling and pupil voice.Teaching over time - at least good with 50% outstanding. | Class teachers and SLT | From December 2017 then ongoing |
| To use the Achievement for all’ programme to create a school culture where all pupils achieve regardless of their background, challenge or need. | To close the achievement gap by expanding leadership capacity, further develop relationships with parents, continue to develop teaching and learning to improve outcomes. | ‘Achievement for all’ coach to monitor and support the PPG champion every 4 weeks through CPD, practice sharing and rigorous quality control processes. | SLT | From January 2018 then ongoing |
| CPD/INSET to upskill teachers and teaching assistants to deliver effective quality first teaching and interventions. | Pupils to be provided with high quality teaching and learning and specialist intervention. | Monitoring and evaluation through drop ins, work sampling, pupil voice, etc to strategically manage teaching and learning across school.This is ongoing by SLT. | Class teachers and SLT | Ongoing |
| **Total budgeted cost :** | **£50,000** |

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| **Autumn:****CPD is seamlessly linked to the SDP, for example:*** **CPD in maths for greater depth and SEND provision.**
* **EY training to improve outcomes for PPG boys.**
* **CPD for English leaders has had a positive impact on reading provision in school.**
* **Precision teaching delivered by TESS enabled staff to tailor interventions to SEND pupils.**

**As a result the vast majority of PPG children are making at least good progress with an increasing percentage making outstanding progress across English and maths. See Autumn 2 data for in depth analysis.** **Next steps:*** **Fully launch and embed use of IRIS connect.**
* **Begin ‘Achievement for all’ programme from January 2018- Deputy headteacher to take the lead as PPG champion.**

**Spring:** * **All teachers use the Iris Connect software to share lessons with subject leaders, seek support and guidance and reflect on their lessons, ensuring quality first teaching. Staff take ownership of their own development by identifying their own next steps.**
* **Support from SENDCo, English and Maths leads have enabled teachers from years 1-6 to deliver tailored interventions to identified pupils.**
* **PPG Champion has received coaching to upskill and enable her to facilitate the programme fully in the summer term.**

**Next Steps****Identify staff and pupils who will take part in the AfA programme and inform parents.** **Summer**

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| **Summer 2018** |
| **Year Group** | **% of PPG pupils making expected progress** | **% of PPG pupils making more than expected progress** |
| **Reading** | **Writing** | **Maths** | **Reading** | **Writing** | **Maths** |
| **Year 1 (3 children)** | **67%** | **33%** | **67%** | **0%** | **0%** | **33%** |
| **Year 2 (10 children)** | **70%** | **70%** | **90%** | **20%** | **30%** | **40%** |
| **Year 3 (10 children)** | **90%** | **90%** | **100%** | **10%** | **20%** | **40%** |
| **Year 4 (9 children)** | **78%** | **89%** | **89%** | **22%** | **56%** | **56%** |
| **The above class in Summer 2017**  | **76%** | **62%** | **81%** | **5%** | **10%** | **14%** |
| **Year 5 (10 children)** | **90%** | **80%** | **40%** | **40%** | **20%** | **20%** |
| **Year 6 (11 children)** | **100%** | **100%** | **100%** | **73%** | **82%** | **73%** |

% of PPG pupils making expected progress has increased from 2017 to 2018 with significantly more making more than expected progress in writing and maths. Year 6 shows a very positive picture where targeted intervention has been a key focus as children prepare for the SATs. The year 6 teacher through her maths lead role is supporting other staff in their approach to diagnosing gaps in learning and applying appropriate interventions. There is an upward trend in reading, writing and maths in year 4 for children making expected progress and more than expected progress.  |

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| **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?** |
| 1. Improved rates of progress in Year 4 for disadvantaged pupils to impact on improved outcomes at the end of Year 4.
2. Rapid progress for disadvantaged pupils across school to impact on an increased number of pupils working at greater depth by July 2018.
3. Rapid progress in communication skills for disadvantaged pupils in Early Years.
4. Behaviour and attitudes of disadvantaged pupils are conducive to learning.
5. Improve pupils’ educational and cultural experiences.
 | ~~To use trained reading helpers to deliver 1:1 support using Beanstalk.~~ | ~~To use each identified pupil’s wider interest to engage them in a variety of materials to find purpose in reading, build their vocabulary, increase reading accuracy and fluency, read with more understanding and increase their motivation to read.~~ | ~~Most recent assessments to be used to identify pupils that require accelerated progress in reading.~~ | ~~SLT &~~~~English lead~~ | ~~December 2017~~~~April 2018~~~~July 2018~~ |
| To use PiXL Primary resources to improve outcomes for underachieving disadvantaged pupils in Year 3-6. | To diagnose gaps in children’s learning and provide appropriate provision to meet the needs of identified individuals to enable them to catch up to the national expectation.PiXL has evidence-based research to show that the average performance of PiXL schools comfortably exceed national averages. | Most recent assessments to be used to identify vulnerable groups to undertake PiXL intervention. | Key Stage 2 class teachers & SLT | Half termly. |
| To use IXL as an independent online learning tool to practice basic skills in grammar and maths. | IXL is fully aligned to the national curriculum for grammar and maths in every year group. It is an engaging and motivating tool for learning and consolidating basic skills. Pupils receive instant feedback providing the opportunity for pupils to lead their own learning. | Teachers will track pupil progress and monitor strengths and areas for development. | Class teachers & SLT | Half termly |
| Provide 1:1 iPads to disadvantaged pupils in Year 3, 4 and 5. | To ensure equality of access to the internet at school.To prepare pupils for working and living in a digital age.Support self-led learning and problem solving.Improve quality of feedback and collaboration.Provide new and innovating ways for pupils to learn. | Y3-5 teachers are training to be ‘Apple Teachers’ to build on their skills to allow them to bring new ideas and teaching methods into the classroom.Computing lead to monitor and evaluate the effectiveness of this process. | Y3-5 teachers and computing lead. | Half termly. |
| Provide pupils with a wide range of in school and out of school enrichment and cultural experiences. | Providing pupils with these experiences broadens their understanding of the wider world and will impact positively on outcomes, particularly writing. | Creative curriculum reviews.Pupil voice.Writing outcomes tracked and moderated. | Headteacher & Deputy Head | Half termly |
| Provide pupils in Reception with a 6 week CHIME project. | In 2016-17 pupils on entry to Reception data demonstrated that only 2% of pupils were at the expected level for communication. | Early Years lead to track and monitor progress in prime and specific areas to show impact | Reception teacher & Early Years lead. | Half termly |
|  | To purchased Book Bag Books and Sound Blend Books to improve reading outcomes for children on the RWI Phonics programme. | These resources have been produced by Ruth Miskin to enhance the RWI Phonics programme. By mirroring the sounds children are learning it helps build fluency. Data from Autumn Term shows this is priority skill requiring development. | Reading Leader and Deputy Reading Leader will track pupil progress through rigorous assessment, monitoring and intervention. | Reading Leader, Deputy Reading Leader & SLT. | From January then half termly assessments, analysis and monitoring. |
|  | **Total budgeted cost :**  | **£27,480** |

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| **Autumn:*** **PiXL has been a rigorous tool to support next step planning for interventions in Y6, as a result 100% of PPG children are making at least good progress across English and Maths with at least 22% making outstanding progress. Maths and English leads will plan interventions from PiXL to commence Jan 18.**
* **IXL allows children to self-regulate their learning through SATs style questioning. Pupil voice is very positive and makes learning fun!**
* **iPad feedback from Apple Teacher working group – effectiveness of supporting teaching and learning in class, particularly for Computing and Science.**
* **Wider opportunities provide a hook for writing. PPG children in each cohort are on track for their end of year target except 1 child in Y3.**
* **Impact data from CHIME project shows that 89% of children have made at least good progress in Expressive Arts and Design.**

**Next steps:*** **Follow up Beanstalk readers initiative.**
* **Ensure Clear data collection for Computing and Science.**

**Spring*** **Beanstalk cannot offer trained reading volunteers to deliver the programme as they are finding it difficult to recruit volunteers. (Update received in March)**
* **English and Maths leads have been instrumental in diagnosing gaps in pupils learning through the use of Pixl resources, planning interventions to enable gaps to be plugged whilst ensuring a consistent approach across school.**
* **Children are accessing high quality home reading books that closely match the sounds that they are learning in school to consolidate their learning and increase their confidence as readers. The new schemes are helping to build accuracy and fluency and as a result, we have seen a 16% reduction of children in Y2-4 on the programme.**
* **By Spring 1 77% of PPG pupils had made good progress in Reading, 83% of PPG pupils had made good progress in writing and 81% of PPG pupils had made good progress in maths.**

**Summer*** **EYFS data shows 90% of pupils at the expected level for communication in summer 2018**

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| **Summer 2018** |
| **Year Group** | **% of PPG pupils making expected progress** | **% of PPG pupils making more than expected progress** |
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**The year 6 teacher has taken the lead in using pixl this year which is reflected in the progress data above.** **The year 6 teacher has provided lots of support to teachers in years 3-5 in utilizing the resources to maximize progress.**  |

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| **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?** |
| 1. Improved attendance rates of disadvantaged pupils and disadvantaged PA pupils.
2. Improved punctuality rates of disadvantaged pupils.
3. Behaviour and attitudes of disadvantaged pupils are conducive to learning.
 | Pastoral Manager employed to work directly with vulnerable pupils and families. | Expectations and standards of behaviour are exceptionally high throughout the school community.The Pastoral Manager has an integral role in maintaining these standards and responding quickly to more serious isolated incidents.The Pastoral Manager has excellent relationships with pupils and families and is well placed to impact and remove barriers for learning. | Regular meetings/updates with SLT.Reduction of incidents recorded (Bromcom).Parental and pupil feedback.Reported to governors. | Pastoral Manager & Headteacher | Termly |
| Attendance officer employed to support the Pastoral Manager in working with PA pupils and families. | Attendance for pupils eligible for PPG and persistent absenteeism remain below the national average. | Regular monitoring of attendance figures, with a particular focus on PA.Reported to governors. | Pastoral team & Headteacher | Half termly |
| Breakfast club to be free of charge for disadvantaged pupils who are persistently late. | Pastoral Manager has clear evidence to show this strategy improved attendance and punctuality for a number of PA pupils in 2016-17.Pupils will have a nutritional breakfast, a positive start to the day and increased concentration. | Regular monitoring of attendance and punctuality figures for PA pupils.Case study to demonstrate impact. | Pastoral team & Headteacher | Half termly |
| Counsellor employed to work with vulnerable pupils and their families. | The demand for identified pupils to receive support from external professionals is significant. This support will help to remove barriers preventing pupils from attending school and reduce the potential for behavioural incidents to escalate. | Baseline and exit assessments to be completed to demonstrate impact.Fortnightly supervisions. | Pastoral Manager & Counsellor | Fortnightly |
|  | **Total budgeted cost :** | **£43,130** |

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| **Autumn:****Impact – see attendance data (HT report – Spring 18)****Next steps****Spring*** **PPG pupil’s attendance data is in line with non PPG pupils.**
* **Reduction in lates for PPG pupils. In particular 1 family where lates have been reduced from 30 to 5 over the course of a term.**

**Next Steps****Use CPOMS to evidence reduction in incidents recorded****Summer****As we have introduced a new system (CPOMS) to log behavior incidents we are currently unable to obtain data to demonstrate a reduction in incidents. This will be tracked from September 2018.**

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| **Whole School Target** | **95.6%** |
| **National**  | **96.1%** |
| **Attendance Breakdown** |
|  | **PPG** | **NON PPG** |
| **2016 - 2017** | **2017 - 2018** | **2016 - 2017** | **2017 - 2018** |
| **Summer 2018** | **95.4%** | **95.14%** | **96.1%** | **95.59%** |
| **Persistent Absentees** |
|  | **PPG** | **NON PPG** |
| **2016 - 2017** | **2017 - 2018** | **2016 - 2017** | **2017 - 2018** |
| **Summer 2018** | **12.1%** | **10.34%** | **8.2%** | **7.5%** |
| **Attendance of PPG pupils remains just below non PPG pupils.** **There is a downward trend of PA from summer 2017 to summer 2018 in both PPG and Non PPG pupils.**  |

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| **Extras** | **PPG eligibility checker :****Resources :****Contingency :** | **£710****£10,000****£23,294** |

 **Current spend: £51,219**