



PUPIL PREMIUM STRATEGY 2019/20



Pupil Premium Strategy Statement 2018/19

1. Summary information					
School	Westleigh Methodist Primary School				
Academic Year	2019/2020	Total PP budget (with carry forward)	£123,970	Date of most recent PP Review	September 2019
Total number of pupils	193 (Rec-Y6)	Number of pupils eligible for PP	55 – This may increase in next week or so.	Date for next internal review of this strategy	December 2019
2. Current attainment					
			% of Pupils eligible for PP (your school) at ARE or above	Pupils not eligible for PP (national average) at ARE or above	
% achieving expected level at Key Stage 2			Reading	50%	82%
			Writing	90%	82%
			Maths	70%	82%
			Combined	40%	82%
% achieving higher level at Key Stage 2			Reading	20%	0%
			Writing	20%	36%
			Maths	20%	27%
			Combined	20%	0%
Progress measure			Reading	1.4	
			Writing	4.9	
			Maths	0.9	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)					
A.	Prior attainment shows that on entry to year 3 disadvantaged pupils underperform compared to non-disadvantaged pupils.				
B.	Current attainment of disadvantaged pupils requires them to make accelerated progress to reach greater depth in Reading, Writing and Maths.				
C.	Prior progress data shows disadvantaged pupils make slower rates of progress in reading, writing and maths in years 3, 4 and 6.				

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Disadvantaged pupils lack the experiences beyond the Westleigh community and have limited understanding of the wider world including aspirations for possible future careers.	
E.	Disadvantaged pupils have limited access to high quality reading books and have limited vocabulary.	
F.	Attendance rates of disadvantaged pupils impacts on lost teaching and learning time.	
G.	Social and emotional needs for identified pupils has a detrimental effect on behavior and attitudes to learning.	
H.	Pupils have poor speech and language skills on entry to school. For disadvantaged pupils, both high level need and low level need, speech and language remains a barrier for learning.	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Disadvantaged pupils in year 3 make accelerated progress and perform in line with non-disadvantaged pupils by July 2020.	<ul style="list-style-type: none"> ▪ In July 2020 71% of pupils achieve ARE in Reading and Writing and Maths. ▪ Pupils at risk from not making expected levels of progress and meeting their end of year targets are identified at the earliest point to receive bespoke targeted intervention.
B.	Increase the number of disadvantaged pupils achieving greater depth in writing over time.	<ul style="list-style-type: none"> • Disadvantaged pupils make progress towards achieving greater depth in writing by the end of KS2.
C.	Disadvantaged pupils in years 3, 4 and 6 make accelerated progress so that they diminish the difference between them and national others.	<ul style="list-style-type: none"> ▪ Pupils at risk from not making expected levels of progress and meeting their end of year targets are identified at the earliest point to receive bespoke targeted intervention. ▪ The gap between PPG pupils and national others is reduced.
D.	Improve children's educational and cultural experiences.	<ul style="list-style-type: none"> ▪ Disadvantaged pupils to have at least 3 educational and cultural experiences over the academic year. ▪ Visits will demonstrate pupils will meet adults in a range of jobs within a real life context and setting.

		<ul style="list-style-type: none"> ▪ Pupil voice demonstrates they have an increased understanding of the contexts in which they are learning. ▪ Disadvantaged pupils' attainment across the curriculum is in line with other pupils. ▪ 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.
E.	Improve punctuality rates of disadvantaged pupils.	<ul style="list-style-type: none"> ▪ Overall punctuality among pupils eligible for PPG improves in order to diminish the gap between PPG and non PPG pupils.
F.	Increase the attendance of disadvantaged pupils to be in line with, or above, national average in 2018-2019.	<ul style="list-style-type: none"> ▪ Reduce the number of persistent absentees among pupils eligible for PPG. <u>2018-2019 Figures</u> Non PPG Attendance – 95.1% PPG Attendance - 93.51% Non PPG PA – 19.65% PPG PA – 25.48%
G.	Behaviour and attitudes of disadvantaged pupils are conducive to learning.	<ul style="list-style-type: none"> ▪ Disadvantaged pupils with social and emotional needs have bespoke support that compliments the behavior policy in place (positive handling plans, visual timetables, sensory areas, nurture provision etc). ▪ Boxall profiling informs nurture interventions so that all disadvantaged pupils receive targeted support to address individual needs. ▪ Learning walks show a consistent approach to behavior management across school. ▪ A 5% reduction in incidents logged (step 4 or above) specific to pupils eligible for PPG each term. ▪ Pupils causing concern are identified at the earliest point to receive targeted support.
H.	Improve the provision for disadvantaged pupils specific to speech, language and communication needs.	<ul style="list-style-type: none"> ▪ High quality weekly interventions delivered by the SALT team will address the identified needs of individual pupils. ▪ Disadvantaged pupils' speech language and communication needs are met. ▪ Exit data for reception pupils will show PPG pupils to be in line with others in communication and language.

5. Planned expenditure					
Academic year		2019-2020			
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?
<p>Disadvantaged pupils in year 3 make accelerated progress and perform in line with non-disadvantaged pupils by July 2020.</p> <p>Increase the number of disadvantaged pupils achieving greater depth in writing over time.</p> <p>Disadvantaged pupils in years 3, 4 and 6 make accelerated progress so that they diminish the difference between them and national</p>	<p>To use IRIS Connect to facilitate collaboration (SLT support, Learning Triads) as the drive to improve teaching and learning in order to raise standards.</p> <p>This will also ensure teacher reflection is more effective and teachers can access CPD activities proven to transform teaching and learning.</p>	<p>Pupils receive consistent quality first teaching to meet the needs of all pupils across school.</p> <p>Provide bespoke CPD opportunities for staff in the sharing of good practice, team teaching opportunities within the school environments. This is to be provided in house with support from SLT members and subject leaders, across the trust and across the LLG consortium.</p> <p>Proven history in school of Learning Triads and SLT support raising standards in teaching and learning.</p>	<p>Regular practice sessions to manage effective collaboration. Monitoring and evaluation of whole class teaching, work sampling and pupil voice.</p> <p>Observations and drop ins identify, select and drive CPD needs and focus for teaching support.</p> <p>SLT manage and oversee collaboration of team teaching, coaching and 1:1 support to impact on quality of teaching and learning.</p> <p>SLT monitor impact: book sampling, observations, drop ins, PIRA/PUMA tests, pupil voice.</p>	Class teachers and SLT	<p>December 2019</p> <p>April 2020</p> <p>July 2020</p> <p>Costing: IRIS Connect CPD for staff. TBC</p>
	CPD/INSET Twilights/ external training to upskill teachers and	Pupils to be provided with high quality teaching and learning and specialist intervention to support all children in making progress.	Monitoring and evaluation through work sampling, pupil voice, etc to strategically manage teaching and learning across school. This is ongoing by SLT.	Class teachers and SLT	<p>Ongoing</p> <p>Costings: £1000 for leadership CPD and external CPD</p>

others. Improve pupils' educational and cultural experiences.	teaching assistants to deliver effective quality first teaching and interventions.				provision
	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.	Head-teacher & Deputy Head	Half termly Costings: £3000 (40% contribution to school visits).
	Provide children with an enriching music curriculum to widen their cultural experiences.	Pupils will be provided with high quality music teaching that broadens their understanding of the arts which will develop their cultural capital. . Staff will be upskilled in delivering and effective music curriculum.	Monitoring and evaluations through lesson observations. Pupil voice Staff voice.	Headteacher	September start. Costing: £1320 (40% contribution)
	Provide children with high quality texts to support learning across the curriculum incorporating high quality story time and access to a 'Book Swap' library.	To enable pupils to meet the national expectations for reading and access age-appropriate reading material. This will meet the school's priorities stated on School Development Plan (SDP). Pupils' spoken and written language will be enhanced as a result of this exposure.	Teacher to choose books that are linked to their foundation subjects. Teachers choose engaging texts as class books to share and celebrate with the children. English lead to quality assure books for age appropriateness. Reading results will improve.	Class teachers (Y1-Y6) English Lead	Costing: £1000
Total budgeted cost					£6,320

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?
Disadvantaged pupils in year 3 make accelerated progress and perform in line with non-disadvantaged pupils by July 2020.	Targeted support, including 1:1 interventions/ extended learning opportunities using additional teaching assistant hours.	Pupils to be provided with bespoke intervention/ extended learning opportunities to catch up to the national expectation and/or to be working at greater depth.	Targeted intervention and extended learning opportunities are 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 2019 April 2020 July 2020 Costing: £75,500 (Including Pastoral manager salary)
Increase the number of disadvantaged pupils achieving greater depth in writing over time. Disadvantaged pupils in years 3, 4 and 6 make accelerated progress so that they diminish the difference between them and national others. Behaviour and attitudes of disadvantaged pupils	To use PiXL Primary resources and other online learning tools to improve outcomes for underachieving disadvantaged pupils in Year 1-6.	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. IXL, My Book Blog and Timestable Rockstars provide opportunities for pupils to practice their skills independently both in school and at home.	Most recent assessments to be used to identify vulnerable groups to undertake PiXL intervention. Assistant Headteacher to provide support to all teachers in planning and delivering interventions to support disadvantaged pupils.	Assistant Headteacher	Half termly. Costings: £4150

<p>are conducive to learning.</p> <p>Improve the provision for disadvantaged pupils specific to speech, language and communication needs.</p>					
	<p>To provide specialist intervention for disadvantaged pupils with speech, language and communication needs.</p>	<p>On entry data shows children to be working below the expected standard in communication and language.</p>	<p>SALT team to complete whole class screening of all children in reception. SALT to deliver weekly interventions targeted at individual pupils needs.</p>	<p>Reception teacher & SENDCo.</p>	<p>Weekly from Aut 1.</p> <p>Costings: £12,500 (to be taken from carry forward)</p>
	<p>To further develop nurture provision to deliver interventions, informed by Boxall analysis to support children with a range of SEMH needs.</p>	<p>To provide social and emotional support to that will assist in developing self-regulation and equipping children with the tools to support their mental health and well-being.</p>	<p>Deputy Headteacher and nurture lead to complete Boxall screening of all children to identify interventions and groups of children that will access nurture provision.</p> <p>Deputy Headteacher and nurture lead to plan nurture sessions around the whole school curriculum design to ensure children have access to all areas of the curriculum.</p>	<p>SLT and SENDCo.</p>	<p>Autumn 1</p> <p>Costings: TBC – Boxall online</p>
Total budgeted cost					£97,970

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?
Behaviour and attitudes of disadvantaged pupils are conducive to learning.	Pastoral Manager employed to work directly with vulnerable pupils and families.	<p>Expectations and standards of behaviour are exceptionally high throughout the school community.</p> <p>The Pastoral Manager has an integral role in maintaining these standards and responding quickly to more serious isolated incidents.</p> <p>The Pastoral Manager has excellent relationships with pupils and families and is well placed to impact and remove barriers for learning.</p>	<p>Regular meetings/updates with SLT.</p> <p>Reduction of incidents recorded (CPOMs).</p> <p>Parental and pupil feedback.</p> <p>Reported to governors.</p>	Pastoral Manager & Headteacher	<p>Termly</p> <p>Costings: £400 contribution to Cpoms (40%)</p> <p>Also see costings outlined in targeted support above.</p>
	Breakfast club to be free of charge for disadvantaged pupils who are persistently late.	<p>Pupils will have a nutritional breakfast, a positive start to the day and increased concentration.</p> <p>Punctuality will be improved for pupils who are persistently late as demonstrated in previous data.</p>	<p>Regular monitoring of attendance and punctuality figures for PA pupils.</p> <p>Case study to demonstrate impact completed by pastoral support worker.</p>	Pastoral team & Headteacher	<p>Half termly</p> <p>Costings: £1000</p>
	Pastoral Manager to support families who may be eligible to receive funding.	<p>The Eligibility Service supports parents with advice on how to claim.</p> <p>Positive relationships with Pastoral team ensure pupils attend school.</p>	Pupil premium children are identified.	SLT	<p>Ongoing</p> <p>Costing: Included in pastoral salary above.</p>

	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 Costings: £4600 (50% contribution)
Total budgeted cost					£6,000
Final budgeted cost					£110,290
Contingency					£13,680

