



# PUPIL PREMIUM STRATEGY 2020/21



Pupil Premium Strategy Statement 2019/2020

1. Summary information					
<b>School</b>	Westleigh Methodist Primary School				
<b>Academic Year</b>	2020/2021	<b>Total PP budget (with carry forward)</b>	£87,000 + approx £53000 carry forward. <b>£140,000</b>	<b>Date of most recent PP Review</b>	September 2020
<b>Total number of pupils</b>	203 (Rec-Y6)	<b>Number of pupils eligible for PP</b>	66 – This may increase in next week or so.	<b>Date for next internal review of this strategy</b>	December 2020
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	
<b>% achieving expected level at Key Stage 2</b>			Reading	N/A	N/A
			Writing	N/A	N/A
			Maths	N/A	N/A
			Combined	N/A	N/A
<b>% achieving higher level at Key Stage 2</b>			Reading	N/A	N/A
			Writing	N/A	N/A
			Maths	N/A	N/A
			Combined	N/A	N/A
<b>Progress measure</b>			Reading	N/A	
			Writing	N/A	
			Maths	N/A	
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>					
<b>A.</b>	Prior attainment from 2019 showed that on entry to year 3 disadvantaged pupils underperform compared to non-disadvantaged pupils. Due to school partially closing in March 2020, this gap in attainment will not have improved. Therefore we now have to ensure a particular focus is taken upon the year 4 class.				
<b>B.</b>	Current attainment is unavailable due to COVID-19, but after 6 months of no normal classroom teaching we acknowledge that disadvantaged pupils will continue to be required to make accelerated progress to reach greater depth in Reading, Writing and Maths.				

<b>C.</b>	Prior progress data from 2019 shows disadvantaged pupils make slower rates of progress in reading, writing and maths in years 3, 4 and 6. This is now the current 4 and 5 class. Due to the partial school closure in March 2020, we acknowledge that disadvantaged pupils will not have made up this rate of progress whilst completing home learning.
<b>D.</b>	Due to partial school closure in March 2020 until September 2020, very few pupils received teaching within the classroom from their class teacher

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>E.</b>	Disadvantaged pupils lack the experiences beyond the Westleigh community and have limited understanding of the wider world including aspirations for possible future careers.	
<b>F.</b>	Disadvantaged pupils have limited access to high quality reading books and have limited vocabulary.	
<b>G.</b>	Attendance rates of disadvantaged pupils impacts on lost teaching and learning time.	
<b>H.</b>	Social and emotional needs for identified pupils has a detrimental effect on behavior and attitudes to learning.	
<b>I.</b>	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.	
<b>J.</b>	Due to COVID-19 children could be dealing with bereavement, separation anxiety and more which may effect the children's behavior and attitudes to learning.	
<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Disadvantaged pupils in year 4 make accelerated progress and perform in line with non-disadvantaged pupils by July 2021.	<ul style="list-style-type: none"> <li>▪ In July 2021 71% of pupils achieve ARE in Reading and Writing and Maths.</li> <li>▪ 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.</li> </ul>
<b>B.</b>	Increase the number of disadvantaged pupils achieving greater depth in writing over time.	<ul style="list-style-type: none"> <li>• Disadvantaged pupils make progress towards achieving greater depth in writing by the end of KS2.</li> </ul>
<b>C.</b>	Disadvantaged pupils in years 1, 4 and 5 make accelerated progress so that they diminish the difference between them and national others.	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ The gap between PPG pupils and national others is reduced.</li> </ul>

<b>D.</b>	Improve children’s educational and cultural experiences.	<ul style="list-style-type: none"> <li>▪ Disadvantaged pupils to have at least 3 educational and cultural experiences over the academic year.</li> <li>▪ Visits will demonstrate pupils will meet adults in a range of jobs within a real life context and setting.</li> <li>▪ Pupil voice demonstrates they have an increased understanding of the contexts in which they are learning.</li> <li>▪ Disadvantaged pupils’ attainment across the curriculum is in line with other pupils.</li> <li>▪ Pupils’ experiences enable them to have an increased understanding of the context in which they are learning about resulting in improved outcomes, particularly writing.</li> <li>▪ Writing outcomes for disadvantaged pupils to be in line with national averages.</li> </ul>
<b>E.</b>	Improve punctuality rates of disadvantaged pupils.	<ul style="list-style-type: none"> <li>▪ Overall punctuality among pupils eligible for PPG improves in order to diminish the gap between PPG and non PPG pupils.</li> </ul>
<b>F.</b>	Increase the attendance of disadvantaged pupils to be in line with, or above, national average in 2018-2019. No full figures for 2019-202.	<ul style="list-style-type: none"> <li>▪ Reduce the number of persistent absentees among pupils eligible for PPG. <b><u>2018-2019 Figures</u></b> Non PPG Attendance – 95.1% PPG Attendance - 93.51% Non PPG PA – 19.65% PPG PA – 25.48%</li> </ul>
<b>G.</b>	Behaviour and attitudes of disadvantaged pupils are conducive to learning.	<ul style="list-style-type: none"> <li>▪ 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).</li> <li>▪ Boxall profiling informs nurture interventions so that all disadvantaged pupils receive targeted support to address individual needs.</li> <li>▪ Learning walks show a consistent approach to behavior management across school.</li> <li>▪ A 5% reduction in incidents logged specific to pupils eligible for PPG each term.</li> <li>▪ Pupils causing concern are identified at the earliest point to receive targeted support.</li> <li>▪ Nurture support is in place to deal with children who have gone through specific areas of trauma during the partial closure of school</li> </ul>
<b>H.</b>	Improve the provision for disadvantaged pupils specific to speech, language and communication needs.	<ul style="list-style-type: none"> <li>▪ High quality weekly interventions delivered by the SALT team will address the identified needs of individual pupils.</li> <li>▪ Disadvantaged pupils’ speech language and communication needs are met.</li> <li>▪ Exit data for reception pupils will show PPG pupils to be in line with others in communication and language.</li> </ul>

I.	Teachers have a clear plan for recovery curriculum	<ul style="list-style-type: none"><li>▪ Teachers to identify the lost parts of the curriculum from the previous year and plan this into their teaching for this academic year.</li><li>▪ Phonics is to be taught regularly and robustly to assist the children in their understanding of RWI phonics.</li><li>▪ High quality interventions to put in place for recovery of lost learning time.</li></ul>
----	----------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

5. Planned expenditure					
Academic year	2020-21				
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?
Disadvantaged pupils in year 3 make accelerated progress and perform in line with non-disadvantaged pupils by July 2020.	CPD/INSET Twilights/ external training 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 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	Ongoing  Costings: <b>£1000</b> for leadership CPD and external CPD provision
Increase the number of disadvantaged pupils achieving greater depth in writing over time.	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: <b>£2000</b> (40% contribution to school visits).
Disadvantaged pupils in years 3, 4 and 6 make accelerated progress so that they diminish the difference between them and national others.	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: <b>£1320</b> (40% contribution)

<p>Improve pupils' educational and cultural experiences.</p> <p>Teachers have a clear plan for recovery curriculum</p>	<p>CPD/INSET Twilights/ external training to upskill teachers in how best to approach creating a curriculum for recovery. Ensure provision is given for all children to experience the missing learning opportunities from the previous year.</p>	<p>Pupils to be provided with high quality teaching that enhances their knowledge and understanding through recovering all of the lost learning from March 2020. This will support the progress needed from the pupils to achieve their prospective targets.</p>	<p>Through monitoring and evaluation of a sample of planning, through lesson observations, through book looks and through pupil/teacher voice. This will be on-going throughout the year. Children should be able to talk about what has been recovery, and they should be able to compare and contrast their learning from last year to this year.</p>	<p>Class teachers and SLT</p>	<p>On-going £1000</p>
<b>Total budgeted cost</b>					<b>£5,320</b>



<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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: <b>£75,000</b> (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.	Christy Coleman	Half termly.  Costings: <b>£2750 pixl</b>  <b>£4,500 for all licenses.</b>

<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 &amp; SENDCo.</p>	<p>Weekly from Aut 1.</p> <p>Costings: <b>£12,000</b> (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: <b>£300</b></p> <p><b>Plus 500 resources for nurture.</b></p>
<b>Total budgeted cost</b>					<b>£89,750 TBC with missing costs above</b>

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>Also see costings outlined in targeted support above.</p> <p>CPOMS £350</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: <b>£1000</b></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: <b>Included in pastoral salary above.</b></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: <b>£4600</b> (50% contribution)
<b>Total budgeted cost</b>					<b>£5950</b>
<b>Final budgeted cost</b>					<b>£102,020</b>
<b>Contingency</b>					<b>£32980</b>



