

Pupil premium strategy statement (primary)

1. Summary information					
School	West Hill Primary				
Academic Year	2017-2018	Total PP budget (April 2017-March 2018)	£19,360	Date of most recent PP Review	N/A
Total number of pupils	214	Number of pupils eligible for PP (Sept. 2017) 2 services, 6 adopted, 8 FSM	16 (7.4%)	Date for next internal review of this strategy	Sept. 2018

2. Current attainment (July 2017)			
		<i>Pupils eligible for PP (West Hill)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving GLD in EYFS	NB: 1 pupil	0%	53% (Devon 2016)
% achieving Y1 Phonic Threshold	NB: 2 pupils	50%	80%
% achieving expected level in reading at KS1	NB: 2 pupils	100%	74%
% achieving expected level in writing at KS1		100%	66%
% achieving expected level in Maths at KS1		100%	73%
% achieving expected in reading, writing and maths at KS2	NB: 3 pupils	100%	53%
% achieving expected level in reading at KS2		100%	66%
% achieving expected level in writing at KS2		100%	74%
% achieving expected level in maths at KS2		100%	70%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Social and emotional issues
B.	Behaviour issues
C.	The progress and attainment of Pupil Premium children who are also SEND (29%-July 2017)
D.	The number of Pupil Premium children achieving ARE

E	Progress of Pupil Premium children v non-Pupil Premium children (3 points progress on SPTO over the year)	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
F.	N/A	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Reduced social and emotional issues (including separation and friendship difficulties)	Fewer social and emotional issues for Pupil Premium pupils
B.	Improved behaviour for Pupil Premium pupils	Fewer behaviour incidents for Pupil Premium pupils
C.	Increase the progress and attainment of Pupil Premium children who are also SEND (29%-July 2017)	Pupil Premium and SEND children can make 3 points progress
D.	Increase the percentage of Pupil Premium children achieving ARE	The % of children achieving ARE is increased from July 2017 to July 2018.
E.	Increase the progress of Pupil Premium children and ensure it is in line with non-Pupil Premium children (3 points progress on SPTO over the year)	All Pupil Premium children achieve 3 points progress over the year

5. Planned expenditure					
Academic year	2017-2018				
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?
D. Increase the number of Pupil Premium children achieving ARE in reading, writing and maths	<p>Quality First teaching for all</p> <p>Appropriate differentiation of tasks/resources/support</p>	<p>Not all Pupil Premium children achieved ARE in reading, writing and maths (2016-2017)</p> <p>writing-76% reading-76% maths-76%</p>	<p>Half termly monitoring of data by HT/Class teachers to monitor progress and ARE attainment</p> <p>SLT learning walks, book scrutinies</p>	SLT	Half termly monitoring by HT and teachers
E. Progress of Pupil Premium children is in line with non-Pupil Premium children (3 points progress on SPTO over the year)	<p>TA support in class for:</p> <ul style="list-style-type: none"> - one to one support in reading -group support for high ability maths (KS2) -lower ability maths and early years number work. - lower ability writing support. <p>Appropriate differentiation of tasks/resources/support</p>	<p>Not all Pupil Premium children made 3+ points progress in reading, writing and maths (2016-2017)</p> <p>writing-71% reading-76% maths-88%</p>	<p>Half termly monitoring of data by HT/Class teachers to monitor progress and ARE attainment</p>	Head Teacher/ Class teachers	Half termly monitoring by HT and teachers
				Total budgeted cost	<p>TOTAL: £15,864</p> <p>Resources-£500</p> <p>TA support-£15,364 EYFS (0.2) Y1(0.2) Y2 (0.2) Y3/4 (0.2) Y5/6 (0.2)</p>

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. Social and emotional issues (including separation and friendship difficulties) B. Behaviour issues	-Pupils to receive Art therapy on a weekly basis. - whole school review of behaviour policy, consequences ladder, set of school rules	- Children needing emotional support with separation issues, anxiety, friendship issues in class and on the playground.	-Discussion with class teachers (July 2018) to review progress of pupils involved	-Art therapist teacher	Ongoing review with Art therapist/parents/ class teachers
Total budgeted cost					<u>TOTAL: £2,500</u>
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?
To support Pupil Premium pupils to access all aspects of the curriculum and not be disadvantaged	Support with trips, milk, uniform, PGL (Y6) and enrichment opportunities	All pupils should have the opportunity and right to access a rich and exciting curriculum. No pupils should feel in any way unequal in terms of resources and personal clothing.	Admin are aware of all Pupil Premium pupils and are ready to offer/remind them of this support.	-Admin -Head Teacher	October 2016 December 2016 February 2017 Easter 2017 July 2017
C. Increase the progress and attainment of Pupil Premium children who are also SEND (29%- July 2017)	SENDCo support for teachers/pupils	Teachers often need advice/support from the SENDCo on how to support pupils in order to close the gap	Monitoring of Pupil Premium/SEND data half termly	SENDCo time	Ongoing support
Total budgeted cost					<u>TOTAL: £1,450</u> Milk £50 PGL-£300 Trips-£100 SENDCo time-£1,000

6. Review of expenditure				
Previous Academic Year		2016-2017 (17 pupils)		
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
C. Pupil Premium pupils achieving exceeding in writing and maths from EYFS greater depth at Key Stage 1.	Half termly monitoring of data by HT/Class teachers to monitor progress and ARE attainment	Key Stage 1 Pupil Premium pupils (2) both achieved expected in reading, writing and maths (end of Y2). One pupil (child B) achieved greater depth in reading and maths. In EYFS both pupils achieved GLD and both achieved expected in reading and maths. Child B had achieved exceeding in both mathematical aspects of EYFS.	Data will continue to be monitored half termly and PP children tracked.	N/A
D. The gap is closed between Pupil Premium and non-Pupil premium in reading/reading comprehension, writing and maths across the school	<p>TA support in class for:</p> <ul style="list-style-type: none"> - one to one support in reading -group support for high ability maths (KS2) -lower ability maths and early years number work. - lower ability writing support. <p>-Pupils to receive individual/small group teacher support (weekly) from Feb-July to guide them and provide immediate verbal feedback on their progress.</p>	<p>Not all Pupil Premium children made 3+ points progress in reading, writing and maths (2016-2017)</p> <p>writing-71% reading-76% maths-88%</p> <p>Pupil Premium teacher compiled chart of results for 10 child she worked with (see 'Pupil Premium Lessons Data for Governors Feb-July 2017')</p> <p>2 children showed an improvement in their social skills/friendships.</p> <p>2 had non measurable data on resilience/growth mindset.</p> <p>The other 6 had measurable data and evidence showed that</p> <ul style="list-style-type: none"> 2 pupils achieved expected in reading 2 pupils achieved above expected for reading 2 pupils achieved below expected in reading 	<p>It is beneficial to allocate some PP money to TA staffing as they support these children with individual/group work and in class support. Without the PP money, we would not be able to have so much TA support in classes.</p> <p>The children enjoyed the individual sessions focusing on their individual need. Taking the children out of class didn't always work well. This worked well as the teacher returned from maternity in Feb. 2017 so was able to do this until July 2017. We could not budget for this to happen for a whole year due to the small PP group/budget we receive..</p>	<p>TOTAL: £14,626</p> <p>-EYFS (0.2) -Y1(0.1) -Y2 (0.1) -Y3/4 (0.2) -Y5/6 (0.2)</p> <p>£3,543 (Pupil Premium Intervention teacher)</p>

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. Social and emotional issues (including separation and friendship difficulties) B. Behaviour issues	-Pupils to receive Art therapy on a weekly basis. - Outside the Box lego therapy (Y1-summer term 2016)	Both children having Art Therapy needed the emotional support to help them with separation issues, anxiety, friendship issues in class and on the playground. Having this 1: 1 time helped them to share/discuss their own issues and find strategies to help.	The Art therapy has been successful for 2 individuals and the tutor has tried group sessions and individual sessions to decide what works best for the child in question. Both parents want this to continue after April 2017 with the next lot of PP funding.	TOTAL: £2,879 -£2,044 (Sept 16-Feb 17) -£800+ £35 (Outside the Box +Lego)
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
To support Pupil Premium pupils to access all aspects of the curriculum and not be disadvantaged	Support with trips, milk, uniform, swimming (Y3) and enrichment opportunities	All Pupil Premium students accessed the curriculum and were not at any disadvantage.	This is a minor amount of money allocated and should always be kept if the need arises.	-£104.28 School milk for 2 pupils in Y3/Y5
To support teachers with appropriate interventions to support Pupil Premium pupils/liaise with parents	SENDCo support for teachers/pupils	There was 29% SEND (July 2017) out of the PP group of 17 so it is important that they seek the expertise of the SENDCo.	The SENDCo will still need to support teachers with SEND/Pupil premium children accordingly to ensure their needs are adequately met.	-£1,000
				Total Spent £18,609.28

7. Additional detail
<p>In this section you can annex or refer to additional information which you have used to inform the statement above.</p> <ul style="list-style-type: none"> • Pupil Premium lessons Data for Governors Feb-July 2017 • 2016-2017 data • HT performance management data (for PP children)