

Pupil premium strategy statement (primary)

1. Summary information					
School	West Hill Primary				
Academic Year	2016-2017	Total PP budget (April 2016-March 2017)	£16,660	Date of most recent PP Review	N/A
Total number of pupils	211	Number of pupils eligible for PP (Sept. 2016) 3 service, 4 adopted, 8 PP Plus	15 (4.3%-ROL 2016)	Date for next internal review of this strategy	Sept. 2017

2. Current attainment (July 2016)			
		<i>Pupils eligible for PP (West Hill)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving GLD in EYFS	NB: 1 pupil	100%	66%
% achieving Y1 Phonic Threshold	NB: 2 pupils	100%	81%
% achieving expected level in reading at KS1 (ROL- 2016)	NB-4 pupils	100%	74%
% achieving expected level in writing at KS1 (ROL- 2016)	NB-4 pupils	75%	65%
% achieving expected level in Maths at KS1 (ROL- 2016)	NB-4 pupils	75%	73%
% achieving expected in reading, writing and maths at KS2		No PP pupils	53%
% achieving expected level in reading at KS2		No PP pupils	66%
% achieving expected level in writing at KS2		No PP pupils	74%
% achieving expected level in maths at KS2		No PP pupils	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 (including friendship difficulties)
B.	Behaviour issues
C.	Reading comprehension issues
D.	Progress in writing and maths from EYFS exceeding to KS1 greater depth (below national)

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	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.	Progress in writing and maths from exceeding at EYFS to KS1 greater depth (below national)	Pupils eligible for Pupil Premium who achieve exceeding in EYFS for writing and maths will achieve greater depth at the end of KS1 in line with other exceeding pupils.
D.	Close the gap between Pupil Premium and non-Pupil Premium pupils in reading/reading comprehension, writing and maths across the school ensuring that at least 3 points progress	The gap is closed between Pupil Premium and non-Pupil premium in reading/reading comprehension, writing and maths across the school and all Pupil premium pupils make at least 3 points progress.

5. Planned expenditure					
Academic year	2016-2017				
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?
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	Raise Online 2016 shows that Pupil Premium pupils achieving exceeding in EYFS for writing and maths do not achieve greater depth at KS1 SATS results.	Half termly monitoring of data by Head Teacher and class teachers to monitor Pupil Premium pupils' attainment/progress. Raise On line data to show value added progress from EYFS to KS1	-Class teachers -Head Teacher	December 2016 February 2017 Easter 2017 July 2017
D. The gap is closed between Pupil Premium and non-Pupil premium in reading/reading comprehension, writing and maths across the school	TA support in class for: - 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. -Pupils to receive individual/small group teacher support (weekly) from Feb-July to guide them and provide immediate verbal feedback on their progress	Pupil Premium children are falling behind non Pupil Premium in reading, writing and maths.	Data collection at start and end of work including SATs results (Y2/Y6)	TAs Intervention teacher (Feb-July 2017)	Half termly with class teachers July 2017
Total budgeted cost					TOTAL: £14,626 £3,543 (Pupil Premium Intervention teacher) £2,788-EYFS (0.2) £1,330-Y1(0.1) £1,755-Y2 (0.1) £3,112-Y3/4 (0.2) £2,098-Y5/6 (0.2)

c. 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. - Outside the Box lego therapy (Y1-summer term 2016) -Whole staff free training (Jan. 2016)- Introduction to mental health training	- Children needing emotional support with separation issues, anxiety, friendship issues in class and on the playground.	-Discussion with class teachers (July 2017) to review progress of pupils involved	-Art therapist teacher -Outside the box therapy -EH4MH	Ongoing review
Total budgeted cost					TOTAL: £2,879 -£2,044 (Sept 16-Feb 17) -£800+ £35 (Outside the Box +Lego resources)
ci. 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, swimming (Y3) 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
To support teachers with appropriate interventions to support Pupil Premium pupils/liaise with parents	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 data half termly	SENDCo time	Ongoing support
Total budgeted cost					TOTAL: £1,104.28 -£104.28 School milk for 2 pupils inY3/Y5 -£1,000

6. Review of expenditure				
Previous Academic Year		2015-2016 (10 pupils)- see 'West Hill Primary School Pupil Premium 2015-2016'		
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
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
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

7. Additional detail
<p>In this section you can annex or refer to additional information which you have used to inform the statement above. Our full strategy document can be found online at: www.aschool.sch.uk</p>