

Pupil premium strategy statement (primary)

1. Summary information					
School	West Hill Primary				
Academic Year	2018-2019	Total PP budget (April 2018-March 2019)	£24,960	Date of most recent PP Review	N/A
Total number of pupils	215 (Sept.18)	Number of pupils eligible for PP (Sept. 2018) 2 services, 6 adopted, 6 FSM	14 + 2 EYFS (7%)	Date for next internal review of this strategy	Sept. 2019

2. Current attainment (July 2018)					
		Pupils eligible for PP (West Hill)	All pupils (West Hill)	Disadvantaged national	All other pupils (national)
% achieving GLD in EYFS	NB: 2 pupils	50%	83%		
% achieving Y1 Phonic Threshold	NB: 1 pupil	0%	80%	72%	85%
% achieving expected level in reading at KS1	NB: 2 pupils	50%	87%	62%	79%
% achieving expected level in writing at KS1		50%	83%	55%	74%
% achieving expected level in Maths at KS1		50%	93%	63%	80%
% achieving expected in reading, writing and maths at KS2	NB: 2 pupils	100%	90%	51%	70%
% achieving expected level in reading at KS2		100%	97%	64%	80%
% achieving expected level in writing at KS2		100%	94%	67%	83%
% achieving expected level in maths at KS2		100%	100%	64%	81%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Social and emotional issues
B.	Behaviour issues
C.	The progress and attainment of Pupil Premium children who are also SEND (31%-Sept. 2018)
D.	The number of Pupil Premium children achieving ARE
E.	Progress of Pupil Premium children v non-Pupil Premium children (expectation of 3 points progress on SPTO over the year and from the previous Key Stage)

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	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 has increased from July 2018 to July 2019.
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	2018-2019				
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?
Increase the percentage of pupils eligible for PPG who achieve ARE and Greater Depth Standard	Termly Pupil progress meetings and monitoring of pupils	Pupils eligible for PPG do not consistently achieve ARE/greater depth in line with non PPG pupils.	- Evidence of effective modelling of writing will be seen in lesson observations, along with good pupil outcomes.	Class teachers/ NH and JS (subject leaders)	Termly as part of monitoring and evaluation cycle
Improve writing outcomes and progress from starting points for all pupils, including those eligible for Pupil Premium	Invest in whole-school equipment to support modelling of writing – easels and visualisers	Pupils eligible for PPG do not consistently make better-than-expected progress in writing.	-Progress from previous Key Stage will improve compared to 2017-2018	Class teachers	Half termly/termly
Increase the progress and attainment of Pupil premium who are also SEND	Liaison with SENDCO Appropriate interventions	Pupils eligible for PPG who are also SEND do not consistently make better-than-expected progress in all subjects.	-Half termly monitoring of data -Termly Pupil progress meetings -SENDCo monitoring/liaison with TAs delivering interventions	Class teachers SENDCo	Half termly/termly
Total budgeted cost					TA support time 1 day per class= £16,000 Visualisers £190 x 6 = £1140 Easels x 7 and paper £2200
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?

<p>Reduced social and emotional issues</p> <p>Improved behaviour for pupils eligible for PPG</p> <p>Pupils are emotionally literate and enjoy good mental health, impacting positively on relationships and academic performance</p>	<p>Emotional Literacy Support targeted to specific children in KS1 and 2, including those eligible for PPG, for 30 minutes per week</p> <p>Art therapy (1 pupil)</p> <p>Mindfulness (1 pupil) Sept-April</p>	<p>Teacher concerns raised regarding the social skills/enjoyment of social interaction for a small number of pupils.</p> <p>Entry data shows selected children lack language to use when describing their feelings. This leads to poorer relationships with their peers, impacting on academic performance and own wellbeing.</p>	<p>Staff member leading the session is experienced in delivering such an intervention.</p> <p>The session will be observed by SLT and feedback given to further develop.</p> <p>Entry and exit data will highlight success as well as further work required with specific pupils.</p>	<p>NT CB</p>	<p>Termly from impact of intervention data</p>
<p>Increase the percentage of pupils eligible for PPG who achieve ARE and Higher Standard (Greater Depth)</p>	<p>Focused support from teacher and teaching assistant for pupils at risk of falling behind</p>	<p>Some pupils across the school are not on track compared to their outcome from the previous key stage</p>	<p>Staff member leading the session is experienced in delivering such an intervention.</p> <p>The session will be observed by SLT and feedback given to further develop.</p> <p>Entry and exit data will highlight success as well as further work required with specific pupils.</p>	<p>Class teachers</p> <p>SLT to monitor</p>	<p>Termly from impact of intervention data</p>
Total budgeted cost					<p>£200 – ELSA support time to prepare, administer and assess</p> <p>£2,000- Art therapy</p> <p>£750- Mindfulness</p>
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?
<p>To support Pupil Premium pupils to access all aspects of the curriculum and not be disadvantaged</p>	<p>Support with trips, swimming (Y3), uniform, Y5 activity week and enrichment opportunities</p>	<p>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.</p>	<p>Admin are aware of all Pupil Premium pupils and are ready to offer/remind them of this support.</p>	<p>-Admin -Head Teacher</p>	<p>December 2018 Easter 2019</p>
<p>Increase the progress and attainment of Pupil Premium children who are also SEND</p>	<p>SENDCo support for teachers/pupils</p>	<p>Teachers often need advice/support from the SENDCo on how to support pupils in order to close the gap</p>	<p>Monitoring of Pupil Premium/SEND data half termly</p>	<p>SENDCo time</p>	<p>Ongoing support</p>

Total budgeted cost

TOTAL: £4,170
 Y5 activity week-£70
 SENDCo time-£1,000
 DHT time-£3,000
 Y3 swimming-£100

6. Review of expenditure

Previous Academic Year

2017-2018 (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
<p>Increase the number of Pupil Premium children achieving ARE in reading, writing and maths</p>	<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 (2017-2018)</p> <p>writing- 69% reading- 63% maths- 69 %</p>	<p>There was a decrease from the previous year's results (2016-2017) by:</p> <p>writing- -7% reading- -13% maths- -7%</p> <p>There will continue to be a focus on improving the number of PP children achieving ARE</p>	<p>£15,864 (TA time)</p> <p>Trugs Dyslexia resources £38.74</p>
<p>Progress of Pupil Premium children is in line with non-Pupil Premium children (3 points progress on SPTO over the year)</p>	<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 (2017-2018)</p> <p>writing- 81% reading- 88% maths- 94%</p>	<p>There was an improvement from the previous year's results (2016-2017) by:</p> <p>Writing- +10% Reading- +12% Maths- +6%</p> <p>Although there has been an improvement in all 3 subject areas, this will still be a focus next year.</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
Social and emotional issues (including separation and friendship difficulties)	-Pupils to receive Art therapy on a weekly basis.	The parents of the child receiving art therapy feel this has benefitted their child.	The parents involved have requested that Art therapy continues with this year's money.	£1,904.00
Behaviour issues	- Whole school review of behaviour policy, consequences ladder, set of school rules	In February 2018 the behaviour policy was reviewed and consequences ladders introduced. A new behaviour book in the HT's office and behaviour learning walk showed very few incidents of PP negative behaviour.	This new behaviour policy will continue from now on to maintain more consistent approach across the school with fair sanctions.	N/A
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, PGL (Y6) and enrichment opportunities	PP pupils were supported with contributions to ensure they could access all aspects of the curriculum and not be at a disadvantage.	This support will continue again next year with options of support with Y5 activity week, Y6 residential, Y3 swimming lessons, milk, trips, uniform etc.	Milk- £50 PGL-£300 Trips-£100 Total:£450
Increase the progress and attainment of Pupil Premium children who are also SEND (5 out of 16 pupils 2017-2018=31%)	SENDCo support for teachers/pupils	Out of 5 SEND pupils: 3 (60%) achieved +3.0 or more progress in writing 4 (80%) achieved +3.0 or more progress in reading 4 (80%) achieved +3.0 or more progress in maths	The SENDCo will still need to support teachers with SEND/Pupil premium children accordingly to ensure their needs are adequately met and progress is being made.	£1,000

Total Spent
£19,256.74

NB: PPG budget=£19,360

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

- 2017-2018 half termly SPTO data
- HT performance management data (for PP children)
- Individual progress and ARE data 2017-2018