

Pupil premium strategy statement (primary)

3 –year strategy outline

From September 2019 the Department for Education is encouraging schools to move away from full annual reviews that can be time-consuming and instead consider a multi-year strategy – such as one covering a 3 year period – for pupil premium use, with light touch annual reviews that will continue to form the school’s pupil premium statement, published online.

It is the school’s intention that the pupil premium funding is used for improvements in the social/emotional wellbeing and attainment/progress of eligible pupils.

1. Summary information					
School	West Hill Primary				
Academic Year	2019-2020	Total PP budget (April 2019-March 2020)	£21,340	Date of most recent PP Review	N/A
Total number of pupils	215 (Sept.19)	Number of pupils eligible for PP (Sept. 2019)	14	Date for next internal review of this strategy	Termly light review Sept. 2020 Yearly full review

2. Current attainment (July 2019)					
		<i>Pupils eligible for PP</i> <i>(West Hill)</i>	<i>All pupils (West Hill)</i>	<i>Disadvantaged national (2019 unvalidated)</i>	<i>All other pupils (national) (2019 unvalidated)</i>
% achieving GLD in EYFS	(1 pupil)	100%	76%	TBC	TBC
% achieving Y1 Phonic Threshold	(2 pupils)	100%	90%	71%	84%
% achieving expected level in reading at KS1	(2 pupils)	50%	84%	62%	79%
% achieving expected level in writing at KS1	(2 pupils)	50%	84%	55%	73%
% achieving expected level in Maths at KS1	(2 pupils)	50%	77%	62%	79%
% achieving expected in reading, writing and maths at KS2	(2 pupils)	100%	77%	51%	71%
% achieving expected level in reading at KS2	(3 pupils)	100%	94%	62%	78%
% achieving expected level in writing at KS2	(3 pupils)	100%	100%	68%	83%
% achieving expected level in maths at KS2	(3 pupils)	100%	81%	67%	84%

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 (21%-Sep 2019)	
D.	The number of Pupil Premium children achieving ARE	
E.	Progress and attainment of Pupil Premium children v non-Pupil Premium	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
F.	Out of school activities - enrichment	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils enjoy positive self-image and emotional wellbeing as seen through pupil voice, behaviour logs, pupil progress and attainment.	Pupils feel happy, are safe and secure. Social/emotional issues are not a barrier to learning. Support is available for pupils who require it, and this support is effective in making a tangible difference.
B.	Pupil behaviour and attitudes to learning are consistently positive (leading to increased progress and attainment)	Pupils engage well in lessons and with wider school life, showing consistent effort. Access to a range of enrichment opportunities.
C.	Increase the progress and attainment of Pupil Premium children who are also SEND (21%-Sep 2019), as seen through formative and summative data	Pupils make progress and attain at least as well as non-eligible pupils nationally
D.	Increase the percentage of Pupil Premium children achieving ARE across the school	Formative and summative data shows all pupils are on track to achieve ARE
E.	Increase the progress of Pupil Premium children and ensure it is in line with non-Pupil Premium children	All Pupil Premium children make at least expected progress in year and across a key stage
F.	Effective use of accurate assessment information supports pupil progress for eligible pupils, as seen in lesson observations, pupil progress meetings	Eligible pupils are taught well, with a range of strategies at wave 1,2 and 3 to ensure progress in year and across a key stage

5. Planned expenditure

Academic year

2019-2020, 2020-2021, 2021-2022

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 (including those eligible for PPG) who achieve ARE and Greater Depth Standard in writing	Vocabulary project – whole-school CPD	Impact based on research of social background being an indicator of future achievement and wellbeing. Depth of understanding of vocabulary is linked to this.	Head and DHT deliver this LA-led training to all teachers.	Head and Deputy	Across the 6 CPD sessions, through work sampling and other methods.
Improve writing outcomes and progress from starting points for all pupils, including those eligible for Pupil Premium	Collaborative approaches for writing.	Editing and improving writing is requirement of the NC, and the pupils would benefit from a consistent, whole-school approach to this.	Lead staff member is experienced in teaching and leading English at school, MAT and LA support level. This work will be delivered and evaluated through a coaching method alongside teachers.	Deputy	In line with SDP.
Increase the percentage of pupils eligible for PPG who achieve ARE and Higher Standard (Greater Depth)	Pupil progress meetings, performance management, new assessment system	The school must ensure that all pupils, including those who need further support or extension, including PPG pupils, are highlighted if they go off-track.	Termly pupil progress meetings. PPG pupils a focus for CDP, observations, e.g. through vocabulary project and other monitoring and evaluation activity.	SLT	In line with SDP.
Total budgeted cost					Total: £17200 TA support time 1 day per class= £16,000 Cover and additional staffing for CPD= £1000 Assessment system support £200

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 and emotional wellbeing for pupils eligible for PPG + Pupils are emotionally literate and enjoy good mental health, impacting positively on relationships and academic performance</p>	<p>Art therapy for 2 pupils</p> <p>ELSA group</p> <p>Bereavement resources</p>	<p>The sessions are very beneficial and have far-reaching implications for the wellbeing of these pupils at home and in school.</p> <p>ELSA content is proven when delivered well to have long-term benefits to pupils with additional emotional needs. See https://www.elsanetwork.org/</p> <p>Supporting pupils who are bereaved or suffer a similar trauma is shown to have long-term benefits and speeds the recovery process. It build resilience in young people. See (www.childbereavementuk.org)</p>	<p>Art therapy is delivered by a trained specialist. They liaise with family and staff as appropriate.</p>	<p>External</p>	<p>Termly evaluation from specialist. Incidental, through feedback, as appropriate.</p>
<p>Increase the progress and attainment of Pupil premium who are also SEND</p>	<p>Targeted interventions through pupil progress meetings</p> <p>Effective interventions with proven impact.</p>	<p>New data measures introduced in the school to support impact of interventions.</p>	<p>All interventions for pupils with SEND have new start and end data to demonstrate impact. Training and observation will ensure staff are skilled in planning, delivering and assessing their work.</p> <p>SLT, inc SENCO, support staff in identifying and supporting pupils appropriately</p>	<p>SENCO</p>	<p>Termly, through pupil progress meetings.</p> <p>At the start and end of interventions.</p>
				<p>Total budgeted cost</p>	<p>Total: £3150 £200 – ELSA support time to prepare, administer and assess £2,600- Art therapy £350- transition support for SEND/PPG</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?
To support Pupil Premium pupils to access all aspects of the curriculum and not be disadvantaged	Supplement the cost, where appropriate, of some extra-curricular/enrichment activities in school	Pupils who are eligible for PPG may not have access to these enriching experiences without additional financial input.	SLT and school business manager will approve the use of PPG to subsidise costs by assessing the benefits of such action on a case-by-case basis	Deputy Head	Termly activity log with feedback from teachers
				Total budgeted cost £23,940	TOTAL: £990 Y5 activity week-£200 Y3 swimming-£200 Other subsidy - £590

6. Review of expenditure

Previous Academic Year	2018-2019 (17 pupils)
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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
Increase the percentage of pupils eligible for PPG who achieve ARE and Greater Depth Standard	Termly Pupil progress meetings and monitoring of pupils	All eligible KS2 pupils achieved ARE but not GLD. Both Year 1 pupils achieved a 'pass' in the Year 1 phonic screening check. 50% of pupils at KS1 achieved ARE in reading, writing and maths.	Further strategies to enhance the teaching of writing will increase the outcomes at ARE and GDS.	TA support time 1 day per class= £16,000 Visualisers £190 x 6 = £1140 These were only bought for one year group.
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	All Y6 pupils attained expected or better in writing (Moderated outcome, June 2019) This was in line with their KS1 attainment.	The visualisers were not rolled out across the entire school but were trialled in one year group. This has been resolved for the following academic year, with teachers given practical examples of effective use of this resource. The school has entered in the LA-led vocabulary project, as well as the English subject leader receiving specific training to disseminate to staff regarding writing at greater depth.	Easels x 7 and paper £2200 These will not be required due to visualisers funded by the PTFA for 2019-2020.

Increase the percentage of pupils eligible for PPG who achieve ARE and Higher Standard (Greater Depth)	Focused support from teacher and teaching assistant for pupils at risk of falling behind	Internal data shows in some cases, pupils eligible for PPG achieve higher than their peers and almost always achieve as well as their peers; however, some gaps remain, either for pupils with underlying emotional needs of SEND. Not enough eligible pupils achieve GDS.	Ensure CPD for teachers keeps returning to impact for all pupils, but especially PPG. Continue to keep PPG a focus for work sampling and pupil progress meetings.	
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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
<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</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>	This intervention is highly beneficial in supporting the sometimes complex needs of the targeted pupils.	<p>Art therapy to be increased to cover 2 pupils</p> <p>Also a bereavement set of Literary resources has been purchased to support social/emotional development for affected pupils, PP or non-PP.</p>	<p>£200 – ELSA support time to prepare, administer and assess</p> <p>£2,000- Art therapy</p> <p>£750- Mindfulness</p> <p>PTFA funded this</p>
Increase the progress and attainment of Pupil premium who are also SEND	<p>Liaison with SENDCO</p> <p>Appropriate interventions</p>	These pupils have made progress as seen through work sampling and lesson observation – however, new work around impact of interventions will refine this measure	The school has reviewed its suite of interventions to support pupils who are eligible for both PP funding and SEND and has retrained support staff in the measuring of impact of	

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, swimming (Y3), uniform, Y5 activity week and other enrichment opportunities	Access to swimming for PP pupil(s) has seen an impact with an increase in water confidence and reduction in use of buoyancy aids to complete widths of pools. Y5 activity week featured a wide range of enrichment and relevant learning. SLT observed high-quality art sculptures and printing, as well as expert coaching of archery. Children grew in confidence in the relevant activities and developed the skills relevant. These were new experiences for PP and other pupils. Uniform has been provided on more than one occasion to adhere to school policy and maintain an inclusive experience for selected pupils.	Subsidising of these activities will continue due to the progress seen in each example.	December 2018 Easter 2019
Increase the progress and attainment of Pupil Premium children who are also SEND	SENDCo support for teachers/pupils	Engagement in learning and underlying needs both academically and emotionally mean that these pupils have not attained as highly as the school and other stakeholders would want, despite progress from their starting points. Additional support required for 2019-2020 and beyond (which has been arranged)	These individuals have benefited from extra support in 2018-2019, which must continue and be enhanced. Targeted transition work support or Art therapy in place for 2019-2020 Participation in the whole curriculum, for example in the arts, has improved in 2019-2020 as a result of support given to targeted pupils in 2018-2019.	Ongoing support TA time Art therapy
Total Spent £23,940				NB: PPG budget=£23,940

7. Additional detail

See also:

- July 2019 data
- HT performance management data (for PP children)
- Individual progress and ARE data 2018-2019
- Pupil Premium activity log