



West Horndon: Pupil premium strategy statement (primary) 2016-17

| • Summary information | | | | | | | | | | | | |
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| School | West Horndon Primary School | | | | | | | | | | | |
| Academic Year | 2016/17 | | Total PP budget | £14300 PP £ 7600 LAC £ 1700 (additional one off funding from Barking and Dagenham Local Authority for specified training) £23600 Total | | | | Date of most recent external PP Review | | | June 2016 | |
| Total number of pupils | 123 | | Number of pupils eligible for PP | 15 | | | | Date for next internal review of this strategy | | | January 2017 | |
| • Current attainment | | | | | | | | | | | | |
| | Key stage | Whole school | | | | Mainstream | | | | National | | |
| | | 2015-16 | | 2016-17 | | 2015-16 | | 2016-17 | | ALL | Dis | |
| | | All | Dis | All | Dis | All | Dis | All | Dis | | | |
| % achieved (2015-16) or on track (2016-17) to achieve age related expectations or above in reading, writing & maths (or equivalent) | KS1 | 72% | 0% | 71% | 0% | 87% | - | 78% | - | non | non | |
| | KS2 | 80% | 100% | 74% | 50% | 80% | 100% | 74% | 50% | 53% | 60% | |
| % achieved (2015-16) or on track (2016-17) to achieve age related expectations or above in reading (or equivalent) | KS1 | 72% | 0% | 71% | 0% | 87% | - | 71% | - | 74% | 78% | |
| | KS2 | 80% | 100% | 79% | 50% | 80% | 100% | 79% | 100% | 66% | 71% | |
| % achieved (2015-16) or on track (2016-17) to achieve age related expectations or above in writing (or equivalent) | KS1 | 73% | 0% | 71% | 0% | 87% | - | 71% | - | 65% | 70% | |
| | KS2 | 87% | 100% | 74% | 50% | 87% | 100% | 74% | 50% | 74% | 79% | |
| % achieved (2015-16) or on track (2016-17) to achieve age related expectations or above in maths (or equivalent) | KS1 | 94% | 100% | 71% | 0% | 94% | - | 71% | - | 73% | 77% | |
| | KS2 | 87% | 100% | 84% | 50% | 87% | 100% | 84% | 50% | 70% | 75% | |

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| <ul style="list-style-type: none"> Barriers to future attainment (for pupils eligible for PP) | | |
| <ul style="list-style-type: none"> In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | | |
| A. | Wellbeing, confidence and self-esteem issues which affect behaviour and approaches to learning | |
| B. | Low starting point (especially for children in Reception and those new to school in KS2) | |
| C. | Opportunities to extend higher achievers in receipt of Pupil Premium | |
| <ul style="list-style-type: none"> External barriers (issues which also require action outside school, such as low attendance rates) | | |
| D. | Parental involvement | |
| E. | Ongoing social care issues and concerns around LAC | |
| <ul style="list-style-type: none"> Desired outcomes | | |
| | How they will be measured | Success criteria |
| <ul style="list-style-type: none"> Develop positive wellbeing and self-esteem for disadvantaged pupils | Thrive Approach resources https://www.thriveapproach.com/the-thrive-approach/ | Self-esteem and confidence, mental health and well-being will be raised allowing pupil to make progress in their learning |
| <ul style="list-style-type: none"> Increased outcomes for progress and attainment in core subjects for disadvantaged pupils | Chris Quigley Depth of Learning Half termly pupils progress meetings | All disadvantaged children will make at least good progress and be working within ARE by end of Milestone. Higher achievers will achieve above ARE at end of key stage. |

| • Planned expenditure | | | | | |
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| Academic year | 2016-17 | | | | |
| 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 | | | | | |
| • 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? |
| Increased outcomes for progress and attainment in core subjects for disadvantaged pupils | Case studies | Regular monitoring of disadvantaged pupils so that all staff are aware of their responsibilities on providing quality first teaching for all – case studies will highlight what is working well and what could be improved | Case studies will be completed and submitted to Inclusion Manager who will evaluate and feedback to staff accordingly Training delivered through CPL time | SENCO/ Inclusion Manager | Termly at pupil progress meetings |
| | Clicker 7 installation | Shown to support pupils with writing can be implemented across all key stages to provide a tool to extend writing possibilities for all | Training for all staff September INSET day and revisits through CPD during term. Work scrutiny for evidence of use. Interventions timetable that reflects use of Clicker with key groups | SENCO/ Inclusion Manager | End of Autumn term |

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| | Update BugClub online subscription to include Grammar and Spelling Bug, with in-house training on using the tool to its best potential | Use of BugClub for reading engages learners through the use of online reading applications, which we already use. We want to extend this to support writing through the use of spelling and grammar programmes and training which supports staff in using the application effectively | Training for all staff on the use of BugClub applications is scheduled for the Autumn term. SENCo and English subject leader will monitor timetables and outcomes to ensure it is being exploited to its best potential | SENCo/ English Subject Leader | Ongoing but full update at end of Spring Term through Pupil Progress meetings |
| Develop positive wellbeing and self-esteem for disadvantaged pupils | Training for all staff to implement the Thrive approach https://www.thriveapproach.com/the-thrive-approach/ specific training for SENCO to become a licensed practitioner | Suggested training provider by Barking and Dagenham Council for specified funding they have provided | The approach provides online measuring tool that will allow the health and wellbeing of all children to be measured and appropriate actions suggested to address identified needs | SENCO/ Inclusion Manager | After first half term of use once implemented |
| total budgeted cost (a) | | | | | £4,725 |
| • 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? |
| Increased outcomes for progress and attainment in core subjects for disadvantaged pupils | Increase progress in mathematics through Third Space Learning https://thirdspacelearning.com/ | Based on impact and outcomes when used for Year 6 cohort in 2015-16 | Inclusion manager organises session bookings and monitors them through progress reports produces weekly. | SENCO/ Inclusion Manager | <ul style="list-style-type: none"> • Weekly progress reports • Half termly to ensure timetabling effective |

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| | arning.com/ | | Teacher can choose lessons based on current study or based on child's progress through reports | | • Termly to utilise resource across pupils |
| | 1:1 tuition | Based on impact from previous years in terms of attainment for children in end of Key Stage groups | Close liaison with 1:1 tutor and class teachers to ensure correct areas for improvement are being identified and addressed to close gaps effectively | SENCO/ Inclusion Manager | Pupil progress meetings every half term to monitor progress using school assessment systems |
| | Increased group and 1:1 interventions with LSA to support identified gaps | Progress of disadvantaged pupils who had identified interventions last year was at least good | Close liaison with teacher and LSA to ensure correct areas for improvement are being identified and addressed to close gaps effectively | SENCO/ Inclusion Manager | Pupil progress meetings every half term to monitor progress using school assessment systems. Informal weekly discussions between class teacher/LSA/SENCO |
| total budgeted cost (b) | | | | | £7,800 |
| • 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? |
| Increased outcomes for progress and attainment in core subjects for disadvantaged pupils | Purchase of 'Super Cool Books' to engage reluctant readers | An appealing collection of handpicked titles specifically chosen to meet the needs of reluctant and struggling reader in KS2 | Books ordered on trial and delivered to classrooms and displayed in an attractive way with input to ensure the children engage with the texts. Feedback from pupils on whether to keep them | Mrs Temblett (Yr 3&4) Miss McQuibban (Yr 5 & 6) | End of autumn term |

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| | Lap top computer supplied to all Pupil's in receipt of Pupil Premium | Enables all children to access the online learning environment that school uses for homework and to support academic progress | As each pupil becomes eligible for PP the admin team notify me and a laptop s ordered through the IT support team. Parents sign an agreement about usage and expectations | M Heather (office admin) SENCO | Via SIMS updates |
| | Laptop computer for LAC/PP designated teacher to manage PP spend and for use at PEP meetings | Enable teacher to complete paperwork in situ of meetings making more efficient use of time | Teacher will have up to date records of meetings and PP/LAC spend | SENCO/ Inclusion Manager | Ongoing through use of laptop |
| Develop positive wellbeing and self-esteem for disadvantaged pupils | National Children's Mentor Qualification training for 2x LSAs | Online research of company providing training has good feedback Having trained mentors in school will provide opportunities for disadvantaged children to receive support where needed | Support for staff while training Once qualified look at timetable to assess best use of trained staff | SENCO/ Inclusion Manager | January 2017 once staff are qualified |
| | Cutlery for development of skills for children identified with fine motor difficulties | Recommendation by occupational therapist to aid directional control and finger positioning | Cutlery presented in hall alongside other cutlery and adults supervising to guide use for identified children | Kitchen staff/ SENCO | Ongoing |
| | Sensory Room | Some children in receipt of PP are also SEN. Other pupils often need 'time out' and opportunities to reflect. | We are currently looking at options to house the sensory room, including converting our bus, buying a log cabin or converting a container. | SENCo /Site manager/ ASD LSA | Ongoing |

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| total budgeted cost (c) | £10,750.00 |
| Total budgeted costs (a+b+c) | £23,255.00 |

| • Review of expenditure | | | | |
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| Previous Academic Year | | | | |
| 2015-2016 | | In the financial year 2015/16 the school fixed a budget of £14,100 in Pupil Premium funding based on 11 pupils who were eligible. This only identifies the budget we expected to receive and was subject to change throughout the year as Local Authorities release funding termly and funding does not transition with the child between schools and therefore maybe gained or lost accordingly within the academic year. Where the funding relates to Looked After Children this is only released once satisfactory Pupil Education Plans (PEPs) are submitted and agreed by the relevant authority. The money was assigned to meet the needs of pupils as follows: | | |
| • 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 |
| Ensure outcomes for disadvantaged pupils is at least good | Providing personal netbooks, wireless access and training | Disadvantaged pupils were able to access schools virtual learning platform, complete homework and a range of literacy and numeracy intervention programs. All disadvantaged pupils made at least good or better progress | Pupils' value having a personal laptop and access to online learning is increased. Approach will be continued | £803.00 |
| | Additional Learning Support Assistant hours for 1:1 support in KS2 | Rate of progress of pupil premium for identified pupil in KS2 was increased. Pupil made at least good progress | Pupil was able to access additional support in key areas such as reading, grammar, punctuation and spelling as well as mathematics. Support was focused and enabled pupil to close gaps in understanding and knowledge Approach to be continued where needs arise | £469.00 |

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| | Additional Learning Support Assistant hours for group intervention in KS2 | Rate of progress of disadvantaged pupils in KS2 was at least good or better | Pupils were able to access additional support in key areas such as reading, grammar, punctuation and spelling as well as mathematics. Support was focused and enabled pupils to close gaps in understanding and knowledge Approach to be continued | £1298.00 |
| | Additional teaching hours for group and individual tuition | Rate of progress of disadvantaged pupils in KS1 & KS2 was at least good or better | Pupils were able to access additional support in key areas such as reading, grammar, punctuation and spelling as well as mathematics. Support was focused and enabled pupils to close gaps in understanding and knowledge Approach to be continued | £1200.00 |
| | Additional ICT including laptops and upgrades | Rate of progress of disadvantaged pupils in KS1 & KS2 was at least good or better | Curriculum was enriched and teaching enhanced giving Pupil Premium Students fullest possible access to the Schools Information Technology resources within School Approach continued if need identified | £4230.00 |
| | To extend music tuition to children in receipt of pupil premium through the purchase of lessons and instruments | Learning to read music has enhanced children's ability in the core subject areas. | Disadvantaged pupils who were not otherwise able to partake in music tuition were able to learn to play an instrument. This developed skills in independence through practice, maintenance of the instrument and timetabling around lessons. Approach continued if need identified | £640.00 |
| | Nurture Dogs sessions | Feedback from pupils positive some easily identified examples of increased confidence and positive behaviour | Occupational therapy based activities with dogs to build confidence and raise self-esteem. Approach being considered pending funding | £2462.00 |

| • Targeted support | | | | |
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| 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 |
| Improve outcomes for disadvantaged children | Additional resources and equipment to support pupils in class | Individualised Educational resources such as Toe by Toe and additional resources which develop fine motor skills, support physical/proprioception development and meet individual needs of pupils | Where individualised support was identified it has proved successful as an approach. Approach continued | £169.00 |
| • 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 |
| Raise pupils self – esteem and confidence and develop positive behaviour | Pack types self-awareness cards | Impact was for pupils to understand and appreciate own strengths whilst recognising and valuing differences in others. | Hard to measure any example of resource improving relationships and self-awareness, increasing confidence, effectiveness and teamwork. One off purchase, resource underused | £797.00 |
| | Football coaching | To stretch talented pupil, who has since been approached by a soccer school | Limited impact on positive behaviour | £45.00 |

- **Additional detail**

At West Horndon we are proud to host an Enhanced Provision for Pupils with Speech and Language disorders. We can host up to 20 pupils from Year R to Year 6. These children often join our school at various points throughout the year and as such cause the data for particular year groups to fluctuate quite substantially. The nature of the SEN for these children, being based around language often means they have significant difficulties with learning to read and write in the first instance and even when they begin to overcome this, have huge strides to make in terms of closing the gap with their attainment in these subject areas. Obviously within this cohort the percentage of pupils that are disadvantaged can also vary considerably and can therefore have impact on end of Key Stage outcomes. In the report above the percentages are given for whole school, including the Enhanced Provision and also for mainstream only. The remit of the provision is to hopefully meet the language needs of these pupils so that they are able to return to their local mainstream provision before they reach upper Key Stage Two. This again impacts the data, as children may be included in Key Stage One data, with their complex needs causing a negative impact, but by the time they have developed beyond their speech and language needs and made significant progress in their data they are no longer part of our cohort.

It is also worth noting that West Horndon is a small school with currently only 123 pupils on roll. As such, we have a low number of disadvantaged children eligible for Pupil Premium. One child in any year group is worth a significant percentage, which can also cause the data to be skewed either favourably or unfavourably, if they achieve or fail to achieve age related expectations (ARE). This affects the end of Key Stage data, and is reflected in 2015-16 and 2016-17 outcomes, there was/is only one pupil in Year Two. These children are also placed in the Enhanced Provision with complex needs and therefore did not achieve ARE in the English subject area, which is reflected as 0% achieving ARE. What it does not reflect is the huge progress these children make in terms of self-esteem and confidence and of course speech and language development.