



West Horndon: Pupil premium strategy statement (primary) 2019-2020

• Summary information						
School	West Horndon Primary School					
Academic Year	2019--2020		Total PP budget	£26,400	Date of most recent external PP Review	June 2016
Total number of pupils	147		Number of pupils eligible for PP	20	Date for next internal review of this strategy	March 2020
• Current attainment						
				Pupils eligible for PP (National Average)	Pupils not eligible for PP (national average)	
% achieving expected level or above in reading, writing & maths (or equivalent)				75% (51%)	67% (65%)	
1. Barriers to future attainment (for pupils eligible for PP)						
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>						
A.	Some of our pupils lack an ability to problem solve which hinders, independence, organisational skills, resilience, growth mindset and personal responsibility					
B.	Some of our pupils lack social skills which prevent them from demonstrating, confidence when speaking in a range of social contexts, an understanding of how to adapt their speech across audiences, table manners and etiquette, appropriate manners and courtesy and social confidence					
C.	Some of our pupils lack global identity which can mean they struggle to have a sense of where they live, geographical knowledge, a pride in their heritage and an awareness of the diversity in their community, the UK and the wider World					
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>						
D.	Some of our pupils lack aspiration, which hinders ambition, the desire to challenge themselves and have pride in their work					
E.	Attendance					

2. Desired outcomes		How they will be measured	Success criteria
A.	Pupils will develop their confidence and be able to demonstrate resilience and problem solving skills across the entire curriculum and beyond	Personal development strand of assessment system	Progress shows in data for relevant strands. Less referrals for mental wellbeing services
B.	Children will develop good social skills, including developing a wide vocabulary. They will be able to apply these skills in differentiated ways across a variety of circumstances to a range of audiences.	Pupil progress meetings, speaking and listening targets. Feedback from a range of audiences including visitors	Depth of Learning shows progress in English (presenting work), personal development Speaking and listening targets in EYFS curriculum and the personal development strand on Depth of Learning assessment are met. Positive feedback from visitors and or adults on educational visits
C.	Pupils will develop their identity and understanding of the world so that they are able to infer meaning from what they read and experience across the curriculum.	Progress across the curriculum through assessment on Depth of Learning	Pupils can talk confidently about their heritage They will be able to identify places on a map, including where they or their family originate from Pupils demonstrate tolerance and understanding that people may have different beliefs and practices to them
D.	Pupils will demonstrate good learning behaviours reflective of individuals with ambition	Each half term pupils will set targets with teachers which demonstrate the next steps they need to make to progress across the curriculum. Teacher will be able to monitor pupils attitude to learning	Pupils will have a good attitude to learning and want to seek information and knowledge

• Planned expenditure					
Academic year	2019-2020				
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?
Pupils will develop their confidence and be able to demonstrate resilience and problem solving skills across the entire curriculum and beyond	SEND & Inclusion Manager to be employed 1 extra day per week to run Forest School sessions and manage interventions etc.	By extending SEND & Inclusion Manager to 3 days provided opportunity for Forest School which helps develop confidence, build self –esteem, encourage resilience and promote problem solving and independence. It also allows opportunities for speaking and listening and provides experiences in the natural world which build cultural capital	SENCo timetabled to deliver Forest School regularly across some classes and manage other Forest School leads delivering for other classes	Julia Bolton Matt O’Grady and Forest School leaders	Termly during Pupils progress meetings Weekly informal feedback to class teachers about progress pupils have made in sessions linked to all areas but with an emphasis on social skills and problem solving
Children will develop good social skills, including developing a wide vocabulary. They will be able to apply these skills in differentiated ways across a variety of circumstances to a range of audiences.					
Pupils will develop their identity and understanding of the world so that they are able to infer meaning from what they read and experience across the curriculum.					
total budgeted cost (a)					8,000.00

• Targeted support					
	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?
Pupils will develop their confidence and be able to demonstrate resilience and problem solving skills across the entire curriculum and beyond	Third Space Learning Online 1:1 Maths tuition	Evidence shows that pupils make good progress in this subject area and gaps in knowledge and understanding are closed	The sessions run weekly and are pre booked on the calendar. A designated member of staff oversees the sessions. The overview of the whole approach is managed by SEND & Inclusion Manager.	SENCo	Termly through pupil progress meetings, focused particularly on Mathematics progress
Pupils will demonstrate good learning behaviours reflective of individuals with ambition	Laptops computers for PPG pupils to be able to access homework an online learning	If pupils are able to access what they need to be able to move forward with their learning they will be motivated to do so	SENCo to track and monitor PPG pupils register to ensure all eligible pupils have the equipment they need	SENCo, Finance Manager, ICT technician	Termly register check against SIMs pupils information
total budgeted cost (b)					12,000.00
• Other approaches					
	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?
Pupils will demonstrate good learning behaviours reflective of individuals with ambition	By supporting pupils well-being through timetables regular mindfulness sessions	Evidence shows that happy children learn best	Mindfulness timetabled regularly for all pupils with Mellow Moments	SENCo, Finance Manager Head Teacher	Termly

	Allowing opportunities to support pupils as needs arise is vital to well-being and this will be reflected in the learning	Having a contingency to pay for things children need reactively means they will not have barriers to their learning	When issues are raised that are impairing pupils ability to learn, wither through the need for a physical resource or to support their mental wellbeing and discussion between SENCo/Finance and Head will determine whether PPG would be able to help meet their needs	SENCo, Finance Manager Head Teacher	Ongoing
total budgeted cost (c)					£4000.00
Total budgeted costs (a+b+c)					£24,000.00

• **Review of expenditure**

Previous Academic Year 2018-2019	In the financial year 2018/19 the school fixed a budget of £22,440 PP for 17 eligible pupils. This only identified 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. The money was assigned to meet the needs of pupils as follows:
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• **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
Pupils will develop their confidence and be able to demonstrate resilience and problem solving skills across the entire curriculum and beyond	SEND & Inclusion Manager to be employed 1 extra day per week to run Forest School sessions and manage interventions etc.	By extending SEND & Inclusion Manager to 3 days provided opportunity for Forest School which helped develop confidence, build self-esteem, encourage resilience and promote problem solving and independence. It also allowed opportunities for speaking and listening.	The SEND & Inclusion manager is also responsible for PPG and therefore having enough time to monitor, assess and provide support to ensure pupils needs are being met enabled opportunity to have a better understanding of pupil needs and how they were progressing Ability to deliver Forest Schools and work across a range of pupils has been a bonus, which enable SENCo to make informal assessments and interventions	
Pupils will make good progress and achieve well from their starting point, obtaining expected outcomes where possible		Having more time to manage LSA's enabled better implementation of interventions and support for pupils	Pupils making progress, easier to monitor and meet with LSAs to discuss interventions. SENCo is better able to meet and liaise with LSA team	

Children will develop language skills and be able to apply them in differentiated ways across a variety of circumstances to a range of audiences.		SEND & Inclusion Manager is timetables in for a third day every week of the academic year to run Forest School and other activities/tasks	From work with pupils in Forest School opportunities to develop language were exploited	
Subtotal (a)				£7,205.34
• Targeted support				
	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
Pupils will make good progress and achieve well from their starting point, obtaining expected outcomes where possible	Third Space Learning Online 1:1 Maths tuition	Evidence shows that pupils make good progress in this subject area and gaps in knowledge and understanding are closed	The session run weekly and are pre booked on the calendar. A designated member of staff oversees the sessions. The overview of the whole approach is managed by SEND & Inclusion Manager. Important to ensure children are engaged and understand how it works – the more they put in the more they get out; work need to be done on learning behaviours and attitudes	£10,149.00
	Laptops computers for PPG pupils to be able to access	PPG pupils are more engaged with homework and them to access online learning. Providing personal laptops ensures they	Managing new PPG pupils and keeping resources updated needs to be more efficient	£720.00

	homework an online learning	can participate in all learning and are able to benefit from having something of value that is theirs.		
Subtotal (b)				£10,869.00
• 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
To improve mental health and well-being and provide pupils with strategies to cope in times of stress. Mindfulness has now become an intrinsic part of the curriculum	Implementation of Mindfulness sessions for all pupils in school	Sessions are timetabled to take place weekly on rotation so that all pupils receive one block of 6 weekly sessions throughout the year.	Mindfulness sessions are popular with pupils and allow them to develop strategies that they can implement in a wide range of scenarios	1400.00
Allowing opportunities to support pupils as needs arise is vital to well-being and this will be reflected in the learning	Having a contingency to pay for things children need reactively	This has worked to pay for trips, school milk etc	This contingency has been important in allowing disadvantaged pupils to access a variety of resources, including buying Milk for pupils to ensure they have access to the daily milk available, where parents would otherwise not be able to afford this. IT has been used to pay for both residential visits and school trips for disadvantaged pupils	2500.00
Subtotal (c)				£3,900.00
Total expenditure 2018-19 (a+b+c)				21,974.34
Carried fwd				£465.66

- **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 relatively small school with currently only 147 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 can be reflected in the end of Key Stage data. This is especially so where these children are also placed in the Enhanced Provision with complex needs and therefore do not achieve ARE in the core subject areas. What the data does not reflect is the huge progress these children make in terms of self-esteem and confidence and of course speech and language development.