

Annex 2c: Pupil premium strategy statement (primary) 3 YEAR PLAN

1. Summary information					
School	WEST GREEN PRIMARY				
Academic Year	2019/20	Total PP budget	60,040	Date of most recent PP Review	n/a
Total number of pupils	208	Number of pupils eligible for PP	44	Date for next internal review of this strategy	January 2020
2. Key Stage 2 results 2019 (validated)					
			<i>Pupils eligible for PP (your school)</i>	<i>COHORT</i>	
% attainment scaled score 100+ (Reading, Writing & Maths)			Reading 31% Maths 54% Writing (TA) 38%	Reading 50% Math 55% Writing (TA) 63%	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers					
A.	Oral language skills in KS1 and KS2 are lower for pupils eligible for PP than other pupils.				
B.	Maths and English skills in KS2 are lower for pupils eligible for PP than other pupils.				
C.	Emotional barriers to learning, intervention and support ensures a positive impact on emotional well-being and readiness to learn				
External barriers					
D.	Lack of parental funding for school trips				
4. Desired outcomes				Success criteria	
A.	Pupils will be on track to meet age related expectations reading			PP children achieve the same or higher than non PP children and where there are gaps PP children are making accelerated progress to close the gap.	

B.	Pupils will be on track to meet age related expectations writing	PP children achieve the same or higher than non PP children and where there are gaps PP children are making accelerated progress to close the gap.
C.	Pupils will be on track to meet age related expectations maths	PP children achieve the same or higher than non PP children and where there are gaps PP children are making accelerated progress to close the gap.
D.	Enable all PP children to experience a rich curriculum which includes learning outside the classroom	All children to be able to attend school trips and residential activities.

5. Planned expenditure

Academic year

2019/20

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	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All pupils will be on track to meet age related expectations	To provide dedicated support within the classrooms and through small group intervention and 1:1 support. Personalised learning – to enable pupils to 'keep up' with their peers in maths, writing and reading. Class pupil premium provision maps to identify individual needs and show detailed support and provision for each child.	Highly qualified staff to work alongside the class teacher in providing focus and support and enable practices that will stretch and encourage pupils. Class provision maps.	Continuous monitoring of progress, with regular pupil progress meetings, assessment and review of provision. Review at pupil progress meetings.	Headteacher/ Deputy Headteacher	Review: January 2020
Total budgeted cost					£54,760

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?
PP children are at least in line with the attainment of non PP children	Dedicated full time TA for pupil premium children ; To provide in class support and bespoke intervention for PP children. to run daily lunchtime clubs for PP children focusing on maths, reading and writing skills support social skills during break time	Children's barriers to learning identified through tracking and performance	Continuous monitoring of progress, with regular pupil progress meetings, assessment and review of provision.	Deputy Headteacher	Review: January 2020
PP children Reading age will be above chronological age. reading fluency, reading speed and reading comprehension will improve	TA /teacher intervention using Wordblaze scheme	Salford reading test and attainment data	Continuous monitoring of progress, with regular pupil progress meetings, assessment and review of provision. Salford reading test score at end of year	Deputy Headteacher and SENCO	Review: January 2020

<p>Improve oral language skills in EYFS, KS1 & KS2 - PP children achieve the same or higher than non PP children</p>	<p>Welcome screening Autumn 19 EYFS and year1</p> <p>Read Write Inc phonics 20 mins daily, phonic intervention for PP to ensure phonic screening pass</p> <p>Y6 guided reading sessions</p> <p>.</p>	<p>Gaps in speech and language identified Targeted support for children needing intervention to increase progress and attainment of learners</p> <p>Small ability groups lead by teacher/TA</p> <p>3x 30 min weekly teacher/TA</p>	<p>Speech and language on going assessments</p> <p>RWI assessment Phonic screening 4x year</p> <p>Continuous monitoring of progress, with half-termly pupil progress meetings, assessment and review of provision.</p>	<p>KS1 Leader/Deputy Headteacher</p>	<p>Review: January 2020</p>
<p>To ensure that EAL pupils who receive pupil premium achieve in line with others in their year group</p>	<p>Provide dedicated EAL support through small group interventions and 1:1 support</p>	<p>Targeted support for children needing intervention to increase progress and attainment of learners</p>	<p>Monitoring of progress via pupil progress meetings and regular meetings with the EAL Learning Support Assistant.</p>	<p>Deputy Headteacher</p>	<p>Review: January 2020</p>
<p>To ensure Year 6 attainment is in line with national expectations</p>	<p>Year 6 group work on reading, comprehension, writing and maths skills</p>	<p>Personalised and small group leaning to target the needs of all learners in reading, writing and maths.</p>	<p>Monitor progress via pupil progress meetings and data analysis.</p>	<p>Deputy Headteacher</p>	<p>Review: January 2020</p>
Total budgeted cost					<p>£ as above</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 break down emotional barriers to learning	To provide dedicated professional support of a counsellor - Your Space Therapies	Specific therapy sessions enable the breakdown of emotional barriers to learning and have a positive impact on emotional well-being.	Monitoring of progress for these pupils and their engagement to learning	Deputy Headteacher	Review: January 2020
To enable all pupils to participate in outside learning activities, enrichment courses and after school clubs	Proactively offer after school clubs to pupil premium children and give priority for when clubs are oversubscribed. For all children to experience enrichment activities away from the classroom and also residential trips	To give children opportunities to engage in activities outside of their experience and foster aspirations	Monitoring of progress for these pupils and their engagement to learning and relationship building. There will be a record of children who have not attended clubs and we will be contacting parents to promote take up and attendance.	Headteacher	Review: January 2020
To enable pupils the opportunity to learn a musical instrument – guitar, drumming and piano	Sussex Academy of Music and West Sussex Music tutors	To give children opportunities to engage in activities outside of their experience and foster aspirations	Monitoring of progress for these pupils and their engagement to learning and relationship building. There will be a record of children who have not attended clubs and we will be contacting parents to promote take up and attendance.	Headteacher	Review: January 2020

To enable pupils to attend lunchtime clubs including reading, maths skills, spelling games, social support	30 minutes daily with PP LSA	To develop basic literacy, numeracy social skills	monitor club attendance targeting children who have specific needs monitoring attainment data	PP LSA DHT	Review: January 2020
Funds available to provide additional teacher support to vulnerable pupils, clothing or other basic needs	Funds to ensure that pupils have a readiness to learn. This could include help with school uniform or breakfast	To ensure children are fit to learn and are on an equal footing to other learners	Monitoring of progress for these pupils and their engagement to learning and readiness to learn	Deputy Headteacher	Review: January 2020
To increase attendance for PP children	Admin assistant to follow absence policy (phone call) alert SLT to follow up. Refer to Early Help if necessary	To ensure children are at school and on time	Monitor attendance	Deputy Headteacher	Review: January 2020
Total budgeted cost					£5,280