

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	WEST GREEN PRIMARY				
Academic Year	2016/17	Total PP budget	56,760	Date of most recent PP Review	n/a
Total number of pupils	205	Number of pupils eligible for PP	43	Date for next internal review of this strategy	Jan 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>COHORT</i>
% attainment scaled score 100+	22%	50 %
% progress in reading (or equivalent)	-1.84	-0.1
% progress in writing (or equivalent)	-0.59	0.15
% progress in maths (or equivalent)	-3.33	-1.98
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
B.	Pupils will be on track to meet age related expectations writing	PP children achieve the same or higher than non PP children

C.	Pupils will be on track to meet age related expectations maths	PP children achieve the same or higher than non PP children
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	2016/17
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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.	Highly qualified staff to work alongside the class teacher in providing focus and support and enable practices that will stretch and encourage pupils.	Continuous monitoring of progress. Review April 2017: ½ termly data collection and analysis to inform support / intervention for PP not on track to meet end of year expectations. Full year end review to be completed	Headteacher/ Deputy Headteacher	April 2017
Total budgeted cost					£47,000

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?
Improve oral language skills in KS1 & KS2 - PP children achieve the same or higher than non PP children	Read Write Inc phonics 20 mins daily, individual reading, Y6 guided reading sessions Speech and language screening for all children in EYFS.	Gaps in speech and language identified Targeted support for children needing intervention to increase progress and attainment of learners	Monitoring of progress Review April 2017: <ul style="list-style-type: none"> PP included those not on track given targeted support Visible impact EYFS % to be added at year end Phonic Screening with targeted speech and language support 66% expected to pass. 	KS1 Leader/Deputy headteacher	April 2017

To ensure that EAL pupils who receive pupil premium achieve in line with others in their year group	Provide dedicated EAL support through small group interventions and 1:1 support	Targeted support for children needing intervention to increase progress and attainment of learners	Monitoring of progress Review April 2017: <ul style="list-style-type: none"> EAL audit conducted in January 2017 – review progress at year end EAL pupils supported through class interventions and EAL 	Deputy Headteacher	April 2017
Total budgeted cost					£3,000
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 Lego therapy	Specific therapy sessions enable the breakdown of emotional barriers to learning and have a positive impact on emotional well-being. To improve social skills and have a positive impact on confidence and learning.	Monitoring of progress for these pupils and their engagement to learning Review April 2017: <ul style="list-style-type: none"> 50% at age appropriate 2 pupils supported with Managing Emotions Through Sport (METS) 80% of pupils receiving counselling are PP 	Deputy headteacher	April 2017
To enable all pupils to participate in outside learning activities, enrichment courses and after school clubs	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. Review April 2017: <ul style="list-style-type: none"> Guitar lessons provided for 2 PP pupils Attendance at Able Maths 100% PP attendance for Residential After School club attendance 	Headteacher	April 2017
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 Review April 2017: <ul style="list-style-type: none"> Uniform and shoes provided as appropriate 	Deputy headteacher	April 2017
Total budgeted cost					£6,760

6. Review of expenditure				
Previous Academic Year		2015/16		
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
% PP to reach age expectation equal or above NPP in reading, writing and maths	Regular data review ,personalised learning and intervention	<p>Success criteria not met 22% PP achieved Reading writing and maths. PP group identified as a lower performing group</p> <p>Whole year group cohort progress and attainment was in line with national. This was achieved by quality first teaching and level of teacher and quality LSA support.</p>	<p>The PP cohort comprised of 40% SEN , 60% EAL and 10 % SEN EAL and PP.</p> <p>Next steps:</p> <ul style="list-style-type: none"> • Early identification through rigorous data tracking of pupils not on track to make expected progress or attainment. • Targeted provision to ensure good progress and attainment 	£40,000
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>% PP to reach age expectation equal or above NPP in reading, writing and maths</p>	<p>Extra teacher support for reading, writing and maths</p>	<p>Success criteria not met 22% PP achieved Reading writing and maths. PP group identified as a lower performing group</p> <p>Whole year group cohort progress and attainment was in line with national. This was achieved by quality first teaching and level of teacher and quality LSA support.</p>	<p>The PP cohort comprised of 40% SEN , 60% EAL and 10 % SEN EAL and PP.</p> <p>Next steps:</p> <ul style="list-style-type: none"> • Early identification through rigorous data tracking of pupils not on track to make expected progress or attainment. <p>Targeted provision to ensure good progress and attainment</p>	<p>£23,000</p>
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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
<p>To remove emotional barriers to learning</p>	<p>Yourspace counselling</p>	<p>Yes. Strengths and needs analysis shows improved well-being. Behaviour incidents reduced. Progress clearly evident in books</p>	<p>Continue with Yourspace counselling for individuals.</p> <p>To maximise the impact of this support develop a group work approach. Yourspace counsellor to guide and support school LSA to work on self-esteem issues.</p>	<p>£1,800</p>
<p>To enable all pupils to participate in outside learning activities, enrichment courses and after school clubs</p>	<p>For all children to experience enrichment activities away from the classroom and also residential trips</p>	<p>To give children opportunities to engage in activities outside of their experience and foster aspirations</p>	<p>These approaches build self-esteem and confidence which translate into being more confident in the classroom.</p>	<p>£2,370</p>