



# West Dean Church of England Primary School

West Dean, Chichester, West Sussex, PO18 0RJ

Telephone/Fax: 01243 811247 Headteacher: Mrs G. Moss



## West Dean CE Primary School Pupil Premium Statement for the financial year 2017/18

This additional funding has been in place in schools for a number of years, and we have been able to review our effectiveness in identifying children's barriers to learning and to address their needs effectively. In a small school, our numbers of pupils eligible for this additional funding, and therefore highlighted as potentially vulnerable, are small: between 3 and 8 pupils generally. Whilst we have some generic provision available to all Pupil Premium eligible families, such as support with funding for trips and clubs etc., we take an individualised approach. We *do* review the progress of this group of pupils as a whole, but it makes more sense to consider individual pupils.

Our experience, analysis and research show that some of the barriers to learning are evident from YR whereas some become more of an issue later on in school. For some children, the majority of these barriers are not easily evident and we need to get to know children well to find out how we can *still* impact positively on their learning and well-being. Additionally, there are children in each cohort who are not eligible for Pupil Premium funding, but still experience these barriers to learning: it is our intention that these children also benefit from the provision made for the PP group, particularly in our group and whole school work on metacognition, for example.

In response to findings, we have put a number of **layers of provision** in place, in addition to supporting financially with **trips, increased Teaching Assistant & SEN support, Play Therapy, extra-curricular activities, and club attendance.**

This provision is outlined in more detail as appendix 1

### Our Pupil Premium Grant Figures:

Pupil Premium Grant - Financial Year 2017/18	
Total number of pupils on roll	95
Total number of pupils eligible for pupil premium	7
Total number of children 'previously looked after' eligible for funding	2 x £1990
Amount of PPG received per pupil	£1320
plus: additional 'ever 6' funding	£1620
Carried forward from 2016/17	N/A
<b>Total amount of PPG received</b>	<b>£13,340</b>

- All our classroom teachers are charged with **getting to know all our families and pupils well**, but specifically with engaging with the PP families, some of whom do not find school such an accessible place. This 'soft' approach to early intervention can be highly effective and gives us the opportunity to ensure that identified parents attend school functions, parent information sessions, support their children more effectively with their learning and feel



E-mails: office@westdean.w-sussex.sch.uk head@westdean.w-sussex.sch.uk

West Dean CE Primary School Website: <https://west-dean.eschools.co.uk>

more a part of the school community. Using this approach, where sensitive situations arise, the staff are more able to approach parents and carers effectively. We work hard to support vulnerable parents and carers, including low-income, those who are uncomfortable in school/have low literacy and numeracy skills, haven mental or physical health issues, are single and/or separated. Support can include additional or different communication, advice and support on parenting. Inviting these parents to attend school trips etc. can give an exciting shared experience and help families engage. Providing a crèche for events is an initiative which has proved popular and which we endeavour to offer whenever staffing allows. In several cases, the parents and carers of these children have worked in school, as paid members of staff: this breaks down the barriers for the adults and helps us to communicate effectively. It also provides additional income, sometimes resulting in the Pupil Premium eligibility ceasing! In these cases, although the funding is no longer received, the benefits outweigh this loss of income.

- **Access to extra-curricular/additional learning activities and clubs** - our vulnerable pupils would often not access after school clubs where they socialise, do homework, work on their learning targets, are active and creative. This enables them to have similar experiences to other pupils. On occasions when school requests donations to cover trips, visits and visitors, school usually funds Pupil Premium eligible children with this grant.
- **A comprehensive whole family approach to supporting pupils new to school** - classroom staff support the social settling into school and also quickly target gaps in learning. The emphasis is on 'new' children learning our expectations quickly and feeling that they 'fit in' here, as well as on boosting their learning. We endeavour to give them chance to 'shine' early on, and to engage their parents in events and activities. We encourage "stay and play" in Apple class, from time to time, to encourage parents to come into school. We have reintroduced the class rep system so promote interaction amongst the parents within a class. Chestnut class runs a termly Community Café which is open to parents and the wider community to encourage people to come into our school.
- We have been teaching the children about **metacognition**: helping them to understand how they learn and how they can become even more effective, healthier learners. This previously has had such a supportive impact on many children that we rolled this out further and developed it to focus on specific **learning behaviours/characteristics**. These behaviours were promoted and explored by our whole community, as the theme for our Whole School Productions - The Fantastic Elastic Brain Show and The Fantastic Elastic European Travel Show. These shows and this approach brought the characteristics to life so that we all understood them, aspired to them and understood how they make us better learners. This methodology was designed to be accessible to staff, pupils and parents alike, and the characteristics have become embedded in all aspects of our school life. The characteristics we developed are: **Resilience, Independence, Co-operation, Creativity, Curiosity, Making links, Changing and Learning, and Strategic Thinking**. Research shows that this can have more of an impact on children's learning and outcomes than employing more staff or providing more resources. This work continues throughout 2018 and into 2019, with our assembly and whole school focus on 'what makes me, me' - a variety of powerful resources such as the book: *You Are Awesome: Find Your Confidence and Dare to be Brilliant at (Almost) Anything* by Matthew Syed, are used to build this ethos, which can be particularly vital for our vulnerable pupils.
- **The mastery approach** to teaching and learning - this method of enabling children to be involved in selecting the level of challenge and embedding learning, with opportunities to assimilate, practice, apply and extend skills before moving on swiftly to other learning benefits all pupils of all abilities and stops 'ceilings' being put on learning. Children are more likely to see themselves as effective learners when they experience this sort of challenge and success, with support and encouragement, rather than being 'stuck' in a group with less control over their learning.
- **Effective feedback** - pupils are increasingly involved in evaluating their own work and that of their peers against intended outcomes. This is with strategies such as using 'polishing pens', symbols, written and verbal feedback, and at the point of teaching wherever possible. Research shows that this is one of the most effective methods of raising attainment. We



E-mails: office@westdean.w-sussex.sch.uk head@westdean.w-sussex.sch.uk

West Dean CE Primary School Website: <https://west-dean.eschools.co.uk>

find that this improved self-awareness is motivational and enables progress to be made in 'academic' work, socially and emotionally.

- **Poor attendance** is rigorously followed up and parents are supported in getting children to school on time every day.
- **Resources and strategies to support at home** - increasingly, our classroom staff work with parents to identify resources to send home to support learning, eg: maths resources, books, pencils, ipads etc. Our intention is to get some of our 'hard to reach' parents working alongside staff, governors and other parents to produce some of these resources, to network socially in and outside school and to get more involved in their child's learning. An appreciation of the value of reading to and with children is a simple one but best addressed in this supportive way. Our maths support sessions target specific families.
- **One:one and small group support** for specific emotional, social or learning issues - this is appropriate for children who don't always come into school 'ready to learn', or for those who need an additional 'outlet' for communication and to make them feel valued. Specific gaps in learning can also be tackled in this way. Our Teaching Assistants and Learning Mentor communicate regularly with the Class Teachers to ensure our provision is targeted effectively.
- **Play Therapy** - this bespoke and professional support for children experiencing emotional and mental health issues supports us in addressing complex barriers to learning. Although costly, this is highly effective for the small minority of pupils we are able to target.

**The Impact of this provision varies from pupil to pupil**, (recorded in individual Pupil Narratives and in-school documentation) but includes:

- **Progress and attainment in line with or better** than other pupil groups/whole school
- **Increased self-esteem**
- **Increased parental engagement** (attendance at events/information sessions/curriculum meetings etc.). The new crèche has been used by these parents and others.
- **Improved communication** between the parents and school; text and email alerts, physical conversations, etc
- **Increased parent support of learning** - reading, target work and homework etc. This is beginning to have an impact on **supporting parents with their own gaps**. We have had an increased number of PP parents being involved in school trips, participating in our open mornings/workshops, working in school, as well as being involved in our PTA gardening.
- **Children display improved learning behaviours** - they are more communicative, work more independently, strive to achieve, are increasingly resilient and able to articulate their learning, are more boldly creative, cope well with change and make links in their learning. They co-operate well and mix better socially, dealing with social upsets more effectively and with less support.
- **Children know the next steps in their learning and use targets and feedback** to move their learning on. They are involved in this process and progress is evident in a range of their outcomes.
- **New pupils settle quickly and effectively** - they and their parents report that they are happier and love coming to school. They make rapid progress from their starting points at West Dean.
- **Attendance is outstanding** and PP pupils' attendance is in line with the whole school data.
- **Highly successful transition to secondary school**

Our approach is embedded in our West Dean Development Plan and links to Appraisal targets/job descriptions etc. where appropriate. Plans are in place to further develop this area. We constantly review our practice and welcome feedback. For more details, please contact our School Business Manager in the first instance. The Governing Body, Headteacher and Pupil Premium Leader will be happy to explain further.



E-mails: office@westdean.w-sussex.sch.uk head@westdean.w-sussex.sch.uk

West Dean CE Primary School Website: <https://west-dean.eschools.co.uk>