



West Dean Church of England Primary School

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West Dean CE Primary School Pupil Premium Statement for the Financial Year 2016/17

Now that this additional funding has been in place in schools for a number of years, we have had the chance 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 5 and 8 pupils generally. Whilst we have some generic provision available to all PP families, such as support with funding for school uniform, trips and clubs etc., we are now able to take a more 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 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 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, extra-curricular activities, club attendance and school uniform.**

This provision is outlined below:

- 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 more a part of the school community. Using this approach, where sensitive situations arise, the staff are more able to approach parents effectively. Supporting single parents or those who are separated in communicating and managing schooling/parenting can be helpful, when lives can be so hectic for parents and children at times. Inviting these parents to attend school trips etc. can give an exciting shared experience and help families engage. Providing a crèche for events is a new initiative which has proved popular.
- 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 Production - The Fantastic Elastic Brain Show. This 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



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- **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.
- **Poor attendance** is rigorously followed up and parents are supported in getting children to school on time every day.
- **Talk for Writing** - this is an approach to the teaching of writing which we invested in last year for our younger pupils but it can also be used for older children. Oracy and the ability to express oneself are encouraged: children are supported in orally rehearsing their writing, sharing ideas and using a variety of strategies to enable them to compose quality sentences/paragraphs/pieces of writing in a variety of genres. This is one way of addressing vocabulary gaps, also. We have purchased a wide range of non-fiction books to attract all readers as well as developing a spine of books based on Pie Corbett's Talk for Writing to use in class.
- **Resources and strategies to support at home** - increasingly, our classroom staff work with parents to identify resources to send home to support learning, e.g.: books, pencils, kindles 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. Reflecting on our provision of how we support parents at home we are excited to introduce our learning journals. These will provide parents with current information on their child's progress and end of year expectations. It will be a document that both teacher and parents will contribute to. There will be parent drop in straight after school on a Wednesday to support the use of this learning journal.
- **One:one 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 special. Specific gaps in learning can also be tackled in this way. Our Teaching Assistants and Learning Mentors communicate regularly with the Class Teachers to ensure our provision is targeted effectively.
- **A comprehensive whole family approach to supporting pupils new to school** - classroom staff support the social settling into school and also target gaps in learning quickly. 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. This term will see "stay and play" in Apple class to encourage parents to come into school. We have reintroduced the class rep system so promote interaction amongst the parents within a class. There is also to be a Community Café run termly by Chestnut class which will be open to parents and the wider community to encourage people into our school.

The Impact of this provision varies from pupil to pupil, (recorded in individual Pupil Profiles) 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 through our eschools facility.
- **Increased parent support of learning** - reading, target work and homework etc. This is



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beginning to have an impact on **supporting parents with their own gaps**: learning journals are a result of this requested support. We have had an increased number of PP parents being involved in school trips and participating in our open mornings 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. There is a heightened awareness of learning behaviours thanks to The Fantastic Elastic Brain Show in which *all* children took part. 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.



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Information on our funding is outlined below:

Number of pupils and pupil premium grant received (PPG)	
Total number of pupils on roll	100
Total number of pupils eligible for pupil premium	4
Total number of children looked after eligible for funding	1 (£1,900)
Amount of PPG received per pupil	£1,320
Carried forward from 2015/16	£4,000
Total amount of PPG received	£11,180.00

Nature of Support

Some additional adult support within class - SEN and Teaching Assistant

Sports Participation with external coach

Play Therapist

Rocksteady - Music groups

Targeted parental involvement - Triple P - Parental Support Sessions

Specific resources (including Ipads for identified children)

After school clubs and childcare

Assistance with uniform and after school clubs and childcare

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.



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