



Westmoor Primary School



Pupil premium strategy statement 2019-2020

1. Summary information					
School	Westmoor Primary School				
Academic Year	2019-2020	Total PP budget	£58,900	Date of most recent PP Review	September 2019
Total number of pupils	357 Including Nursery	Number of pupils eligible for PP	40 (11%) (including EYPP in Nursery)	Date for next internal review of this strategy	September 2020
2. Current attainment					
Key Stage 1					
	Pupils eligible for PP (Westmoor) 6 children <i>(Pupils eligible for PP National Average)</i>		Pupils not eligible for PP (Westmoor) <i>(National Average for pupils not eligible for PP)</i>		
% achieving expected standard or above in reading, writing and maths (combined)	33% (50%)		74% (69%)		
% achieving expected standard or above in reading	50% (62%)		88% (72%)		
% achieving expected standard or above in writing	33% (55%)		79% (73%)		
% achieving expected standard or above in maths	33% (63%)		88% (79%)		
Key Stage 2					
	Pupils eligible for PP (Westmoor) 6 children <i>(Pupils eligible for PP National Average)</i>		Pupils not eligible for PP (Westmoor) <i>(National Average for pupils not eligible for PP)</i>		
% achieving expected standard or above in reading, writing and maths (combined)	67% (51%)		87% (70%)		
% achieving expected standard or above in reading	67% (62%)		95% (78%)		
% achieving expected standard or above in writing	67% (68%)		95% (83%)		
% achieving expected standard or above in grammar, punctuation and spelling	83% (68%)		92% (83%)		
% achieving expected standard or above in maths	83% (68%) 33% Greater Depth		95% (83%)		
Average scaled score: reading	99.0 (101.9)		105.6 (105.4)		
Average scaled score: maths	103.8 (102.5)		105.8 (106.1)		
Average scaled score: grammar, punctuation and spelling	103.3 (103.8)		109.1 (107.4)		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

A.	<p>Social, Emotional and Mental Health issues: A number of our Pupil Premium children have serious emotional issues, lack of confidence and low self-esteem. 45% of Pupil Premium children have involvement with external professional support agencies – e.g. Social Services, CAMHS, Acorns.</p>
B.	<p>Parental Support: Many of our Pupil Premium children do not receive frequent parental support with reading and homework or a positive attitude regarding the importance of education. Consequently many have a lack of aspirations. Parents can also find it challenging to give support at home for those pupil premium children who also have SEND (30% of PP children also have SEND)</p>
C.	<p>School Context of Deprivation: Our school has an increasing number of families facing social and economic challenge. Our current school deprivation indicator (IMD) is 15 which puts us in decile 6. 13% of our pupils fall within deciles 2 & 3.</p>

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Continue to improve children's mental health and wellbeing. This will be measured by a drop in the number of children displaying difficulties through behaviours, requiring on-going emotional support and through reported improvement in performance within class.	The numbers of pupils who are experiencing emotional and behavioural difficulties will reduce and improvements in this area for individuals will be reported.
B.	Improve attainment and progress in reading, writing, maths and GPS in our current Y6 cohort for pupils eligible for PP, including more able disadvantaged pupils. (Our current Y6 cohort has a 16% pupil premium entitlement).	Most pupils eligible for PP will meet age related expectations at key benchmarks and all have made at least good progress from their starting points.
C.	Improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP.	Most pupils eligible for PP will meet age related expectations at key benchmarks and all have made at least good progress from their starting points.
D.	Improve parental engagement and support to improve children's approach to learning and show progression.	Attendance will not reduce. Parents' communication with school will increase and there will be some evidence of increased levels of reading at home. Children will be more engaged in all activities within school.

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 choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C. Improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP.	Inclusion Pupil Progress meetings half termly will continue for all staff with Inclusion Manager eligible for PP.	In order to closely monitor progress and update and share information leading to any action points.	Meetings take place during a designated week at beginning of most half terms. Pupil Progress Documents on the shared area for each year group show discussions and action points of meetings.	CT	September 2020 for all below
	BLAST intervention delivered across Foundation stage daily.	SAL referrals at entry level to Nursery are increasing. BLAST intervention on a daily basis has proven to deliver development of essential early skills.	BLAST registers are taken and notes kept. Assessments take place on entry and exit.	HH/CT	
	Additional staff in Nursery as and when appropriate for targeted support.	Staff are needed to deliver varying amounts of SALT and provision for LEAPS throughout the year and this requires 1-1 support.	SALT is timetables for individuals and is monitored by LG. LEAPS targets are assessed and reviewed and recorded.	VC/AC	
	Parent/carers meetings/workshops for reading, phonics and maths in EY and KS1.	Parental understanding and engagement at an early stage strengthens children's learning. Maths skills can be practised at home and reading miles increased.	Meetings are planned and delivered by the FS Manager/Inclusion Manager and Literacy Co-ordinator. Parents are invited well in advance and all receive the same resources and information.	HH/AC/CM	
	Encourage and recruit further parent/family helpers to read in school with children.	Research shows that children's reading miles links directly to their reading skills and enjoyment. This also adds to parental/family engagement.	Literacy Co-ordinator organises appropriate DBS checks and carries out induction sessions. Target readers are provided and records of reading are made.	LM	
	Significant further investment of RWI materials.	The partial RWI approach currently used has proved successful therefore a decision to further enhance resources and embrace a fuller approach has been taken	Further training by the LA has been planned. Pupils are assessed and grouped for daily/regular sessions. On-going half termly assessments will inform progress and groupings.	LM	

	Literacy Clinic offered to all parents/carers on a 1-1 basis with the Literacy Co-ordinator	Parental understanding and engagement at an early stage strengthens children's learning. Maths skills can be practised at home and reading miles increased.	Records of meetings are made and specific individual advice and guidance is given.	LM	
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Total budgeted cost				£8,500
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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?
<p>B. Improve attainment and progress in reading, writing, maths and GPS in our current Y6 cohort for pupils eligible for PP, including more able disadvantaged pupils. (Our current Y6 cohort has a 16% pupil premium entitlement).</p> <p>C. Improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP.</p> <p>D. Improve parental engagement and support to improve children's approach to learning and show progression</p>	<p>Intervention groups run across school daily.</p> <p>Precision Teaching</p> <p>Additional teacher for Y6 literacy lessons, allowing 3 groups</p> <p>Additional member of staff in Y6 targeted maths group (1 teacher, 2 TA's)</p> <p>Small booster groups after school from Spring term for all Y6 children for literacy and maths.</p> <p>Target setting meeting for maths and literacy with every child in Y6 and their parent/carer at the beginning of Spring term</p>	<p>Pupil's assessments show gaps in attainment and small groups are targeted through proven intervention programmes (EEF) delivered by trained TAs</p> <p>Following training from the EPS, PT has shown very positive progress for a number of individuals within school and will be continued to be used where appropriate to direct sharply focussed support for maximum impact.</p> <p>Smaller groups focusing on children's current attainment and gaps lead to more efficient targeted teaching.</p> <p>Additional staff can allow children to be targeted appropriately.</p> <p>Through assessment, focused groups receive support around the assessment process and content of end of KS2 SATs for 13 weeks, building confidence and knowledge.</p> <p>Setting clear targets, with guidance, together with all parties improves engagement of pupils and parents/carers.</p>	<p>Entry and exit data is recorded, sessions are timetabled and a register is taken. Observations take place.</p> <p>Delivery of PT is discussed at TA weekly meetings. Resources and strategies are shared and progression is monitored</p> <p>Book scrutiny takes place termly Pupil voice Observations On-going assessments by staff On-going CPD for all staff Feedback at weekly SLT meetings</p> <p>Resources are supplied to staff by upper KS2 staff with guidance for planning and delivery of sessions.</p> <p>Staff ensure all children and parent/carers attend.</p> <p>Meetings take place during a designated week at the beginning of</p>	<p>CT</p> <p>CT</p> <p>LM/LP</p> <p>LM/LP</p> <p>LM/LP</p> <p>CT</p>	

			most half terms. Records are made on the staff shared area for each year group.		
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Total budgeted cost £35,500

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?
<p>A. Continue to improve children's mental health and wellbeing. This will be measured by a drop in the number of children displaying difficulties through behaviours, requiring on-going emotional support and through reported improvement in performance within class.</p> <p>D. Improve parental engagement and support to improve children's approach to learning and show progression.</p>	<p>Thrive will take place with individuals and in Spring term the Thrive Approach will be introduced across all classes.</p>	<p>The Thrive Approach is grounded in scientific advances in neuroscience, attachment theory and child development with a proven track record of impact on individuals.</p>	<p>Thrive is timetabled weekly, support is provided and resources and space has been allocated. Impact of Thrive is measurable through profiling</p>	CT	
	<p>The Wellbeing Award strategies put into place 2018-19 will continue.</p>	<p>Wellbeing Award for Schools was awarded in July19 due to the impact and on-going benefits that were evidenced during the verification process. These strategies will continue (see website page for details)</p>	<p>Time is allocated to the Mental Health Lead to monitor and assess current provision. Also to review and implement possible changes through pupil, parent and staff voice.</p>	CT	
	<p>Weekly Drop-in sessions for children and parents to discuss any issues or concerns</p>	<p>Pupils and parents require opportunities to discuss issues and this is encouraged by a weekly drop in facility which runs from 1.00-5.00 to allow anyone to attend to call.</p>	<p>One afternoon per week is allocated to drop in sessions and this has been well communicated to all pupils and parents. Mental Health Lead has received specific and specialised training.</p>	CT	
	<p>The use of Counselling services, where appropriate and if available.</p>	<p>A number of children have suffered traumas such as bereavement, change of living arrangements and parental mental health issues. Also, a number have challenges with their own mental health. These pupils need more specialised support.</p>	<p>Northern Guild students take placements at school and contracts are signed and adhered to.</p>	CT	
	<p>Two members of staff to embark upon Triple P training and delivery to Nursery parents if the trial allows.</p>	<p>Triple P has a long running, proven approach to parenting skills. As there is an increase in SAL referrals and children arriving to Nursery unprepared (speech, toileting, social skills) the early intervention with parents can empower parents to have a greater impact. This can also be rolled out throughout school at a later date.</p>	<p>As part of an official trial, training will be provided and monitored and assessed.</p>	HH	

	<p>Creative Club at lunchtime once per week with specific children needing pastoral input (all phases covered across the year)</p>	<p>A number of children have suffered traumas such as bereavement, change of living arrangements and parental mental health issues. Also, a number have challenges with their own mental health. Following training a weekly lunchtime session has been devised to allow time to talk and take part in various activities.</p>	<p>Specific training has taken place for staff running the club. Session is timetabled weekly.</p>	<p>CM/AC</p>	
	<p>Early intervention to help children and families through EHA's</p>	<p>Early Help Assessments for families can build stronger relationships with school, offer more varied support for the whole family, engage parents with appropriate services in order to prevent further issues developing.</p>	<p>Through pupil progress/SLT meetings families are identified and then approached. Reviews take place regularly, are documented and action plans are completed.</p>	<p>CT/AC</p>	
	<p>Applications for EHCP's where appropriate to gain further support</p>	<p>Through continuous assessment, where pupils are not making sufficient progress and after cycles of review, school should seek a request for statutory assessment to ensure pupils are receiving the correct amount of high quality, consistent support they need.</p>	<p>The process is undertaken by trained staff alongside the LA SEND Officers. EHCPs already in existence have an annual review. Trained TAs work with pupils on targets from IEPs taken from plans.</p>	<p>CT/AC</p>	
	<p>Purchase of days from the EPS remains at the increased level of 12 days</p>	<p>The number of children coming into school with additional need is rising. 45% of disadvantaged pupils have involvement with outside agencies. Advice is needed around strategies, resources and recommendations to support pupils in class and time for project work, training of staff and bereavement work.</p>	<p>Planning meeting between Inclusion Manager and Educational Psychologist ensures good use of time across the year. Also, termly review of time spent and outcomes.</p>	<p>CT</p>	
	<p>Commando Joe's</p>	<p>From Spring 2020 this organisation will focus on a character learning journey that can be personalised to the needs of children, whatever their background or circumstance - encouraging children to think critically and develop a mindset that thrives on looking at themselves and others from different perspectives. This approach is evidenced based and impact driven and will allow the pupils to acquire the knowledge and cultural capital they need to succeed in life.</p>	<p>Training to be delivered by Commando Joe staff and lead teacher yet to be appointed. Impact reporting and online tracking available.</p>		
	<p>OPAL (Outdoor Play and Learning)</p>	<p>This initiative supports children in becoming resilient, well-adjusted and competent citizens who are equipped to cope in the world beyond school. The approach has proven impact on make lasting improvements to the culture and environment</p>	<p>Ingrid Wilkinson (OPAL) liaises with the OPAL team and final verification takes place in November 19. Reporting of incidents during children's free time will be monitored</p>	<p>CT Lead TA - CW</p>	

	<p>Widening of extra-curricular activities</p> <p>Monitor attendance to ensure maximum time spent at school</p> <p>Financial support available for children to take part in visits, music lessons within school and other extra-curricular activities.</p> <p>Ensure places at homework club are available</p>	<p>of the school.</p> <p>Children need many and varying experiences in life and opportunities to learn new skills and acquire new knowledge.</p> <p>Addressing attendance issues as early as possible with parents can prevent persistent absence status. Offering early support with plans put in place and communicating how absence will affect children's progress can have the required impact.</p> <p>Wider life experiences not only support the development of children but are vital for their social and emotional well-being.</p> <p>Some parents find that homework can be a source of confrontation and are not confident enough to help their child. Homework club takes place weekly and is staffed by school TAs who can support the children.</p>	<p>Pupil voice will be used to establish the impact. Uptake will be monitored.</p> <p>Attendance data is produced half termly for analysis and reported at Pupil Progress meetings. Parents are contacted and if appropriate action plans are put in place.</p> <p>Discussions at Pupil Progress meetings will ensure opportunities are not missed and PP children are encouraged to take part. Uptake will be monitored and pupil voice will take place</p> <p>Discussions at Pupil Progress meetings will ensure opportunities are not missed and PP children are encouraged to take part. Uptake will be monitored and pupil voice will take place.</p>	<p>All staff</p> <p>CT</p> <p>CT/All staff</p> <p>CT</p>	
Total budgeted cost					£16,000
TOTAL BUDGETED COST 2019-2020					£60,000

6. Review of expenditure

Previous Academic Year	
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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

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

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

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
 Our full strategy document can be found online at: www.aschool.sch.uk