**Westmoor Primary School**



**Pupil premium strategy statement 2016-2017**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Summary information** | | | | | |
| **School** | Westmoor Primary School | | | | |
| **Academic Year** | 2016-2017 | **Total PP budget** | £41,180 | **Date of most recent PP Review** | N/A |
| **Total number of pupils** | 348 | **Number of pupils eligible for PP** | 34 (10%) | **Date for next internal review of this strategy** | June 2017 |

|  |  |  |
| --- | --- | --- |
| 1. **Current attainment** | | |
|  | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **% achieving expected standard or above in reading, writing and maths (combined)** | 80% | 60% |
| **% achieving expected standard or above in reading** | 80% | 72% |
| **% achieving expected standard or above in writing** | 80% | 79% |
| **% achieving expected standard or above in grammar, punctuation and spelling** | 80% | 77% |
| **% achieving expected standard or above in maths** | 100% | 75% |
| **Average scaled score: reading** | 102.4 | 103.8 |
| **Average scaled score: maths** | 105.2 | 104.0 |

|  |  |  |  |
| --- | --- | --- | --- |
| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | |
| **In-school barriers** | | | |
|  | | **Lack of self-confidence and self-esteem:**  Staff have identified a significant number of our PP children as having low self-esteem and aspirations. | |
|  | | **Social Care Needs:**  A number of our PP children do not receive frequent parental support with reading and homework.  38% of PP have involvement with external professional support agencies – Children’s Services, CAMHS, emotional health and well-being | |
| **C.** | | **Outcomes:**  Outcomes by the end of KS2 for pupils eligible for PP by the end of KS2 are higher than figures nationally (80% of PP achieved expected standard in RWM compared to 60%Non PP nationally. However we know that outcomes for all PP groups across school are not consistent and there remain some achievement gaps to close. | |
| **External barriers** | | | |
| **D.** | | **Attendance:** Overall absence half terms 1-4 in 2015-2016 showed FSM6 pupils at 5.1% absence which is higher than the school absence overall which is 3.4%  15% of all 24 FSM6 pupils were Persistent Absence (PA) pupils across half terms 1-4 in 2015-2016. Poor attendance rates for PP pupils reduces their school hours and causes them to fall behind on attainment. | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Raise the self-esteem, aspirations, emotional well-being and resilience of pupils eligible for PP. | | The resilience and motivation of pupils eligible for PP will improve in learning situations and peer interactions. Attainment and progress is improved. |
|  | Timely and appropriate support is given to families of pupils eligible for PP, ensuring parents engage with school and their children’s progress. | | Parental engagement with school will increase to gain family support and share information including a focus on children’s progress. |
|  | Outcomes at the end of all phases, for pupils eligible for PP are improved, particularly Early years. | | Pupils eligible for PP in Early Years achieving expected level in prime areas is improved and an increase in pupils eligible for PP in KS1 and KS2 achieving expected level in RWM. |
|  | Increase attendance rates for pupils eligible for PP across the school. | | The absence rate of pupils eligible for PP will be reduced in line with other pupil groups. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. **Planned expenditure** | | | | | | |
| **Academic year** | **2016-2017** | | | | | |
| 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. | | | | | | |
| 1. **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? Review** | |
| **A.**  **Raise the self-esteem, aspirations, emotional well-being and resilience of pupils eligible for PP.** | Personalised marking/feedback | North Tyneside Pupil Premium Reviewer training, 2016, recommended it as one of a number of strategies to develop relationships and build self-esteem. This includes verbal specific personalised feedback and marking in books when appropriate.  To be implemented Spring term.  No Cost | Book Scrutiny  Pupil Progress meeting discussions  Strengths and difficulties Questionnaire  Use of Golden postcards, stickers and send children to gain recognition of their work from other key staff. | CT  CT  CT  ST | Staff reported examples of verbal feedback linked to child’s interests in Pupil Progress meetings. Evidence of personalised marking seen in books during book scrutiny. Key staff used regularly to celebrate children’s achievements and parents made aware of these achievements. | |
| **C.**  **Outcomes at the end of all phases, for pupils eligible for PP are improved, particularly Early years.** | Pupil Progress meetings half termly will continue for all staff with Inclusion Manager  Parent meetings – reading, numeracy in EY and KS1  Phonics grouping across EY and KS1  Blast intervention continuing and participation of sharing of good practice across LA  CPD for support staff delivering interventions    1stClass@Writing training | In order to closely monitor progress and update and share information leading to any action points.  7.5 hours per half term Inclusion Manager  PA £1,455  Parental engagement at an early stage strengthens children’s learning. Numeracy skills are practised and reading miles increased.  2 days ECC/ECAR Teacher  PA £430  Smaller groups focusing on children’s current attainment and gaps lead to more efficient targeted teaching. Implement in Spring term following assessments.  3.5 hours per week ECAR Teacher  PA £2,770  Speech and language referrals at entry to Nursery are increasing. BLAST intervention on a daily basis has proven to deliver development of essential early skills  5 hours per week TA  PA £3,150  Sharing good practice, re-visiting training skills, learning new strategies and reflecting on delivery of intervention improves confidence and motivation of staff  1.5 hours per week Inclusion Manager  PA £2,500  Writing has been identified as a focus for a group of children in Y3, some of whom are eligible for PP. 1stCLass@Writing has proven to develop and improve children’s writing in this age group.  To be implemented in Spring term 2  Cost for training and resources £750  3 days ECC/ECAR/Inclusion Manager £640  PA £1,390 | Meetings take place during a designated week at beginning of each half term. Pupil Progress Documents on the shared area for each year group show discussions and action points of meetings.  Meetings are planned and delivered by the Early Years Manager and the ECC/ECAR Teacher. Parents are invited well in advance and those unable to attend receive the same resources and information.  Feedback is gathered.  Using RWI phonics assessment, children are grouped and timetabled for sessions across EY & KS1 at 11.30 each day. Headteacher monitors with walkabout and along with Literacy co-ordinator will carry out monthly assessments  BLAST registers are taken and notes kept. Assessments take place on entry and exit and observations take place by Inclusion Manager. Progress is discussed a Pupil Progress meetings and LA good practice sessions are attended.  A programme of CPD is put together by the Inclusion Manager including professionals from outside agencies. An audit highlights areas of need and peer coaching takes place. Support Staff regularly check the NTCPD and Trust websites to enhance their own CPD  Training will be delivered by North Tyneside specialist. Records will be kept of entry and exit assessments. Registers will be taken. | CT  CT/HH  ST/LM  CT  CT  CT | Half termly meetings taken place and recorded with agreed future actions for staff.  Meetings took place with attendance from a large number of parents. Packs provided for all parents. Feedback indicated a better understanding from parents of what was expected and how to help at home. The meetings forged relationships and proved to engage more parents from an early stage.  Assessments allowed more focused groupings with all but 8 Y1 (1 PP) children passing the screener and all but 2 (1 PP) of the 14 Y2 passing the resit.  BLAST intervention continues to show good progress throughout Nursery and Reception with only 1 PP child leaving Foundation Stage with SALT programme.  Support staff have shared good practice and specific skills with each other and attended training to refresh and develop skills leading to high quality delivery of interventions evidenced in observations.  Training received. Programme took place and all children (incl 1 PP) progressed to reach ARE by the end of Year 3. | |
| **Total budgeted cost** | | | | | £11, 695 | |
| 1. **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?** |
| **C.**  **Outcomes at the end of all phases, for pupils eligible for PP are improved, particularly Early years.** | ECC/ECAR teacher  Buy books specific to children’s interests  Inclusion Manager monitor PP groups closely  Intervention groups across school daily  Small social skills group run in Nursery  Peer paired reading  Purchase more RWI phonics resources | Reading Recovery and Numbers Count are used across the school to target children with literacy and numeracy challenges including those eligible for PP. They have proven to raise attainment levels and have significant impact.  14 hrs per week ECC/ECAR Teacher  PA £24,000  Pupil Premium Profile identifies lack of engagement in reading in some children eligible for PP. Children will be involved in choosing and ordering books of interest to them. Spring Term  £300  Children eligible for PP will be monitored on target tracker to ensure progress and good attendance. EYPP and PP data will be kept up to date through liaising with EY team and with School Admin Officers. Discussions at Pupil Progress meetings gathers general information  3 days per year  PA £850  Trained TA’s run intervention programmes twice daily. Programmes are recognised as effective in terms of cost and impact on progress by the EEF Toolkit. Children eligible for PP receive intervention where appropriate.  3.5 hrs per week TAs  PA 13,300  Children eligible for EYPP may take part in a small social skills group to enhance and develop their interaction and verbal skills. School data shows that a significant number of children eligible for PP Plus (from Reception onwards) face challenges with social skills.  2.5 hrs per week Nursery Teacher  PA £2,700  Peer support has proven to have positive impact. A trial will run in UKS2  No cost  For the EY and KS1 phonics groups to run effectively and be properly resourced it is necessary to purchase further resources. | Entry and exit assessments take place to show impact. ECC/ECAR Teacher attends CPD throughout the year, completing standards that are verified by the Teacher Leaders for re-accreditation. Observations, collaborative learning and a school visit take place.  Staff will assist children in choosing appropriate books of interest. Staff will ensure books are changed regularly with children.  Pupil progress information is reported on documents at Pupil Progress meetings which are shared electronically and accessible for staff to see any action points. Staff are well informed.  TAs have been fully trained in the interventions they carry out. TAs performance management includes delivery of interventions. Entry and exit assessments are carried out, observations take place and a register is taken. Pupil Progress meetings record impact.  Strengths and Difficulties questionnaire and Pupil Progress meetings  UKS2 staff will set up and monitor -reporting back at pupil Progress meetings  Resources will be ordered and distributed | CT  CT  CT  CT  AC  CS/LP | | After 20 weeks programme  All children completing the programmes reached ARE by the end of year 2, with some making 21 months RA Progress and 19 months NA Progress.  Summer term  Reluctant readers, including PP children chose books and engaged in more reading than they had previously with greater enthusiasm.  Half termly  Staff agree this process provides a necessary and regular platform for teams to share vital information leading to appropriate actions.  Termly  All children make progress during intervention programmes.  Termly  Strengths and difficulties questionnaire highlighted targets and were used to supoort any applications for further support. All chdn made progress with social skills  Half termly  Chdns willingness to read and approach to being a ‘reader’ improved.  Phonics screener results improved from previous year and children’s progress was evident through monthly assessments. |
|  | After school small booster groups for literacy and numeracy for Y6 children including all children eligible for PP | The RWI method recommended by the Dyslexia Team has proven to have impact on phonic progress  RWI resources £400  Children will receive extra support around the assessment process and content of end of KS2 SATs for 13 weeks, beginning in Spring term.  24 hours, £25 per hour, 6 teachers  PA £1,800 | Resources are supplied to staff by UKS2 staff with guidance for planning and delivery of sessions. | CS/LP | | July 17  All PP children reached expected standard in at least one area, with one achieving Greater Depth in Maths. |
| **Total budgeted cost** | | | | | | £30,630 |
| 1. **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?** |
| **A.**  **Raise the self-esteem, aspirations, emotional well-being and resilience of pupils eligible for PP.** | Pupil Premium Profiles  Weekly reading in school with member of NUFC Academy  Talk time with teachers  TA training – visits to other settings  Mindfulness trial  Inclusion Managers attendance of SEND conference – focus on SEMH  TA’s to receive training from EPS RE: helping children to manage worry and anxiety | By completing the Pupil Premium Profile staff will become more aware of child’s interests/needs and barriers to learning.  No cost  This has been identified as an interest of a number of pupils. Children will see the value and purpose of reading and learning via a role model  No cost  Children will develop a closer bond to class teachers and feel valued. Investing time to talk and showing genuine interest can have huge impact on a child’s self-esteem.  No cost  Outreach services – Silverdale and Benton Dene School offer the sharing of good practice around environment and strategies for children with SEND. A quarter (23%) of children eligible for PP are also on the SEND register.  TA time out of school, 2 days  PA £216  EPS recommended introducing mindfulness to assist with issues within a class. All children in the class take part.  EPS SLA £80  To further develop understanding of SEMH within schools and the approaches, strategies and good practice already existing.  Cost of attendance at conference £130  1 day Inclusion Manager £213  PA £343  Highlighted in an audit of training needs with TAs due to the rising number of children displaying emotional needs.  EPS SLA 2.5 hrs £200 | Time given in staff meeting to complete profile and work as a phase/team to pool information and discuss possible action.  Office staff have a rota and ensure all children have time to read/talk weekly with the academy member.  Discussions at Pupil Progress meetings will evidence growing knowledge of the children.  TAs performance management includes the development of skills and strategies when working with children displaying more extreme behaviours. After arranged visits to alternative settings, good practice will be shared in a weekly CPD meeting.  School Educational Psychologist guided the Class Teacher about delivery of session. A sample of Strengths and Difficulties questionnaire were taken and will be repeated. Feedback between teacher and school Educational Psychologist.  Inclusion manager to follow up any relevant information and share with SLT  Training will be prepared and delivered by the EPS. Staff will discuss their use of strategies following training in a weekly CPD session. | CT  CT  CW  CT  CT | | Termly  This process allowed staff to know and understand their PP chdn better, bringing about stronger relationships.  This was time limited but effective in raising the enthusiasm of chdn targeted and attitude towards reading.  Half termly  In many, but not all, cases relationships were strengthened by this and noticeably for some, self-esteem grew.  Half Termly  TAs attended sessions at other settings and shared good practice. Confidence grew in dealing with specific chdns behaviour and a more shared approach developed.  June 17  Class teacher reported this to have an impact on the class as a whole, not always on the targeted children however.  June 17  Further talk time and therapeutic talk sessions taking place in school  June 17  Strategies are regularly put in place and a consistent and more confidence approach has been developed across school. |
| **B.**  **Timely and appropriate support is given to families of pupils eligible for PP, ensuring parents engage with school and their children’s progress** | Identify EHA possibilities  Parent workshops with EPS  Parent meetings – reading, maths  EHA training for Nursery teacher | It is recognised that Early Help intervention for families can prevent further issues developing. Therefore the Nursery Teacher will shadow the Inclusion manager with a view to carrying out EHAs.  No cost  School would like to increase parental engagement with their children’s learning. Parents often ask for support with issues such as friendships, emotions, eating etc. Many professionals involved with school can offer general advice to parents on a wider scale.  EPS SLA 2 days £800  Parental engagement at an early stage helps with children’s learning and strengthens communication and relationships between school and home.  (cost shown above £430 for 2 days Inclusion manager)  Training for Nursery Teacher to be able to carry out EHAs without Inclusion Manager present  No cost for training  Half day Nursery Teacher £70 | Families will be asked for permission and North Tyneside EHA training will be arranged  A letter to measure the level of interest and areas of concern will be sent out and the Inclusion Manager and school Educational Psychologist will devise a programme of workshops to begin in summer term.  Meetings are planned and delivered by the Early Years Manager and the ECC/ECAR Teacher. Parents are invited well in advance and those unable to attend receive the same resources and information.  Feedback is gathered and further support offered.  Training will be delivered by North Tyneside LA. Inclusion manager will support | CT/AC  CT  CT/HH  CT/AC | | June 17  As below  July 17  Workshops were extremely successful and feedback from parents was very positive.  July 17  As above  June 17  Training took place and Nursery teacher has undertaken a number of EHA with supervision and without. |
| **D.**  **Increase attendance rates for pupils eligible for PP across the school** | Inclusion Manager to monitor attendance and increase communication with parents at an early stage to offer support | Addressing any attendance issues as early as possible with parents can prevent persistent absentee status. Offering early support and communicating how absence will affect children’s progress can have the required impact.  (cost of £850 stated above for monitoring by Inclusion Manager) | Attendance data will be produced half termly for analysis and reported at Pupil Progress meetings | CT | | Half termly  Atendance for the school 2016-2017 was 96.8% with disadvantaged children at 95%. Letters are sent out appropriately and communication with parents increased. Attendance has risen marginally from previous year. |
| **Total budgeted cost** | | | | | | £1,709 |
| **TOTAL BUDGETED COST**  **2016-2017** | | | | | | £44,034 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Review of expenditure See Above** | | | | |
| **Previous Academic Year** | | **2015-2016** | | |
| 1. **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** |
|  |  |  |  |  |
| 1. **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** |
|  |  |  |  |  |
| 1. **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** |
|  |  |  |  |  |

|  |
| --- |
| 1. **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 |