



Westmoor Primary School



Pupil premium strategy statement 2017-2018

1. Summary information					
School	Westmoor Primary School				
Academic Year	2017-2018	Total PP budget	£44,700	Date of most recent PP Review	November 2017
Total number of pupils	382 Including Nursery	Number of pupils eligible for PP	36 (9%) (including EYPP in Nursery)	Date for next internal review of this strategy	September 2018

2. Current attainment		
Key Stage 1		
	<i>Pupils eligible for PP (your school)</i> 5 children	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing and maths (combined)	60%	64%
% achieving expected standard or above in reading	60%	76%
% achieving expected standard or above in writing	60%	68%
% achieving expected standard or above in maths	60%	75%
Key Stage 2		
	<i>Pupils eligible for PP (your school)</i> 3 children	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing and maths (combined)	0%	67%
% achieving expected standard or above in reading	0%	77%
% achieving expected standard or above in writing	67%	81%
% achieving expected standard or above in grammar, punctuation and spelling	33%	81%
% achieving expected standard or above in maths	100% 33% Greater Depth	80%
Average scaled score: reading	96.0	105.3
Average scaled score: maths	106.0	105.2

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
A.	Lack of self-confidence and self-esteem	
B.	Social care needs: A number of our Pupil Premium children do not receive frequent parental support with reading and homework. 37% of Pupil Premium children have involvement with external professional support agencies – e.g. Social Services, CAMHS, Acorns.	
C.	Outcomes: Outcomes by the end of EYFS are in line with North Tyneside figures. KS1 are in line with figures nationally. However KS2 are below figures in North Tyneside and nationally.	
External barriers		
D.	Attendance: Overall absence for 2016-2017 for disadvantaged pupils was 5.0% which is higher than the school absence of 3.2%. Persistent absence of disadvantaged pupils was 20.8% which is higher than National Primary Benchmarks/Comparators (14.6%/15.1%).	
4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Raise the self-esteem, aspiration, emotional well being and resilience of disadvantaged pupils.	The resilience and motivation of disadvantaged pupils will improve in learning situations and peer interactions. Attainment and progress is improved.
B.	Timely and appropriate support is given to families of disadvantaged pupils, ensuring parents engage with school and their children’s progress.	Parental involvement with school will increase to gain family support and share information including a focus on children’s progress.
C.	Outcomes at the end of KS2 for disadvantaged pupils are improved.	Disadvantaged pupils achieving expected level at KS2 in RWM is improved.
D.	Increase attendance and persistent attendance rates for disadvantaged pupils.	The persistent absence rate of disadvantaged pupils will reduce to be in line with National figures.

5. 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.					
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?

Outcomes at the end of all phases, for pupils eligible for PP are improved, particularly KS2 Reading	<p>Inclusion Pupil Progress meetings half termly will continue for all staff with Inclusion Manager</p>	<p>In order to closely monitor progress and update and share information leading to any action points.</p>	<p>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.</p>	CT	
	<p>Progress meetings for each teacher with HT to examine data and progress and identify future targets.</p>	<p>Teacher awareness of class data requires further evaluation Knowledge of individuals needs to be used to inform appropriate targets and suitable next steps.</p>	<p>Half termly meetings in first week of each half term will be recorded by HT and progress map updated</p>	ST	
	<p>Parent meetings – reading and maths in EY and KS1</p>	<p>Parental engagement at an early stage strengthens children's learning. Numeracy skills are practised and reading miles increased.</p>	<p>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.</p>	CT/HH	
	<p>Encourage and recruit further parent helpers to increase reading miles and strengthen links with parents across school.</p>	<p>Research shows that children's reading miles links directly to their reading skills and enjoyment.</p>	<p>Literacy co-ordinator organises appropriate DBS checks, carries out induction session and class teachers provide target readers. Records of reading frequency are made.</p>	LM	
	<p>Phonics grouping across EY and KS1</p>	<p>Smaller groups focusing on children's current attainment and gaps lead to more efficient targeted teaching. Implement in Spring term following assessments.</p>	<p>Using RWI phonics assessment, children are grouped and timetabled for sessions across EY & KS1 at 11.30 each day. Literacy co-ordinator will carry out monthly assessments to inform progress and groupings</p>	LM	
	<p>Blast intervention continuing and participation of sharing of good practice across LA</p>	<p>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.</p>	<p>BLAST registers are taken and notes kept. Assessments take place on entry and exit and observations take place by Inclusion Manager. Progress is discussed at Pupil Progress meetings and LA good practice sessions are attended.</p>	CT	
	<p>2 additional staff across Foundation Stage to increase interaction and communication skills, delivery of SALT and general support</p>	<p>As well as speech and language referrals at entry to Nursery increasing and a high number of children accessing LEAPS support, numbers to the Nursery have increased due to 30 hour provision.</p>	<p>SALT is taking place regularly with monitoring from LG, LEAPS targets are assessed and reviewed.</p>	CT/AC	

<p>Improved standard of RW&M in LKS2 (Raise the self-esteem, aspirations, emotional well-being and resilience of pupils eligible for PP)</p>	<p>Literacy Clinic offered to parents across school, with parents of disadvantaged children targeted to attend</p>	<p>Parental engagement at an early stage helps with children's learning and strengthens communication and relationships between school and home.</p>	<p>Records of meetings are made by Literacy Co-ordinator with specific individual advice offered</p>	LM	
	<p>CPD for support staff delivering interventions</p>	<p>Sharing good practice, re-visiting training skills, learning new strategies and reflecting on delivery of intervention improves confidence and motivation of staff.</p>	<p>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</p>	CT	
	<p>Additional teacher in 3 literacy and maths lessons per week for the children requiring the most support, increasing the number of adults to 3</p>	<p>Children with significant challenges around academic progress and emotional well-being have been identified as needing additional support in this phase.</p>	<p>Monitoring of planning, book scrutiny, progress meetings, data analysis</p>	ST/LM	
	<p>Year 3/4 Pupil Voice around interests for literacy topics to engage children, particularly boys, to include increased use of ICT</p>	<p>General research and reports for a number of individuals have shown that children will engage with tasks if they are of particular interest to them and contain opportunities to learn visually and practically.</p>	<p>Feedback from teachers around children's engagement. Monitoring of planning, book scrutiny, progress meetings, data analysis and outcomes</p>	ST/LM	
<p>Improved percentages of disadvantaged children achieving expected standard in RW&M at the end of KS2</p>	<p>Identified children are part of smaller groups (some of 16) with targeted teaching and an additional adult for Literacy and Maths in Year 6</p>	<p>Smaller teaching groups allow children to be targeted appropriately and supported by more adults.</p>	<p>Monitoring of planning, book scrutiny, progress meetings, data analysis and outcomes at the end of KS2</p>	ST/LP/LM	
<p>Number of peer conflict incidents at lunchtimes to be reduced, particularly in KS2.</p>	<p>Training of lunchtime supervision staff to be re-visited. To include feedback and next steps.</p>	<p>Advice from EPS and input from ER, shows the need for a more consistent, appropriate and positive approach by staff to be proactive in preventing incidents and also when dealing with the aftermath.</p>	<p>Feedback at weekly Leadership and Management meetings and also at Pupil Progress half termly meetings. Reported incidents will be reduced.</p>	CT/AC	
	<p>SL&MT increase the time spent in the hall and around school at lunchtimes and have lunch</p>	<p>During training in school for staff delivered by EPS the importance of talk time for more vulnerable children was highlighted. Staff have received training around this.</p>	<p>As above</p>	SLMT	

	<p>with groups of children regularly.</p> <p>Nurture Group to be set up to run on two lunchtimes per week. Targeted at vulnerable children in KS2, including disadvantaged.</p>	<p>37% of children in receipt of Pupil Premium have involvement with outside agencies due to SEMH issues. Often these children are not ready to learn at school due to their emotional needs.</p>	<p>As above</p> <p>Class Teachers to be part of a pre-assessment process and a review process to determine effectiveness</p>	CT	
Total budgeted cost					£16,100
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?
Outcomes at the end of all phases, for pupils eligible for PP are improved.	Buy books specific to children's interests	Pupil Premium Profile identifies lack of engagement in reading in some children eligible for PP, particularly boys. Children will be involved in choosing and ordering books of interest to them.	Staff will assist children in choosing appropriate books of interest. Staff will ensure books are changed regularly with children.	LM	
	Inclusion Manager monitor PP groups	Children eligible for PP will be monitored half termly to ensure 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	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.	CT	
	Intervention groups across school daily	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.	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.	CT	
	Small booster groups for Literacy and Numeracy in Year 6	Children will receive extra support around the assessment process and content of end of KS2 SATs for 13 weeks, beginning in Spring term.	Resources are supplied to staff by UKS2 staff with guidance for planning and delivery of sessions.	LP/LM	
	After school small booster groups for literacy and numeracy for Y6 children	As above	As above	LP/LM	

	including all children eligible for PP.				
To reduce the emotional barriers faced by some pupils	<p>Some children to receive blocks of counselling sessions through Northern Guild.</p> <p>Additional days from the Educational Psychology Service. Increased from 9 to 12</p>	<p>Children benefit from opportunities to be listened to and sharing worries and receiving support enables them to focus on their learning more easily in lessons and generally be happier.</p> <p>The number of children coming into school with additional needs is rising. 37% of disadvantaged children have involvement with outside agencies. Days increased in order to gain advice around strategies and recommendations to support children in class and for any further Theraplay and project work with parents.</p>	<p>Feedback from teachers around how the children appear. Discussions with the children.</p> <p>Planning meeting with CT & KP Termly review of use of time</p>	<p>CT</p> <p>CT</p>	
Total budgeted cost					£14,000

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?
Raise the self-esteem, aspirations, emotional well-being and resilience of pupils eligible for PP.	<p>Personalised marking/feedback</p> <p>Information will be refreshed with staff during staff meeting around strategies useful to engage children who may have low self-esteem and aspirations</p> <p>Use of the Emotional Healthy Schools Resource Pack from The North Tyneside Children's and Young People's Mental Health and Emotional Wellbeing Strategy. This will develop key actions to take forward.</p>	<p>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.</p> <p>The above training provided evidence to suggest further strategies which have been used successfully.</p> <p>With good mental health children and young people do better in every way. This resource pack provides an opportunity for school to review our provision and improve.</p>	<p>Book Scrutiny</p> <p>Pupil Progress meeting discussions</p> <p>Use of Golden postcards, stickers and send children to gain recognition of their work from other key staff.</p> <p>CT and CM will work together to complete the checklist which will lead to action points. SLMT to discuss and review progress and impact.</p>	<p>CT</p> <p>CT</p> <p>ST</p> <p>CT/CM</p>	

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	It is recognised that Early Help intervention for families can prevent further issues developing.	Families will be approached for permission. Reviews take place regularly and action plans completed	CT/AC	
	Literacy Clinic offered to parents across school, with parents of disadvantaged children targeted to attend	Parental engagement at an early stage helps with children's learning and strengthens communication and relationships between school and home.		LM n	
	Parent meetings – reading, maths	As above	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.	CT/HH	
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.	Attendance data will be produced half termly for analysis and reported at Pupil Progress meetings	CT	
	Inclusion Manager to meet with parents to develop an action plan of support to enable children to attend school consistently.		Action plans produced and signed. Records of meetings	CT	
Number of peer conflict incidents at lunchtimes to be reduced, particularly in KS2.	Further staff training will take place to develop a greater understanding of conditions such as ADHD and appropriate strategies	There are an increased number of children displaying challenging emotional behaviour. There is a number of new staff that have not accessed previous school training.	Training will be provided by qualified specialist. Feedback will be gained from staff and any further requirements met e.g resources needed or further support	CT	
Offer further life experiences to children	Ensure that all PP children are aware of the opportunities to take part in school clubs during the day and after school. Provide any funding necessary to allow this to happen. Disadvantaged children to access school trips, including Year 6 trip to London (possible 4 children)	Wider life experiences not only support the development of children but are vital for their social and emotional well-being.	Discussions will highlight action points at Pupil Progress meetings half termly to ensure opportunities are not missed.	CT All staff	

Total budgeted cost	£14, 500
TOTAL BUDGETED COST 2017-2018	£44, 600

6. Review of expenditure				
Previous Academic Year		2015-2016		
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
<p>In this section you can annex or refer to additional information which you have used to inform the statement above.</p> <p>Our full strategy document can be found online at: www.aschool.sch.uk</p>