**Pupil premium strategy statement (primary)**

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| 1. **Summary information** | | | | | |
| **School** | Westcott Primary School | | | | |
| **Academic Year** | 2017/18 | **Total PP budget** | £39,520 | **Date of most recent PP Review** |  |
| **Total number of pupils** | 265 | **Number of pupils eligible for PP** | 27 | **Date for next internal review of this strategy** |  |

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| 1. **Current attainment** | | |
|  | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **% achieving Expected Standard or higher in reading, writing and maths** | 40% | 67% |
| **% achieving Expected Standard or higher in reading**  **Progress measure** | 40%  -2.61 | 77%  1.12 (all) |
| **% achieving Expected Standard or higher in writing** | 40%  -1.95 | 81%  3.49 (all) |
| **% achieving Expected Standard or higher in maths** | 40%  +0.04 | 80%  1.35 (all) |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | |
|  | | Lower oral language skills on entry to school for pupils eligible for PP delays progress in reading and writing in subsequent years | | |
| **B.** | | The behaviour of a group of pupils eligible for PP in KS2 is having a detrimental effect on their academic progress | | |
| **C.** | | Reading skills on entry are significantly below expected standards and reading is not supported at home this prevents sustained progress in KS2. | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **D.** | | Attendance rates for pupils eligible for PP are (below the target of 96% for all pupils) this has a detrimental impact on academic achievement. | | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Improve oral language skills for pupils eligible for PP in FS and KS1 | | Pupils eligible for PP make rapid progress by the end of FS so that pupils eligible for PP meet age related expectations. By the end of Y1 pupils eligible for PP achieve the expected standard in the phonics screening test. |
|  | Behaviour issues in KS2 are addressed | | Fewer behaviour incidents recorded for pupils eligible for PP in KS2 |
|  | Higher rates of progress across KS2 in reading and writing for pupils eligible for PP | | Progress measures checked at each collection point for PP pupils in all year groups show pupils are making better than expected progress. Moderation shows that QFT is having a positive impact on progress rates for PP pupils. |
|  | Increased attendance rates for pupils eligible for PP. | | No difference between the attendance of PP pupils and other pupils. |

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| **Academic year** | **2017/2018** | | | | | | | | |
| Lower oral language skills on entry to school for pupils eligible for PP delays progress in reading and writing in subsequent years | | | | | | | | | |
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| **Desired outcome** | **Chosen action / approach** | | **What is the evidence and rationale for this choice?** | | **Monitoring** | | **Evaluation** | | |
| A. Improve oral language skills for pupils eligible for PP in FS and KS1 | Interventions led by 3 x TAs in F2 and 2 x in KS1  Bridge Language assessments and provision for all pupils in F2 and Y1  Interventions in Y1 for phonics to accelerate progress  Catch up group in Y2 to receive TA intervention to support language and Oracy skills  Pupils in F2 and KS1 heard reading at least twice a week | | On entry data to F2 consistently indicates that children begin Westcott with skills below that expected for their age – particularly in phonological awareness.  This lack of oral language has a detrimental impact on progress in reading, phonics and writing if not addressed | | SLT  Lesson observations  Data – mid point reviews | | 100% of pupil eligible for PP achieved the expected standard in both reading and writing at the end of F2  Other children, that the school consider to be disadvantaged, also benefited from these interventions in F2 and have made better than expected progress. Many of the identified children have made 4+ steps progress, despite still having attainment below that which is expected for their age.  50% of pupils eligible for the PP grant achieved the expected standard at the end of Y1 in phonics and 100% of pupil eligible for the PP grant enter Year 2 having reached the expected standard in phonics. | | |
| Improved progress across KS2 for pupils eligible for PP in reading and writing. | Ongoing staff training on content and cognitive domains to support level of challenge for all, as well as engagement in reading through high-quality texts.  Interventions for PP children with TAs | | To ensure that the school is narrowing the gap for those pupils eligible for PP | | SLT  Lesson observations  Data – mid point reviews | | |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Percentage of pupils reaching ARE (Reading)** | | | | | | | | | |  | **Y1 (2)** | | **Y3 (5)** | | **Y4 (3)** | | **Y5** | | |  | **EYFS** | **Y1** | **Y2** | **Y3** | **Y3** | **Y4** | **Y4** | **Y5** | | **PP** | 0 | 50 | 80 | 60 | 75 | 75 | 83 | 83 | | **Non PP** | 77 | 80 | 81 | 82 | 62 | 79 | 65 | 77 |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Percentage of pupils reaching ARE (Writing)** | | | | | | | | | |  | **Y1** | | **Y3** | | **Y4** | | **Y5** | | |  | **EYFS** | **Y1** | **Y2** | **Y3** | **Y2** | **Y4** | **Y2** | **Y5** | | **PP** | 33 | 33 | 60 | 60 | 50 | 50 | 83 | 83 | | **Non PP** | 74 | 76 | 64 | 74 | 79 | 73 | 91 | 52 | | | |
| **Total budgeted cost** | | | | | | | | | £27, 489 |
| Reading skills on entry are significantly below expected standards and reading is not supported at home this prevents sustained progress in KS2 | | | | | | | | | |
| **Desired outcome** | **Chosen action/approach** | | **What is the evidence and rationale for this choice?** | | **Monitoring** | | **Evaluation** | | |
| Improved progress across KS2 for pupils eligible for PP in reading and writing. | Small group tutoring – book club (for Year 5 and 6) with high-quality texts these pupils can take home.  High-quality, structured and targeted reading and writing interventions, in addition and based on quality feedback from the teacher as a result of the diet of high-quality reading and writing teaching in class. | | The EEF suggests that programmes succeed when they are designed to meet a specific need based on the context of the school. In our case, it is notable that across KS2 there is a drop-off in the amount of pupils read in KS2, more notably in upper KS2. So a programme designed to increase the amount pupils read in more likely to be effective since generally pupils in KS2 do not currently read enough.  Pupils who need targeted support to catch up. Small group interventions with qualified members of staff identified as effective by the EEF toolkit. A range of sources highlights the effectiveness of quality verbal feedback. | | Data  Pupil progress meetings | | Y6 Progress  Reading  Pupil A +0.34  Pupil B +3.86  Pupil C +5.08  Pupil D -11.11 (EHC)  Pupil E -8.7 (Attendance >50%)  Writing  Pupil A +4.37  Pupil B +0.85  Pupil C +3.58  Pupil D -1.41 (EHC)  Pupil E -5.76 (Attendance >50%) | | |
| **Total budgeted cost** | | | | | | | | | £2,000 |
| The behaviour of a group of pupils eligible for PP in KS2 is having a detrimental effect on their academic progress | | | | | | | | | |
| **Desired outcome** | **Chosen action/approach** | | **What is the evidence and rationale for this choice?** | | **Monitoring** | | **Evaluation** | | |
| Behaviour issues in KS2 are addressed | Small group and 1:1 support for ‘high needs’ pupils. Identify a targeted behaviour intervention for identified students. Develop restorative approaches and focus on positive behaviours.  TAs  Art therapist  Emotional Well-being worker | | A significant proportion of eligible pupils have disruptive behaviour.  Three pupils are considered to be ‘top of the triangle’ and have IBP and a bespoke timetable, which focusses on emotional resilience and mental well-being  A further six pupils are highly disruptive and will receive 1:1 sessions on a variety of programmes to help them be ready to learn | | SLT | | Successful personalised support for children and families enabling them to access school life.  A decrease in the number of children needing emotional support on a weekly basis.  A reduction in exclusions and time spent out of the class | | |
| **Total budgeted cost** | | | | | | | | | £10, 228 |
| **Attendance rates for pupils eligible for PP are (below the target of 96% for all pupils) this has a detrimental impact on academic achievement.**  **A number of disadvantaged pupils come from families with historic negative attitudes towards education and have low attendance generally**  **A disproportionate number of disadvantaged pupils are persistent absentees** | | | | | | | | | |
| **Desired outcome** | | **Chosen action/approach** | | **What is the evidence and rationale for this choice?** | | **Monitoring** | | **Evaluation** | |
| Increased attendance rates for pupils eligible for PP.  Rise in Pupil Premium attendance and greater support for children and their families.  Attendance to exceed the National Average. | | EWO to monitor PA pupils (eligible for the PP grant) and work with admin staff to support families with school attendance  8 pupils identified as having attendance less than 70% in this group | | 6 pupils identified as having attendance less than 70% in this group.  This is having a detrimental affect on their achievement | |  | | |  |  |  | | --- | --- | --- | |  | Attendance 2017 | Attendance 2018 | | Pupil 1 | 68% | 100% | | Pupil 2 | 94% | 100% | | Pupil 3 | 83% | 86% | | Pupil 4 | 94% | 100% | | Pupil 5 | 77% | 85% | | Pupil 6 | 73% | 93% | | |
| **Total budgeted cost** | | | | | | | | £2,557.10 (salary) | |

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| Total PP spend | **£42, 274** |