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**Pupil premium strategy statement**

**Westcott Primary School 2018 - 2019**

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| 1. **Summary information** | | | | | |
| **School** | Westcott Primary School | | | | |
| **Academic Year** | 2018/2019 | **Total PP budget** | £34,320 | **Date of most recent PP Review** | Oct 2018 |
| **Total number of pupils** | 275 | **Number of pupils eligible for PP** | 26 | **Date for next internal review of this strategy** | Ongoing |

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| 1. **Current attainment by the end of KS2** | | |
|  | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| 0% achieved ARE in reading, writing and maths | 5 | %  Data sources that can help you identify barriers to attainment in your school include: RAISEonline; the EEF Families of Schools database; FFT Aspire; staff and pupil consultation; attendance records; recent school Ofsted reports; and Ofsted guidance.  It is not essential to identify four desired outcomes; focusing on fewer aims in more depth is encouraged.  Identify barriers that need to be addressed in-school, as well as external issues such as poor home learning environments and low attendance.  Use measures that replace levels.  An illustrative example of a completed primary template is available at: http://tscouncil.org.uk/resources/guide-to-effective-pupil-premium-reviews/ |
| 60% achieved ARE -2.11 progress in reading | 5 | % |
| 60% achieved ARE 0.33 progress in writing | 5 | % |
| 0% achieved ARE -5.84 progress in maths | 5 | % |

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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)* | | | | |
|  | | Lack of extended vocabulary along with limited life experiences inhibits reading comprehension and the ability to reason in mathematics | | |
|  | | Many children in school with unidentified social and emotional difficulties | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **C.** | | Attendance | | |
| **D.** | | Culture of low expectations/ aspirations and limited home support particularly in reading | | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Improved oral language skills for pupils eligible for PP across the school | | Pupils eligible for PP have developed language skills which enables them to attain as highly as other pupils across the curriculum. |
|  | Attendance for pupils eligible for PP funding to be in line with other pupils nationally | | Persistent absence rates for PP pupils decreases and overall attendance of PP pupils is at least 95% |
|  | More pupils to reach age related expectations by the end of KS1 and KS2 in reading, writing and maths | | Pupils eligible for PP funding attain as well as non-disadvantaged pupils |
|  | Social and emotional issues addressed | | These children are able to self-manage, have a range of strategies for coping and access the full/ tailored curriculum and therefore make progress from their starting point and narrow the gap with non PP pupils |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** |  | | | | |
| 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?** |
| Improved oral language skills for pupils eligible for PP across the school | Colour in Language used in FS and KS1  Fluency lesson taught daily in KS1  Language rich environments created in all areas of the school  Opportunities created for educational visits that all children can participate in to extend vocabulary to ensure that cost is not a barrier to participation | The impact of collaborative approaches on learning is consistently positive. Effective collaborative learning requires much more than just sitting pupils together and asking them to work in a group; structured approaches with well-designed tasks lead to the greatest learning gains. There is some evidence that collaboration can be supported with competition between groups, but this is not always necessary, and can lead to learners focusing on the competition rather than the learning it aims to support. Approaches which promote talk and interaction between learners tend to result in the best gains.  *Education Endowment Foundation* | Internal/External monitoring within the school through the school’s monitoring system.  Data analysis and book scrutiny to evidence and evaluate progress being made. | SLT/ English leads/ class teachers | Autumn 1  Autumn 2  Spring 2  Summer 2 |
| Attendance for pupils eligible for PP funding to be in line with other pupils nationally | EWO deployment to track pupils’ attendance on a weekly basis to enable early intervention and support where needed. Identify children at risk of becoming level 3 PA and put in proactive measures  Weekly welfare meetings with standard agenda item as attendance of this group  Celebrations and attendance awards to encourage all children to attend regularly | Parental involvement in the form of ‘at-home good parenting’ has a significant positive effect on children’s achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups. (Desforges 2003).  DFE Review of best practice in parental engagement, 2010. | Weekly updates from attendance team.  Daily phone calls home for all absentees  Certificates celebrating ‘improved attendance’ each week  Regular updates form EWO regarding most ‘at risk’ families. | AW  KS  SS | Ongoing |
| Many children in school with unidentified social and emotional difficulties | Intensive family support programmes with specially trained staff  Provide bespoke learning opportunities to meet the needs of all children outside the classroom | Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline and so are worth considering as alternatives to direct behaviour interventions.  On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.  *Education Endowment Foundation* | Review of impact and feedback in weekly SLT meetings  Tracking of interventions and progress on a half termly basis  Internal/External monitoring within the school through the school’s monitoring system.  Data analysis and book scrutiny to evidence and evaluate progress being made. | KS  DT | Weekly |
| More pupils to reach age related expectations by the end of KS1 and KS2 in reading, writing and maths | Mastery Readiness with the regional Maths Hub – developing fluency and reasoning  Times Tables Rock Stars  Explicit teaching of vocabulary | Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact.  *Education Endowment Foundation* | Internal/External monitoring within the school through the school’s monitoring system.  Data analysis and book scrutiny to evidence and evaluate progress being made. | SLT/ Subject leads/ Class teachers | Ongoing  Half termly monitoring |
| **Total budgeted cost** | | | | |  |
| 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?** |
| Improved oral language skills for pupils eligible for PP across the school | Speech and language provision (small group and 1:1)  Small group interventions support with phonics in FS and KS1  Small group interventions with fluency in reading in FS and KS1 | Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.  *Education Endowment Foundation* | Data analysis to ensure progress  is effectively closing the gap between the pupil premium pupils and their peers.  Intervention tracking through provision mapping for all pupils to ensure their learning needs are being effectively met. | CE  RI | Ongoing  Half termly monitoring |
| Social and emotional issues addressed | 1:1 ‘check-ins’ daily  Timetabled provision to address identified needs | On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.  *Education Endowment Foundation* | Daily check ins and discussion with class teachers and families. | AW  KSc  KSh | Ongoing |
| More pupils to reach age related expectations by the end of KS1 and KS2 in reading, writing and maths | Teacher led interventions in maths  Year 6 class split into two – small numbers allows bespoke support for disadvantaged children  Support staff led intervention | Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact.  *Education Endowment Foundation* | Data analysis to ensure progress is effectively closing the gap between the pupil premium pupils and their peers.  Internal/External monitoring within the school through the school’s monitoring system. | SLT/ Subject leads/ Class teachers | Ongoing  Half termly monitoring |
| **Total budgeted cost** | | | | | 16,667.08 |
| 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?** |
| More pupils to reach age related expectations by the end of KS1 and KS2 in reading, writing and maths | Investment in reading incentives and prizes  Parent workshops to help parents understand literacy expectations and how to support | Parental involvement in the form of ‘at-home good parenting’ has a significant positive effect on children’s achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups. (Desforges 2003).  DFE Review of best practice in parental engagement, 2010. | Data analysis to ensure progress is effectively closing the gap between the pupil premium pupils and their peers.  Internal/External monitoring within the school through the school’s monitoring system.  Parental questionnaires  Pupil Voice | KS  AW  CE | Ongoing  Half termly monitoring |
| **Total budgeted cost** | | | | | 18,408.08 |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | |  | | |
| 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** |
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| 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** |
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| 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 |