

West Winch Primary School Pupil Premium Strategy Statement (Forecast & Review)

Summary information		
Academic Year 2016 to 2017	Total PP budget: £46,500	Date of most recent PP Review: March 2017
Total number of pupils: 204	Number of pupils eligible for PP: 36	Date for next review of this strategy: July 2017

Current attainment		
	Pupils eligible for PP	Pupils not eligible for PP
Year 6 % at 'expected' in reading	100% (5/5)	96% (27/28)
Year 6 % at 'expected' in writing	80% (4/5)	82% (23/28)
Year 6 % at 'expected' in maths	80% (4/5)	93% (26/28)
Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school)</i>		
A.	Attainment in maths for Pupil Premium children is not in line with the attainment of non Pupil Premium Children.	
B.	Attainment in writing for Pupil Premium children is not in line with the attainment of non Pupil Premium Children.	
C.	Attainment of higher achieving Pupil Premium children is lower than national data in all areas.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Potentially low aspirations; linked with some with ongoing attendance issues. Attendance statistics are lower for Free School Meal children compared to non Free School Meal children.	
Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Attainment in maths for Pupil Premium to be in line with the attainment of non Pupil Premium.	% closer or in line for PP and non PP.
B.	Attainment in writing for Pupil Premium to be in line with the attainment of non Pupil Premium.	% closer or in line for PP and non PP.
C.	Percentage of higher achieving Pupil Premium children to be above national in all areas.	% of higher PP children in line with non PP.
D.	Attendance for Free School Meal children is within 2% of non Free School Meal children.	Attendance within 2% of non PP.

Planned expenditure					
Academic year		2016 to 2017			
Quality of teaching for all					
Desired outcome	Chosen action or 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?
For children to have a wider opportunity to solve problems in maths.	Increasing problem solving in all maths lessons through staff training.	Attainment in maths for PP children. Focus area in school Workbook (SEF & SIDP).	Learning Walks. Lesson Observations. Data analysis. Subject Leader focus.	SLT Govs CG	July 2017 £500 for Problem Solving resources – books and online.
To increase the range of high quality reading books available through the school reading scheme.	Higher quality texts available to support reading improvement. More high quality texts available for home use.	Increasing the amount of quality texts available to all parents, but with a focus on pupils from disadvantaged families.	Learning Walks. Lesson Observations. Data analysis. Subject Leader focus.	SLT Govs DM	July 2017 £2000 to provide a wider range of high quality texts and to ensure that the school reading scheme has been enriched.
Improve the attendance of identified pupils, where concerns have been raised.	A whole school attendance strategy to raise % attendance. Identify Attendance Lead and regular analysis of data.	Improved attendance will support better attainment and increase progress towards attaining targets. Focus on attendance of vulnerable groups – especially FSM.	Attendance Lead in place, who meets regularly with LA attendance support. Attendance data analysis each month – with a focus on vulnerable groups.	SLT Govs KT	July 2017 at the end of the academic year – but reviewed monthly and at each GB meeting. £2,500 TLR3
To ensure a focus on higher attaining PPG children is maintained.	Specific support provided in class and via TA support.	Data analysis demonstrates that higher achieving PPG children are above national, but achieve less well than non PPG children.	Learning Walks. Lesson Observations. Data analysis. Subject Leader focus.	SLT Govs CG & DM	Termly review.
Total budgeted cost					£5,000

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?
All identified children in KS1 to have targeted support to diminish the difference in Reading, Writing and Maths.	Regular small group sessions to clearly focus on key skills in Reading, Writing and Maths.	Opportunity provided for children to work in small group sessions – thereby focussing more clearly on pupil targets.	Monitoring of sessions by the SLT and Senco. Pupil progress meetings and data analysis.	CK SLT Senco SM	Summer Term 2017 £10,700
All identified children in KS2 to have targeted support to diminish the difference in Reading, Writing and Maths.	Regular small group sessions to clearly focus on key skills in Reading, Writing and Maths.	Opportunity provided for children to work in small group sessions – thereby focussing more clearly on pupil targets. Use of Sound Discovery (writing), Catch Up (reading) and Maths Booster.	Monitoring of sessions by the SLT and Senco. Pupil progress meetings and data analysis.	HW SLT Senco SM	Summer Term 2017 £10,180
Children have social and emotional skills in line with their peers.	Sensory Circuits (training and resources) and Thrive (training, resources and ongoing licence requirements).	By removing these barriers to learning, children who are not secure emotionally, socially or personally are not able to give all their focus to their learning.	Monitoring of sessions by the SLT and Senco. Pupil progress meetings and data analysis.	SLT DM Senco SM	Review on a termly basis. Sensory Circuits £5,000 Thrive Training £3,000 Thrive resources £2,000
Total budgeted cost					£30,880

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?
To continue to employ a Teaching Assistant with a specific focus on behaviour strategies.	Focussed support provided for children where behaviour is a barrier to learning.	By removing these behaviour barriers to learning, children are able to give all their focus to their learning.	Monitoring of sessions by the SLT and Senco. Pupil progress meetings and data analysis.	SLT Senco SM	Review on a termly basis. Annual cost - £12,809
To continue to provide Play Therapy & Benjamin Foundation support.	Sessions are held on a weekly basis with trained staff to provide key support for children with social and emotional issues.	By removing these barriers to learning, children who are not secure emotionally, socially or personally are not able to give all their focus to their learning.	Monitoring of sessions by the Senco. Pupil progress meetings and data analysis.	Senco SM	£2000
Total budgeted cost					£14,809
Total PPG projected spend					£50,689

Review of expenditure				
Academic Year 2015 to 2016				
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
For children to have a wider opportunity to solve problems in maths.	Increasing problem solving in all maths lessons through staff training.	Data analysis shows that the PPG children are increasingly successful when faced with a range of specific problem solving situations.	This successful strategy to continue to the next academic year.	£500
To increase the range of high quality reading books available through the school reading scheme.	Higher quality texts available to support reading improvement. More high quality texts available for home use.	Data analysis shows that the PPG children are now becoming more effective readers. To support the strategy we have implemented a move for our school library into a dedicated room, additional funding has been allocated to provide a wider range of high quality texts and the school reading scheme has been enriched.	This successful strategy to continue to the next academic year.	£1,300
Improve the attendance of identified pupils, where concerns have been raised.	A whole school attendance strategy to raise % attendance. Identify Attendance Lead and regular analysis of data.	Improved attendance will support better attainment and increase progress towards attaining targets. Focus on attendance of vulnerable groups.	The system we have in place is successful and will be continued. There has been a year on year increase to the whole school attendance percentage. 2014 to 2016 96.6% , 2015 to 2016 96.8% . Analysis of vulnerable groups identifies that FSM children need to be a focus for improved attendance (FSM attendance is 3% below non FSM attendance).	£2,500

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
All identified children in KSI to have targeted support to diminish the difference in Reading, Writing and Maths.	Regular small group sessions to clearly focus on key skills in Reading, Writing and Maths.	Identified KSI pupils are supported to reach a better standard of attainment and their progress is accelerated to ensure that they either catch up with their peers or that the difference is diminished.	Effective TA intervention to continue, supported by Pupil Progress meetings and data analysis by subject leaders, SLT members and the Governing Body.	£10,700
All identified children in KS2 to have targeted support to diminish the difference in Reading, Writing and Maths.	Regular small group sessions to clearly focus on key skills in Reading, Writing and Maths.	Identified KS2 pupils are supported to reach a better standard of attainment and their progress is accelerated to ensure that they either catch up with their peers or that the difference is diminished.	Effective TA intervention to continue, supported by Pupil Progress meetings and data analysis by subject leaders, SLT members and the Governing Body.	£10.180
Children have social and emotional skills in line with their peers.	Sensory Circuits (training and resources) and Thrive (training, resources and ongoing licence requirements).	By removing these barriers to learning, children who are not secure emotionally, socially or personally are not able to give all their focus to their learning.	Effective social and emotional support to continue via Thrive and Sensory Circuits (in school trained staff).	£15,500

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
To continue to employ a Teaching Assistant with a specific focus on behaviour strategies.	Focussed support provided for children where behaviour is a barrier to	By removing these behaviour barriers to learning, children are able to give all their focus to their learning.	Effective TA behaviour intervention to continue, supported by Pupil Progress meetings and data analysis by subject leaders, SLT members and the Governing Body.	£12,809
To continue to provide Play Therapy & Benjamin Foundation support.	Sessions are held on a weekly basis with trained staff to provide key support for children with social and emotional issues.	By removing these barriers to learning, children who are not secure emotionally, socially or personally are not able to give all their focus to their learning. Cluster SEN impact analysis identified that the Play Therapy and Benjamin Foundation provision both had a response rating of 10/10 for effectiveness.	Effective social and emotional support to continue via Play Therapy and Benjamin Foundation (external staff delivering the sessions).	£2,000
			Total PPG spend	£55,489