

Pupil premium strategy statement (primary)

1. Summary information					
School	Westhouses Primary School				
Academic Year	2016/17	Total PP budget	£18,820	Date of most recent PP Review	April 17
Total number of pupils	87	Number of pupils eligible for PP	16	Date for next internal review of this strategy	Sept 17

2. Current attainment				
		Westhouses Primary Pupils eligible for PP 1 pupil	Pupils eligible for PP (national average)	Pupils not eligible for PP (national average)
% achieving expected or above in reading, writing & maths		0%	60%	60%
% of Y6 at or above expected standard in reading		0%	71%	71%
% of Y6 at or above expected standard in writing		0%	79%	79%
% of Y6 at or above expected standard in maths		0%	75%	75%
% of Y6 at or above expected standard in SPAG		0%	78%	78%
		Westhouses Primary School PP pupils - Average point progress		Expected average point progress
Average points progress in reading		3.2		3
Average points progress in writing		3.1		3
Average points progress in maths		2.7		3
Average points progress in SPAG		3		3
3. Barriers to future attainment (for pupils eligible for PP)				
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>				
A.	Mastery of Maths across school for PP children, improving maths outcomes for end of KS2.			

B.	Improved attainment and progress across school for PP children, improving SPAG outcomes for end of KS2.																							
C.	Improved attainment and progress in writing across school for PP children, improving writing outcomes for end of KS2.																							
External barriers (issues which also require action outside school, such as low attendance rates)																								
D.	Social and emotional age appropriate development for pupils across the school (mostly eligible for PP)																							
4. Desired outcomes (Desired outcomes and how they will be measured)				Success criteria																				
A.	Improved teaching of maths for mastery for pupils eligible for PP. Maths <table border="1"><thead><tr><th>Year</th><th>Number of pupils</th><th>Progress made by PP pupils</th><th>Progress made by Non-PP pupils</th></tr></thead><tbody><tr><td>3</td><td>2</td><td>2.8</td><td>3.4</td></tr><tr><td>4</td><td>5</td><td>3.1</td><td>3</td></tr><tr><td>5</td><td>2</td><td>3</td><td>2.9</td></tr><tr><td>6</td><td>1</td><td>3</td><td>2.9</td></tr></tbody></table>			Year	Number of pupils	Progress made by PP pupils	Progress made by Non-PP pupils	3	2	2.8	3.4	4	5	3.1	3	5	2	3	2.9	6	1	3	2.9	The gap between PP and Non-PP pupils is reduced.
Year	Number of pupils	Progress made by PP pupils	Progress made by Non-PP pupils																					
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4	5	3.1	3																					
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B.	Improved teaching of SPAG for all pupils eligible for PP. Spelling, Punctuation and Grammar <table><tr><th>Year</th><th>Number of pupils</th><th>Progress made by PP pupils</th><th>Progress made by Non-PP pupils</th></tr><tr><td>3</td><td>2</td><td>3.3</td><td>3.4</td></tr><tr><td>4</td><td>5</td><td>3.4</td><td>3.7</td></tr><tr><td>5</td><td>2</td><td>3.5</td><td>3.2</td></tr><tr><td>6</td><td>1</td><td>3</td><td>3.1</td></tr></table>	Year	Number of pupils	Progress made by PP pupils	Progress made by Non-PP pupils	3	2	3.3	3.4	4	5	3.4	3.7	5	2	3.5	3.2	6	1	3	3.1	The gap between PP and Non-PP pupils is reduced.
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C.	Improved attainment and progress in writing across school for PP children, improving writing outcomes for end of KS2. <table><tr><th>Year</th><th>Number of pupils</th><th>Progress made by PP pupils</th><th>Progress made by Non-PP pupils</th></tr><tr><td>3</td><td>2</td><td>2.5</td><td>3.1</td></tr><tr><td>4</td><td>5</td><td>3.4</td><td>3.4</td></tr><tr><td>5</td><td>2</td><td>3.5</td><td>3.4</td></tr><tr><td>6</td><td>1</td><td>3</td><td>3.1</td></tr></table>	Year	Number of pupils	Progress made by PP pupils	Progress made by Non-PP pupils	3	2	2.5	3.1	4	5	3.4	3.4	5	2	3.5	3.4	6	1	3	3.1	The gap between PP and Non-PP pupils is reduced.
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D.	Social and emotional age appropriate development for a small group of pupils to be addressed.	Aim for all PP pupils on Positive play to make 15 points progress on their Boxhall profile.								
	<table><tr><td></td><td>Point score on Boxhall Diagnostic profile when beginning Positive Play</td><td>Point score on Boxhall Diagnostic profile when finishing Positive Play</td><td>Points progress</td></tr><tr><td>Whole school average</td><td>28.2</td><td>7.2</td><td>21</td></tr></table>		Point score on Boxhall Diagnostic profile when beginning Positive Play	Point score on Boxhall Diagnostic profile when finishing Positive Play	Points progress	Whole school average	28.2	7.2	21	
	Point score on Boxhall Diagnostic profile when beginning Positive Play	Point score on Boxhall Diagnostic profile when finishing Positive Play	Points progress							
Whole school average	28.2	7.2	21							

5. Planned expenditure					
Academic year		2016/17			
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?

A. Improved progress for pupils in maths.	Staff training / feedback to pupils/ action planning / learning walks/ observations High quality teaching for PP children.	We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'.	Use INSET / Staff meetings to deliver/disceminate training/ observations/analyse impact of interventions. Inspire purchased to ensure mastery is a focus for all chn.	Head SLT	April 2017 <u>Review</u> Average 3.1 points progress (expected = 3 points progress) 71% of PP pupils are at expected (12 out of 17) 17.5% of PP pupils are exceeding (3 out of 17)
B. Improved progress for pupils in SPAG.	Staff training / feedback to pupils/ action planning / learning walks/ observations High quality teaching for PP children. Grammar warm-up sessions to be used in all classes.	We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'.	Use INSET / Staff meetings to deliver/disceminate training/ observations/analyse impact of interventions.	Head SLT	April 2017 <u>Review</u> Average 3.4 points progress (expected = 3 points progress) 65% of PP pupils are at expected (11 out of 17) 23.5% of PP pupils are exceeding (4 out of 17)
C. Improved progress for pupils in writing.	Staff training / feedback to pupils	We want to ensure that PP pupils can ensure high attainment in writing and make better than expected progress.	In class support during English lessons 1 hour HLTA and 1 hour TA per day to support in class learning of PP pupils. Quality first teaching.	Head SLT	April 2017 <u>Review</u> Average 3.3 points progress (expected = 3 points progress) 71% of PP pupils are at expected (12 out of 17) 23.5% of PP pupils are exceeding (4 out of 17)
Total budgeted cost					£9440

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?
A. Improved maths mastery skills.	Interventions delivered with a focus on maths mastery.	We want to provide extra support to achieve high attainment for pupils. Small group interventions with highly qualified staff have been shown to be effective.	Teaching assistant (TA) CPD for TAs supporting the sessions. Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions. SATs booster group to be ran by Year 6 teacher. - SAT's booster sessions - Maths intervention - G & T club	Head Class teachers SLT	July 2017 <u>Review</u> PP Pupils received Maths Interventions in Autumn and Spring terms and made 2.4 points progress where 2 points is expected.

B. Improved SPAG skills.	Interventions delivered with a focus on SPAG for greater depth.	Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools. HLTA and TA to deliver Accelerad/Accelwrite to PP pupils in need of a boost.	- SAT's booster sessions - KS2 writing group - G & T club - AcceleWrite intervention 1 hour HLTA and 1 hour TA per day to support in class learning of PP pupils. Teaching assistant (TA) CPD for TAs supporting the sessions. Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions. Scheduled sessions for PP pupils to receive Accelerad/Accelwrite.	Head SLT	July 2017 Review Average 3.7 points progress (expected = 3 points progress) Average progress for PP on Accelwrite intervention = 3.5 points progress <i>See progress review – page 5</i>
C. Improved progress for pupils in writing for Gifted and Talented pupils.	G&T PP pupils to form a writing group. They will write a school newspaper and sell this around the school. Staff training / feedback to pupils	We want to ensure that G&T PP pupils make better than expected progress.	School Newspaper 1:3 writing session with a HLTA	Head SLT	April 2017 Review Average 3.7 points progress (expected = 3 points progress)
Total budgeted cost					£7215
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?

D. Social and emotional age appropriate development for pupils to be addressed.	Nurture provision to be provided for a key number of identified pupils. Nurture group team to engage with parents before intervention begins. Develop restorative approaches and focus on positive behaviours. Outside agencies support and advice – EP/BSS/AO/SSPI/SSHI School funds milk for PP pupils	Positive Play suggests that targeted interventions matched to specific students with particular needs or social and emotional issues can be effective, especially for older pupils. Pupils will be ready to learn if they are hydrated.	Ensure identification of target pupils is fair, transparent and properly recorded. Boxhall diagnostic profile used to score pupils social and emotional progress. Monitor incidences but also monitor whether improvements translate into improved attainment.	Head Positive Play Lead SENCo	July 2017 <i>See final review on page 11</i>
Total budgeted cost					£3,380

6. Review of expenditure				
Previous Academic Year				
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

Improved progress for pupils in maths.	School to implement INSPIRE Maths programme Staff training / feedback to pupils	Maths results for the whole school cohort did improve but, as above, the PP pupil did not meet age related expectations at the end of KS2. Most PP pupils (except Y3) made expected progress. Progress in Maths was good in Non-PP pupils too.	As a school, we are pleased with the progress made since the implementation of the Inspire Programme but it may take some time before the impact of this scheme effects end of KS2 data. The school will continue to use the Inspire Maths Programme to improve progress and mastery of Maths.	£1800
Improved progress for pupils in SPAG.	Staff training / feedback to pupils/ action planning / learning walks/ observations High quality teaching for PP children. Grammar warm-up sessions to be used in all classes.	Progress in SPAG was expected or better for all PP pupils (and pupils in the school in general). There was only 1 PP pupil in Year 6 cohort and they did not meet age related expectations at the end of KS2. This was due to additional SEN needs.	Teaching of discrete grammar sessions and grammar warm-ups have had an impact on pupil progress. These will continue to be used.	-
Improved progress for pupils in writing.	Staff training / feedback to pupils HLTA/TA support in class.	All children except Year 3 PP pupils (2) made expected or better than expected progress. Lack of progress is due to pupils having other additional needs. There was only 1 PP pupil in Year 6 cohort and they did not meet age related expectations at the end of KS2. This was due to additional SEN needs.	Whole school improvement in writing (except for pupils with additional needs). Staff training has had an impact. In class support was beneficial for pupil progress and planned differentiation.	£5300
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

A. Improved maths mastery skills.	Interventions delivered with a focus on maths mastery.	Most PP pupils (except Y3) made expected progress. PP pupils made slightly more progress than their non-pp classmates. However, progress in Maths was good in Non-PP pupils too.	The school will continue to use the Inspire Maths scheme with an aim for progress and deepening for all pupils. Continue to use maths interventions for PP	£3000
B. Improved SPAG skills.	Interventions delivered with a focus on SPAG for greater depth. Accelerate/ accelewrite	Progress in SPAG was expected or better for all PP pupils (and pupils in the school in general).	Intervention used for SPAG have also had an impact. These will be implemented in the future when needed. Average progress for PP on Accelewrite intervention = 3.5 points progress. This intervention has been affective and will continue to be used as an approach for boosting SPAG and writing.	£5300
C. Improved progress for pupils in writing for Gifted and Talented pupils.	G&T PP pupils to form a writing group. They will write a school newspaper and sell this around the school. Staff training / feedback to pupils	3.7 points progress. Expected progress is 3 points per year. These pupils made better than expected progress.	Continue to run G&T writing group to write the school newspaper. Work on inspiring aspirations in these pupils in the coming year.	£684

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
Social and emotional age appropriate development for pupils to be addressed.	Positive Play lead by TA (positive play leader) 1.5 hours 4 times a week. Overseen by SENCO	PP pupils identifies as having social and emotional needs received Positive Play intervention. Our aim was for these pupils to make an average of 15 points progress on the Boxhall Diagnostic Profiles. PP pupils who received Positive Play made an average of 21 points progress on the Boxhall Diagnostic Profile.	Positive play had a significant positive impact on PP pupils. We will continue to use Positive Play as a strategy for supporting social and emotional well-being in PP pupils.	£3200

PP pupils to be hydrated and well nourished	School to purchase Cool Milk for all PP pupils	PP pupils received daily milk and are offered breakfast or a snack at break time when they are hungry.	We will continue to fund Cool Milk for PP pupils.	£180
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.