

Westhouses Primary School

Pupil Premium Summary Report July 2019

1. Summary Information					
School	Westhouses Primary School				
Academic Year	2018-19	Total disadvantaged pupil budget	£25,920.00	Date of the most recent PP review	July 2018
Total number of pupils	80	Number of pupils eligible for PP grant	16	Date of next internal review	July 2019
Total number of disadvantaged pupils	22	Number of other disadvantaged pupils	6		

2. Attendance							
Academic Year	Number of PP pupils	School	National	School	National	School	National
		% average attendance - PP pupils	% average attendance - PP pupils	% average attendance- Non PP pupils	% average attendance- Non PP pupils	Difference between PP and Non PP	Difference between school PP and National PP
2018-2019	22	96.26%	Not available	96.01%	Not available	+0.25%	Not available

3. Current attainment (End of Year 2019)			
	Pupils eligible for PP	All Pupils	National Other 2018
EYFS (1 pupil)	1	6	N/A
% of pupils achieving a Good Level of Development	100%	67%	"
KS1 (6 pupils)	6	23	"
% of pupils meeting expectations in Maths	50%	53%	"
% of pupils meeting expectations in Reading	67%	57%	"
% of pupils meeting expectations in Writing	67%	57%	"
KS2 (15 pupils)	15	61	"
% of pupils meeting expectations in Maths	60%	75%	"
% of pupils meeting expectations in Reading	60%	71%	"
% of pupils meeting expectations in Writing	53%	71%	"

Outline of Pupil Premium income

- We had 22 pupils in receipt of Pupil Premium funding. This is 23.75% of the school population (this includes some pupils adopted from care).
- We also had 3 pupils in receipt of Forces Premium this is 3.75% of the school population
- Total percentage of disadvantaged pupils = 27.5%. We will receive £25,920.00 in Pupil/Forces Premium and LAC funding for 2018-19.

Attainment of Pupil Premium children

Working at or above expected standard				
	July 2018	December 2018 +6	April 2019	July 2019
Reading All	68%	60%	60%	65%
Writing All	53%	52%	60%	60%
Mathematics All	68%	64%	55%	65%
EGPS All	53%	56%	55%	60%
Re, Wr, Ma All	47%	52%	55%	50%

The school is not currently enabling Pupil Premium pupils to be in line with national averages. However, all percentages were equal or greater by the end of the year.

Pupil attainment by year group 2018-19

Reception (1 Pupil premium)

<u>Achieved a good level of development (GLD)</u>				
	<u>September</u> <u>2018</u>	<u>December</u> <u>2018</u>	<u>April</u> <u>2019</u>	<u>July</u> <u>2019</u>
<u>All</u>	<u>33%</u>	<u>33%</u>	<u>67%</u>	<u>67%</u>
<u>Disadvantaged</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

Year 1 (3 Pupil premium)

<u>Working at or above expected standard</u>					<u>% pupils on track to make expected progress (3 points per year) from their starting points.</u>
<u>Autumn:</u>	<u>July 2018</u>	<u>December 2018 + 1</u>	<u>April 2019 +1 PP</u>	<u>July 2019 -1 PP</u>	
<u>Reading</u>					
<u>All</u>	<u>50%</u>	<u>40%</u>	<u>40%</u>	<u>44%</u>	<u>100</u>
<u>Disadvantaged</u>	<u>N/A</u>	<u>50%</u>	<u>33%</u>	<u>50%</u>	<u>100</u>
<u>Writing</u>					
<u>All</u>	<u>50%</u>	<u>40%</u>	<u>40%</u>	<u>44%</u>	<u>90</u>
<u>Disadvantaged</u>	<u>N/A</u>	<u>50%</u>	<u>33%</u>	<u>50%</u>	<u>66</u>
<u>Mathematics</u>					
<u>All</u>	<u>50%</u>	<u>50%</u>	<u>50%</u>	<u>55%</u>	<u>100</u>
<u>Disadvantaged</u>	<u>N/A</u>	<u>50%</u>	<u>33%</u>	<u>50%</u>	<u>100</u>
<u>Phonics</u>					
<u>All</u>		<u>40%</u>	<u>70%</u>	<u>89%</u>	<u>100</u>
<u>Disadvantaged</u>	<u>N/A</u>	<u>50%</u>	<u>33%</u>	<u>100%</u>	<u>100</u>
<u>50%</u>	<u>* Proportion of children who met or exceeded the ELG at the end of YR for each of reading, writing and mathematics.</u>				

Year 2 (3 Pupil premium)

Working at or above expected standard					% pupils on track to make expected progress (3 points per year) from their starting points.
	July 2018	December 2018 +1	April 2019 +1	July 2019 +1, -1	
Reading All	62%	67%	67%	75%	92
Disadvantaged	100%	75%	75%	75%	100
Writing All	62%	58%	67%	67%	92
Disadvantaged	100%	50%	75%	75%	75
Mathematics All	69%	67%	67%	67%	100
Disadvantaged	100%	75%	75%	75%	100
Phonics All	69%	67%	67%	83%	92
Disadvantaged	67%	75%	75%	75%	75
Re, Wr, Ma All	62%	58%	67%	67%	
Disadvantaged	67%	50%	75%	75%	

Year 3 (3 Pupil premium)

Working at or above expected standard					% pupils on track to make expected progress (3 points per year) from their starting points.
	July 2018	December 2018 +3	April 2019 -1	July 2019	
Reading All	62%	57%	54%	58%	85
Disadvantaged	100%	25%	25%	33%	75
Writing All	69%	57%	54%	58%	77
Disadvantaged	100%	25%	25%	33%	50
Mathematics All	77%	64%	62%	67%	85
Disadvantaged	100%	25%	25%	33%	75
EGPS All	85% phonics	57%	54%	58%	77
Disadvantaged	100%	25%	25%	33%	50
Re, Wr, Ma All	67%%	57%	54%	58%	
Disadvantaged	100%	25%	25%	33%	

Year 4 (3 Pupil premium)

Working at or above expected standard					% pupils on track to make expected progress (3 points per year) from end of KS1.
	July 2018	December 2018	April 2019	July 2019	
Reading All	77%	77%	77%	77%	92
Disadvantaged	100%	100%	67%	67%	100
Writing All	77%	77%	77%	77%	85
Disadvantaged	67%	67%	67%	67%	67
Mathematics All	77%	85%	85%	85%	92
Disadvantaged	67%	67%	100%	100%	100
EGPS All	69%	69%	69%	69%	78
Disadvantaged	67%	100%	67%	67%	33
Re, Wr, Ma All	62%	69%	69%	69%	
Disadvantaged	67%	67%	67%	67%	

Year 5 (2 Pupil premium)

Working at or above expected standard					% pupils on track to make expected progress (3 points per year) from end of KS1.
	July 2018	December 2018 +1	April 2019	July 2019	
Reading					
All	58%	62%	69%	62%	77
Disadvantaged	0%	0%	0%	0%	0
Writing					
All	58%	54%	62%	54%	77
Disadvantaged	0%	0%	0%	0%	0
Mathematics					
All	67%	69%	69%	69%	77
Disadvantaged	0%	0%	0%	0%	50
EGPS					
All	58%	54%	54%	54%	92
Disadvantaged	0%	0%	0%	0%	100
Re, Wr, Ma					
All	58%	54%	54%	54%	
Disadvantaged	0%	0%	0%	0%	

Year 6 (6 Pupil premium, 1 forces)

Working at or above expected standard					% pupils on track to make expected progress (3 points per year) from end of KS1.
	July 2018	Dec 2018 +1	April 2018	July 2018	
Reading All	86%	93%	93%	87%	100
Disadvantaged	83%	100%	100%	100%	100
Writing All	79%	87%	87%	93%	93
Disadvantaged	83%	83%	83%	83%	100
Mathematics All	71%	80%	80%	80%	80
Disadvantaged	83%	83%	83%	83%	83
EGPS All	71%	87%	87%	87%	100
Disadvantaged	83%	83%	67%	100%	100
Re, Wr, Ma All	57%	73%	73%	60%	
Disadvantaged	67%	67%	67%	67%	

PROGRESS 2018-19

3 points or more indicates good progress *(using classroom monitor system Secure to Secure = 3 points)*

Reception Progress	Points progress per term			Total points progress throughout year		Points progress per term			Total points progress throughout year
Reading all	1.3	2.5	2.3	6.1	Maths all	1.7	2.5	1.8	6
Reading Disadvantaged	2	2	2.5	6.5	Maths Disadvantaged	2	2	2	6
Writing all	2	2	2.1	6.1	Shape Space Measure all	1	2.8	2.3	6.1
Writing Disadvantaged	2	2	2.5	6.5	SSM disadvantaged	1	2	2.5	5.5

Year 1 Progress	Points progress per term			Total points progress throughout year		Points progress per term			Total points progress throughout year
Reading all	1	2.2	0.7	3.9	Maths all	1.1	1.8	1.4	4.3
Reading Disadvantaged	N/A	2.7	0.8	3.5	Maths Disadvantaged	N/A	1.3	1.8	3.1
Writing all	1	2.2	1.2	4.4	SPAG all	1	1.7	1.3	4
Writing Disadvantaged	N/A	1.7	2	3.7	SPAG disadvantaged	N/A	1.5	1.8	3.3

NB: Yr1 PP pupils were in year transfers and therefore did not make as much progress with us in term 1 as they were only with us for a few weeks.

Year 2 Progress	Points progress per term			Total points progress throughout year		Points progress per term			Total points progress throughout year
Reading all	1	1.1	1.1	3.2	Maths all	1.1	1.1	1	3.2
Reading Disadvantaged	1	1	1	3	Maths Disadvantaged	1	1.4	1	3.4
Writing all	0.9	1.2	1.2	3.3	SPAG all	1.1	1.6	1.4	4.1
Writing Disadvantaged	1	1.3	1	3.3	SPAG disadvantaged	1	0.9	1.3	3.2

Pupils in this group will need work on SPAG in the future to close the progress gap with their peers.

Year 3 Progress	Points progress per term			Total points progress throughout year		Points progress per term			Total points progress throughout year
Reading all	1	1	0.9	2.9	Maths all	1.3	0.9	0.8	3
Reading Disadvantaged	0.8	1.3	0.8	2.9	Maths Disadvantaged	1	1	0.7	2.7
Writing all	1	1	0.9	2.9	SPAG all	1	0.9	0.8	2.7
Writing Disadvantaged	0.8	1.1	0.8	2.7	SPAG disadvantaged	0.8	0.9	0.9	2.6

Pupils in this group will need work on Maths in the future to close the progress gap with their peers.

Year 4 Progress	Points progress per term			Total points progress throughout year		Points progress per term			Total points progress throughout year
Reading all	0.9	1	1	2.9	Maths all	1.2	0.8	0.9	2.9
Reading Disadvantaged	1	0.7	1	2.7	Maths Disadvantaged	1.2	1	1	3.2
Writing all	1.2	1	0.9	3.1	SPAG all	1	1	1	3
Writing Disadvantaged	1	1	1	3	SPAG disadvantaged	1	1	1	3

Pupils in this group will need work on Reading in the future to close the progress gap with their peers.

Year 5 Progress	Points progress per term			Total points progress throughout year		Points progress per term			Total points progress throughout year
Reading all	1.4	0.9	1	3.3	Maths all	1.3	0.9	1	3.2
Reading Disadvantaged	1.5	0.5	1.5	3.5	Maths Disadvantaged	1.8	1.3	1.3	4.4
Writing all	1.2	1.2	0.8	3.2	SPAG all	1.2	1.1	0.8	3.1
Writing Disadvantaged	1	2	1.5	4.5	SPAG disadvantaged	1.3	1.5	1	3.8

Disadvantaged pupils in this cohort made accelerated progress greater than that of their Non-pupil premium counterparts.

However, it is important to note that these pupils have made slower progress in previous years and thus, the table of Progress Over Key Stage (overleaf) needs to be taken in to account when reviewing this data.

Year 6 Progress	Points progress			Total points progress throughout year		Points progress			Total points progress throughout year
Reading all	1.3	1.1	1	3.4	Maths all	1.2	1	1	3.2
Reading Disadvantaged	1.3	1.2	0.7	3.2	Maths Disadvantaged	1.1	1	1	3.1
Writing all	1.2	1.2	1.1	3.5	SPAG all	1.3	1	1.1	3.4
Writing Disadvantaged	1.2	1.2	0.8	3.2	SPAG disadvantaged	1.3	1	0.7	3

Points progress over the Key Stage

	Reading		Writing		Maths		SPAG	
KS1	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP
Year 1 <i>(expected 3)</i>	3.1	3.8	4.4	4.5	3.4	4.2	4.1	4.3
Year 2 <i>(expected 6)</i>	6.2	6.3	6.5	6.8	6	7.2	7.5	8.5
KS2	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP
Year 3 <i>(expected 3)</i>	3	2.8	2.8	2.8	2.7	3	2.6	2.7
Year 4 <i>(expected 6)</i>	5.7	6.2	5.7	5.9	6.2	6.2	5.5	6
Year 5 <i>(expected 9)</i>	8	9.3	8	9.1	8.5	9.2	9.3	9.4
Year 6 <i>(expected 12)</i>	12.9	12.9	12.1	11.7	12.3	12	12.6	12.4

Year 1 PP pupils made expected progress but there was a large gap between the progress made of PP and Non PP pupils in Reading and Maths.

Year 2 PP pupils made expected progress but there was a large gap between the progress made of PP and Non PP pupils in Maths and SPAG.

4. Review of expenditure						
Barriers to learning		Implementation	What was the impact?	Lessons learnt	Staff Lead	Cost
A	Attitude to learning - Find it difficult to be positive about learning - Lack of resilience - Lack of aspiration	- Merits and raffle tickets awarded to all pupil ensuring disadvantaged pupils also receive these awards. - Use Jigsaw programme which integrates personal, social, health and economic education with emphasis on emotional literacy, mental health and SMSC, especially spiritual development. - Ensure PP pupils are chosen for Star of the Week as often as non-PP pupils. - Weekly celebration assemblies to celebrate the use of learning skills in lessons. - Weekly Jigsaw sessions to provide a comprehensive scheme of learning for PHSE for all pupils. - Teachers to be mindful of PP pupils when selecting Stars of the week.	- Pupil premium pupils were recognised an average number of times for star of the week and other awards in line with their Non PP counter parts. - Jigsaw PSHE programme was well received by pupils and teachers of the subject report that pupils became more confident to voice their opinions and more able to understand emotions.	Strategies put in place were effective in recognising PP pupils as much as Non PP pupils. Next year may need to look at recognising these pupils more in order to raise self-esteem and aspirations. Continue to use Jigsaw to teach PSHE	Headteacher	£0.00
					All teaching staff	£0.00
					SLT	£0.00
					KR	
B	Low self-esteem - Low self-worth - Lack of confidence	- Provide Positive Play to any PP pupils in need of Social and Emotional intervention. - Boxhall profiles for pupils receiving Positive Play. - Pupils identified will receive at least one 30 minute session of Positive Play a week with a trained Teaching Assistant. - Performance and competition opportunities – e.g dance shows, Christmas performances, sporting events. - Performances (Harvest, Christmas, Spring and end of year along with	- PP pupils who received Positive Play made an average of 13 points progress on the Boxhall Diagnostic Profile. Our aim was for these pupils to make an average of 12 points progress on the Boxhall Diagnostic Profiles. - Pupils were recognised and selected for performances and events.	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.	JW JT TAs	1.5 hours 4 times a week (minimum) £3,200
					Teaching staff	

		inter school music and dance performances organised and run by staff.				
C	Academic ability – READING - Working below age related expectations - Reading progress slow - Comprehension of text weak - Reluctance in reading	- Switch-on Reading intervention to improve fluency reading ability. - Reading Detectives (inference intervention) to improve inference skills. - Regular high-quality guided reading sessions. - Continue to develop a love of reading – staff as role models. - Volunteer readers encouraged and welcomed into school. - Parent workshop on the importance of Reading and Phonics. - In class support (1 TA in each class 2 hours a day minimum) - KR to run after-school book club and promote to PP pupils. - Staff to promote reading in school and praise reading at home through rewards.	- PP Pupils on Switch-on Reading programme made accelerated progress – moving by an average of 3 book band levels over the course of the 12 week programme. - Pupils on Reading Detectives showed an increase in their comprehension skills. - Reading comprehension skills were improved on a whole through regular whole-class guided reading. This was reflected in the KS2 SATs results in which 6/7 PP pupils achieved the expected standard for Reading (86%) - In all year groups except year 4 PP pupils made expected progress or better in Writing after receiving in class support. Furthermore, pupils have not yet accelerated progress enough to be in line with the progress	- Teachers report better comprehension skills from those who have received Reading Detectives intervention. - This will be used as an intervention for PP again next year. - We will continue to use Switch-on to boost pupils reading at a KS1 level as this does show to have a high impact rate. - Having in-class support allows pupils to get regular support and feedback that they would not necessarily get without.	Class teachers JW - SENCO KR - English lead SLT KR	£3750 £1500 £14,000

			they should have made thus far in the Key Stage.	In class support will be offered to pupils again next year with a focus on the PP year 5 pupils who did not reach expected progress this year.		
D	Academic ability - WRITING - Working below age related expectations - Weak spelling - Poor language and communication skills - Low aspirations and drive	- West Houses Own Paper (WHOP) writing group for G&T PP pupils to raise attainment and aspirations. - Extra-curricular activities and events for WHOP group. Lanyard and badges for the group to raise aspirations and be identified on out-of-school visits. - Phonics booster for KS1 PP pupils who need it. 3 X 15min - Catch-up Phonics for KS2 PP pupils who need it. 4 X15min - Targeted support for disadvantaged pupils through intervention e.g. Accelerate/acceleratewrite. - In class support (1 TA in each class 2 hours a day minimum <i>as stated above</i>)	1 of 4 PP pupils on WHOP achieved Greater Depth (25%) 3 of 4 PP pupils who received Phonics Booster passed Year 1 Phonics Screening Test (75%) - Catch-up Phonics allowed KS2 pupils to move through to Phase 4 Phonics. - In all year groups except year 3 PP pupils made expected progress or better in Writing after receiving in class support. However, pupils have not yet accelerated progress enough to be in line with the progress they should have made thus far in the Key Stage.	- New WHOP pupils will be selected for next year with a view to opening the group up to younger PP pupils also. - Phonics boosters will be used again where necessary. - Catch up phonics will need to be continued with the PP KS2 pupils. - Having in-class support allows pupils to get regular support and feedback that they would not necessarily get without. - In class support will be offered to pupils again next year with a focus on the PP year 4 pupils who did not reach expected progress this year.	TAs JW KR JW (SENCO)	£700 £500 £600 £800 £50

E	Academic ability – MATHEMATICS - Working below age related expectations - Poor knowledge of place value - Difficulties with basic mathematical concepts - Maths progress very slow	- Focus on problem solving and reasoning in Maths lessons to raise attainment. - Targeted support for disadvantaged pupils both in the class (core learning) and through intervention. - In class support (1 TA in each class 2 hours a day minimum <i>as stated above</i>) - Number skills intervention 1:1 with a TA (5 X 20mins a week) - Pre-teach Maths 10min session 3 X a week	- Pre-teaching of Maths allowed KS2 pupils to have a better understanding of concepts. 6 of 7 PP pupils in Year 6 achieved age expected in KS2 SATs (86%) - In all year groups except year 3 PP pupils made expected progress or better in Writing after receiving in class support. Furthermore, pupils have not yet accelerated progress enough to be in line with the progress with progress they should have made thus far in the Key Stage.	- Continue Pre-teaching in Maths - Number skills intervention in KS1 allowed pupil to make good progress in the time he was with us (in year transfer who has now left again) - Continue to provide in class support with a particular focus on years 4 and 6.	MW - Maths lead Class teachers SENTA Class teachers JW (SENCO)	£800
F	Attendance Persistent or more regular absences (below 95% attendance) in disadvantaged groups.	- Regular attendance reviews - Pupils dropping below 95% attendance are tracked carefully - Phone call or face to face meeting held for parents of any pupil dropping below 95% to gather 'the story' and offer support. - Persistent absentees will meet with Headteacher. - Reward (such as extra play time) given to the year group with the best attendance each week. - Regular attendance updates and reminders go out in the school newsletter each half term. - Persistently absent PP pupils will be offered morning collection by the breakfast club staff.	- Attendance for all pupils rose very slightly from last year. - Attendance improved more greatly for PP pupils.	- Continue to use strategies put in place for improving attendance. - Next year, also utilise the P4YP pastoral support officer to improve attendance after building relationships with families.	JW CN AF JW	

G	Resources / basic needs - Lack of opportunity and school resources - Hunger - Not eating breakfast before school	- Subsidise resources, kit, clubs and visits when needed. - Families make a contribution towards resources when possible. - School milk funded for PP pupils. - PP pupils receive daily milk and are offered breakfast or a snack at break time or when they are hungry.	- PP pupils have been involved in all aspects of the curriculum after being provided with equipment needed if necessary e.g. PE kit, school jumper. - PP pupils have been ready to learn after being provided with milk or snacks when needed.	- Continue to fund School milk for PP pupils. - Continue to supply PE kit or uniform to PP pupils when needed. - Provide PP families with food parcels.	SLT CN KR	This cost will vary dependent on the needs of PP pupils throughout the year. £200 £200
H	Social, emotional and mental health issues - Disruption at home - Mental health - Family illness - Possible child protection concerns - Anxiety - Tiredness	- Referral process in place for any concerns about a pupil - Referrals to outside agencies made - Effective liaison and contact with outside agencies e.g. School Health Nurse	Time has been set aside for the Headteacher and other staff to make valuable referrals. Staff have recorded concerns that have been kept as a running record for PP pupils concerned.	From April 2019, the school has employed a pastoral officer through P4YP (in association with other cluster schools) for half a day a week. The officer will/has been meeting with the head, staff and families to offer support and guidance. This will be in place for the following year.	Class teachers/ TA's/ headteacher	£0.00
					Total projected spend	£26,250.00 Overspend of £300 <i>To be subsidised by school funds</i>

Intervention groups and 1:1 support for Pupil & Forces Premium (including LAC) Children 2018-19

All children in receipt of Pupil Premium were identified for some intervention programme or a group targeted on improving their skills throughout the year. This may be in the form of a G&T style group session. Interventions are either 1:1 or small groups. The provision is altered according to need following pupil progress meetings which are held three times a year.

We are continuing to use Positive Play sessions to support some of our pupils in identified vulnerable groups.

Next Year 2019-20

Next year we will receive a larger amount of PP budget. We will have 4 pupils adopted from care, 2 LAC pupils, 11 other Pupil Premium pupils and 1 Forces pupil. The total disadvantaged pupil budget we will receive will be **£32, 580.00** this is an increase of around **£6660.00** from last year's budget.

Written by Kristy Coupe (Pupil Premium Leader) September 2019