

Westlands Pupil Premium Strategy Statement

1. Summary information					
School	Westlands Primary School				
Academic Year	2019-20	Total PP budget	£207,420	Date of most recent PP Review	July 2019
Total number of pupils	562	Number of pupils eligible for PP	160	Date for next internal review of this strategy	July 2020

2. Current attainment – End of Key Stage 2 2018-2019			
	<i>All children</i>	<i>All pupils eligible for pupil premium</i>	<i>National average for all pupils</i>
Percentage achieving expected or above in reading, writing and maths combined	65%	52%	65%
Percentage achieving expected or above in reading	71%	59%	73%
Percentage achieving expected or above in writing	87%	75%	78%
Percentage achieving expected or above in maths	79%	74%	79%
Progress between KS1 and KS2 in Reading	+0.3	+0.2	0
Progress between KS1 and KS2 in Writing	+1.6	+1.5	0
Progress between KS1 and KS2 in Maths	-0.7	-1.3	0

3. Barriers to future attainment		
Internal barriers		
A.	Low attendance and high levels of persistent absence amongst DA children	
B.	Low self esteem and wellbeing	
C.	Reluctant DA writers who have low levels of core skills	
External barriers		
D.	Low parental engagement	
E.	Limited enrichment experiences	
4. Desired outcomes		
A.	Attendance figures show improvement especially in specific groups	Attendance for identified groups shows improvement (ADD DATA)
B.	The culture and ethos of the school show that all are more positive and resilient and their self esteem is improved.	The wellbeing surveys and pupil voice show an improvement in self-esteem and wellbeing. Less incidents of behaviour that prevents learning from taking place.
C.	Writing initiatives introduced across the school based on children's interests improves DA writing data.	More DA children are engaged in writing and data is improved.
D.	Termly parental engagement improves relationships between home and school	Through termly focused parental workshops/events/drop in's parents are now more engaged.
E.	DA children engage in a range of enrichment activities	Children attend school trips and are involved in other enrichment activities planned as part of topics.

5. Planned expenditure					
Academic year	2019-2020				
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?
Attendance figures show improvement especially in specific groups.	<p>Establish additional Incentives and initiatives to improve attendance. This will include: weekly class competitions, termly rewards for children with 96% and above attendance (family outings) end of year prize for each key stage – experience.</p> <p>All teachers to encourage 96% above attendance together with the school's certificates.</p> <p>Pupil conference/ school council shows the different type of experiences children would like.</p> <p>Support parents financially with breakfast club afterschool club and uniform.</p>	DA PA attendance figure at the end of 2019 = 21.26%	<p>Weekly certificates for the class in each year group that has best attendance. This put on the school website to celebrate. Termly vouchers for family outings. End of year experience for one person In each key stage at the end of the academic year. All other children who get 100% attendance for the year will receive a certificate and £5 voucher.</p> <p>FLO involvement with known families.</p> <p>SLT meetings with identified families based on last years attendance action plan..</p>	HoS DHT FLO Class Teachers	<p>Jan 2020 and end of year to Governors.</p> <p>Termly tracking to ensure targets are on track.</p>
The culture and ethos of the school show that all are more positive and resilient and their self esteem is improved.	<p>Thrive – space set up and well resourced – use of animals as a calming influence to also enhance empathy and ownership.</p> <p>Staff well being events</p> <p>Core value work carried out termly through assemblies linked to Thrive action plans</p> <p>CPD on behaviour strategies</p> <p>Adapting the curriculum to suit the needs of individual and the community.</p>	<p>Previous staff well being surveys showed low morale.</p> <p>Incident monitoring log shows repeated behaviour incident with key individuals.</p> <p>Initial Thrive profile shows the need to develop 'being' in large groups of children</p>	<p>Thrive training for identified practioners and SLT. All staff made aware of Thrive and class profiles created.</p> <p>Monitoring of the Thrive provision and weekly pupil well being meetings to discuss the programme.</p> <p>Anti Bullying ambassadors to create and carry out</p>	EHT HoS DHT	<p>Report to governors Jan 20 and end of year</p> <p>Weekly through pupil well being meetings.</p> <p>Once a term at SLT</p> <p>When children are re profiled on the Thrive programme.</p> <p>Termly tracking to ensure targets are on track.</p>

			<p>surveys for children three times a year.</p> <p>Staff well being surveys to be carried out three times a year.</p> <p>New assembly rota to highlight core values, school ethos and Thrive initiatives.</p>		
<p>Writing initiatives introduced across the school based on children's interests</p>	<p>Develop the writing activities/topics to meet the children's interests.</p> <p>Teaching and learning develops writing that children can relate to linked to own community.</p> <p>Raise the profile of writing by encouraging writing competitions – for example 500 word story, use book week to write for different purposes.</p>	<p>Data shows that pupil premium children are achieving lower than non pupil premium in writing in all year groups. The gap in writing is more significant than reading and maths.</p> <p>End of year 2019 EXS Writing data- Year 6 PP = 75% NPP = 87% Year 5 PP = 57% NPP = 83% Year 4 PP = 68% NPP = 82% Year 3 PP = 64% NPP = 79% Year 2 PP = 52% NPP = 73% Year 1 PP = 46% NPP = 83%</p>	<p>English lead to map out plan for the year in the english plan</p> <p>Learning walks show high levels of engagement in writing.</p> <p>Writing book looks show progress in writing.</p> <p>School environment has a wide range of writing displayed throughout.</p> <p>End of year data reflects a smaller gap between Pupil premium and non pupil premium in writing. Focus on Year 1,2 and 5</p>	<p>English lead AHT</p> <p>SLT</p>	<p>Report to governors Jan 20 and end of year</p> <p>Termly monitoring with SLT.</p> <p>Termly tracking to ensure targets are on track.</p>
<p>Termly parental engagement improves relationships between home and school</p>	<p>Regular parental events throughout the year ie coffee mornings, class drop in's,</p> <p>Workshops – run by staff and children.</p> <p>Incentives and initiatives</p> <p>Reinstigate PTFA to support the school in organising fetes/ discos etc</p> <p>Every year group to have a class assembly/ production.</p>	<p>Lack of parental engagement</p> <p>Parental engagement was low. (remember this will be on the website)</p>	<p>Questionnaires at the end of parents evenings.</p> <p>Surveys at the end of workshops.</p> <p>Attendance at events is improved – track this through parental sign in sheets</p>	<p>HoS DHT Phase leaders</p>	<p>Report to governors Jan 20 and end of year</p> <p>After even parental event and measure impact by comparing to previous event.</p>

	Parents invited to termly celebration assemblies Meet the teacher meetings before children start if IYCA.				
DA children engage in a range of enrichment activities	Teachers to plan enrichment activities based upon termly topic which interest children.	Children show lack of experiences and knowledge of their own community.	SLT - pupil voice with DA children and ask about the experiences they most enjoyed. Staff development days set aside to plan the curriculum including enrichment opportunities Phase leaders to ensure staff are thinking of opportunities in PPA/curriculum development sessions.	Teachers Phase leaders SLT	Report to governors Jan 20 and end of year Weekly/ termly in PPA time After each enrichment activity – pupil voice to be taken. Termly tracking to ensure targets are on track.
Total budgeted cost					£92,420
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?
Wellbeing and self-confidence is improved with targeted intervention	Thrive practitioner to lead on group and individual targets. Range of clubs during unstructured times FLO to work with identified families	Behaviour log shows children with low self confidence and well being and increased behaviour issues during unstructured times.	Monitoring of unstructured times. CPD for staff – friendship skills, play leaders, attachment training, behaviour training, input from STLS. Re profiling children termly with Thrive to see impact.	SLT FLO	Termly tracking to ensure targets are on track.
Additional Phonic intervention groups improve phonic screen results, which in turn improves writing in KS1	Member of staff identified to lead phonics intervention groups. CPD training for new staff and updated training for existing staff.	PP children not passing the phonics screen at the end of year 1 – 61% 2019 Phonics test. Tracking shows that children make slower progress with phonics	Groups identified from termly PPM's and agreed with SLT. Regular screening of children to track progress. Gap analysis carried out with SLT to ensure	Phonics TA Year 1 and 2 Phase leader SLT	Termly tracking to ensure targets are on track.

			interventions are closely targeted to gaps.		
Additional adults involved in tracking PP PA.	Meetings and home visits Teachers having conversations with parents regularly. Enrolling the help of the traveller liaison scheme that supports the school to ensure all children are here and the parents understand the importance of being at school.	DA PA at end of academic year 2019 = 21.26%	Termly attendance meetings with all involved. Effective communication between all staff members involved.	SLT FLO	Termly tracking to ensure targets are on track.
Total budgeted cost					£75,000
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?
Wellbeing and self-confidence is improved	Forest School is used to develop risk taking and resilience, team work and cooperation together with communication and social interaction. Food Technology will be used as another enrichment opportunity for those children identified Support with School uniform if necessary.	Children show lack of experiences within local community. Children show lack of life skills and working together with their peers.	Development of Forest school provision monitored termly. Regular meetings with forest school leader. Forest school club to run after school. Appoint a member of staff to deliver high quality food technology sessions as well as running clubs a lunchtime. Whole class Thrive profiling will show improvements with self confidence and well being. Questionnaires/ observations carried out at the end of forest school/ food tech sessions.	Forest School Lead SLT	Termly tracking to ensure targets are on track.
Total budgeted cost					£40,000

6. Review 2019-2020	
Aim	Outcome
Attendance figures show improvement especially in specific groups	A new DHT was appointed to work at WPS one day a week (spread across two mornings) to focus on attendance working alongside HoS. Plan has been put in place with action plan of families we need to work with. New information has been put together and shared with parents. An assembly was planned for parents that has had to be postponed due to lockdown. Attendance reward charts were put in place and it is now a focus in celebration assemblies. The EHT and HoS met with the local authority for advice with PA. These initiatives will roll over into 2020-2021 as they were new and we were not able to measure the impact. Attendance prior to lockdown (20th March) was 94.9% and 92.5%.
The culture and ethos of the school show that all are more positive and resilient and their self esteem is improved.	Thrive provision has been set up and embedded effectively. There have been less exclusions. Staff training has taken place on the Thrive programme and staff have profiled their own class, meaning staff have had further CPD to embed into their practice. New systems have been put in place for profiling children at different points in the term. Staff engaged in this throughout lockdown and were fully equipped with action plans ready for the next academic year. Weekly meetings take place between the DHT and thrive lead to discuss the provision and the children and it is monitored effectively. Anti bullying ambassadors led an assembly to parents and meet once a term as a group to discuss issues and action plans. Staff wellbeing survey was very positive. -
Writing initiatives introduced across the school based on children's interests improves DA writing data.	We have a rota for displays throughout the school and more writing is now being displayed throughout the school building. AHT has mapped out a plan for the year with English. The last two terms have had more of a reading focus. GDS writing has been addressed in UKS2 and a staff meeting has taken place to discuss creative writing. 500 word short story competition has been completed.
Termly parental engagement improves relationships between home and school.	Meet the teacher drop in's happened at the start of term 1 Workshops have taken place and run by members of staff with a different focus, however the uptake of these has been limited. Parent swim sessions in year R and 1 are always full Each year group we be delivering a class performance or assembly throughout the academic year, year R and 1 Christmas performances have taken place, year 3 have an assembly to parents taking place this term We ran an assembly to parents during anti- bullying week - this had an uptake of 40 parents We have an e- safety assembly taking place this term We have set up an in school working party for events such as discos, summer fair, Easter Egg hunt, Coffee Mornings etc. Introduction of new parent app Parental engagement has been high this academic year which has helped form positive relationships between school and families.
PP children engage in a range of enrichment activities	We have had one SDD centred around curriculum planning which was effective. Year groups are thinking outside of the box with enrichment events and trips and linking this well to learning. Phase leaders join PPA sessions and so have Hos and DHT this term, to ensure children a range of activities are thought about in PPA sessions. As a school we have more whole school learning opportunities like E-Safety, Book week etc. Food Tech lessons are taking place as well as Forest School sessions. There is much more on offer for children to engage in throughout our new curriculum.