

# Pupil premium strategy statement - Weston Favell CE Primary School

1. Summary information					
<b>School</b>	Weston Favell CE Primary School				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£92,340	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	422	<b>Number of pupils eligible for PP</b>	66 inc 9 LAC	<b>Date for next internal review of this strategy</b>	March 2017

2. Current attainment at KS2		
	<i>Pupils eligible for PP (your school)</i>	<i>National average for all pupils</i>
<b>% achieving expected level in reading, writing and maths</b>	62%	53%
<b>% achieving expected level in reading</b>	87%	66%
<b>% achieving expected level in Writing</b>	83%	74%
<b>% achieving expected level in Maths</b>	67%	70%
<b>Reading Progress Score</b>	-0.1	
<b>Writing Progress Score</b>	-1.2	
<b>Maths Progress Score</b>	-2.2	

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>
--

**In-school barriers** (*issues to be addressed in school, such as poor oral language skills*)

<b>A.</b>	At the end of KS1 in 2015/2016 the 9 pupils who are eligible for PP did not make as much progress as PP pupils nationally in Reading, Writing or Maths. 0% of our PP Children achieved Greater Depth in any area.
<b>B.</b>	At Y1 phonics screening check the percentage of PP pupils (44%) attaining expected standard is significantly lower than national PP pupils (70%)
<b>C.</b>	At the end of KS2 in 2015-16, the 10 disadvantaged pupils attained less well than other pupils and below that of PP pupils nationally in writing and maths and just in line with national in reading.

**External barriers** (*issues which also require action outside school, such as low attendance rates*)

<b>D.</b>	32 pupils in the school who are eligible for PP require a high level of additional pastoral support in order to access learning. This includes support with attendance and safeguarding
-----------	---

**4. Desired outcomes**

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Higher rates of progress and attainment across KS1 in reading, writing and maths for pupils who are eligible for PP	End of KS1 data to demonstrate that the majority of pupils in KS1 who are eligible for PP make rapid progress and have attainment in line with national PP children. Increased numbers of children receiving support from outside agencies.
<b>B.</b>	Pupils who are eligible for PP achieving at least in line with national PP children in Year 1 phonics screening.	2016/17 Year 1 phonic data for all pupils eligible for PP to show improved outcomes in December, March and at end of year.
<b>C.</b>	Higher rates of progress and attainment across KS1 in reading, writing and maths for pupils who are eligible for PP	End of KS2 data to demonstrate that the majority of pupils in KS2 who are eligible for PP make rapid progress and have attainment in line with national PP children.
<b>D.</b>	PP children and their families to have adequate Family Worker support to ensure pupils have increased opportunities to successfully access school and the curriculum. Develop Higher levels of emotional wellbeing in those children eligible for PP.	Improved attendance for pupils eligible for PP. Reduction in number of recorded behaviour incidents. PASS (pupil attitude to school data) to show increased impact of FW support of children. Additional Early Help support for families.

## 5. Planned expenditure

<b>Academic year</b>	<b>2016/17</b>
----------------------	----------------

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

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>A. Higher rates of progress and attainment across KS1 in reading, writing and maths for pupils who are eligible for PP</b>	<ul style="list-style-type: none"> <li>•Maths specialist commissioned</li> <li>•Handwriting/presentation training for all staff</li> <li>•Drama for Writing specialist</li> <li>•Staff training around high quality feedback &amp; AFL</li> </ul>	Support strategies suggested by the maths and drama specialists have shown impact in KS2 in previous years. The specialists work closely with other in leaders in education to ensure that strategies and methods support current national recommendations. New handwriting scheme has shown impact in enabling children build core strength and present writing accurately thus meeting the criteria of the KS1 interim assessments.	<ul style="list-style-type: none"> <li>•Termly NPAT (academy) moderation of children's work with senior leaders and teachers</li> <li>•Fortnightly Book Looks by Senior Leadership</li> <li>•Termly Pupil Progress meetings with senior leaders and gaps identified</li> </ul>	Head & Deputy Head teacher  SLT	Ongoing
	<ul style="list-style-type: none"> <li>• County KS1 moderator</li> </ul>	A trained moderator in the team will ensure that standards are met and that the progress of pupils who are eligible for PP are a focus group for all staff.	<ul style="list-style-type: none"> <li>•Planning scrutinised for evidence of appropriate differentiation</li> <li>•Governor monitoring</li> </ul>	KS1 lead	Ongoing
<b>B. Pupils who are eligible for PP achieving at least in line with national PP children in Year 1 phonics screening.</b>	<ul style="list-style-type: none"> <li>•Revision of training in phonics for all teaching assistants</li> <li>•Re visit phonic training throughout the year</li> <li>• County KS1 moderator to keep staff advised of changes.</li> </ul>	All staff have had a 4 day training course in Sounds Write to develop knowledge and understanding of reading and spelling and strategies to be used at WFPS.	<ul style="list-style-type: none"> <li>•Learning walks by senior leaders and GPS lead</li> <li>•Observations</li> <li>•NPAT (academy) shared good practice</li> <li>•Training sessions planned in throughout the year for groups of staff</li> <li>•Governor monitoring</li> <li>External trainer when required.</li> </ul>	Head & Deputy Head teachers  Subject Leader	

<p><b>C. Higher rates of progress and attainment across KS2 in reading, writing and maths for pupils who are eligible for PP</b></p>	<ul style="list-style-type: none"> <li>•Maths specialist commissioned</li> <li>•Handwriting/presentation training for all staff</li> <li>•Drama for Writing specialist</li> <li>•Staff training around high quality feedback &amp; AFL</li> </ul>	<p>Support strategies suggested by the maths and drama specialists have shown impact in KS2 in previous years. With a large number of new teachers to our school it is important that we support, train and challenge these teachers to ensure these procedures are implemented within school. The specialists work closely with other in leaders in education to ensure that strategies and methods support current national recommendations.</p> <p>New handwriting scheme has shown impact in enabling children build core strength and present writing accurately thus meeting the criteria of the KS2 interim assessments.</p>	<ul style="list-style-type: none"> <li>•Termly NPAT (academy) moderation of children's work with senior leaders and teachers</li> <li>•Fortnightly Book Looks by Senior Leadership</li> <li>•Termly Pupil Progress meetings with senior leaders and gaps identified</li> </ul>	<p>Head &amp; Deputy Head teacher</p> <p>SLT</p>	<p>Ongoing</p>
<p><b>D. PP children and their families to have adequate Family Support Worker support to ensure pupils have increased opportunities to successfully access school and the curriculum.</b></p> <p><b>Develop Higher levels of emotional wellbeing in those children eligible for PP.</b></p>	<ul style="list-style-type: none"> <li>• CPD for FW (attachment disorder/ protective behaviours/My Concern</li> <li>•My Concern centralised County safeguarding online system</li> <li>•Increased support for families through Early Help</li> </ul>	<p>The school recognises that raising attainment for many children in the school begins with their 'readiness for learning' A number of external factors mean that many children and families within the school require additional support with accessing learning. These factors may include finance, housing, deprivation, English as an additional language, migration, behaviour, safeguarding or attendance.</p>	<ul style="list-style-type: none"> <li>•PASS (Pupil attitudes to school survey) carried out for all pupils from Year 3 upwards.</li> <li>•Intervention groups based on results of PASS</li> <li>•PASS retests to show impact of interventions</li> <li>•Monitoring of provision offered by FW</li> <li>•Termly feedback meetings</li> <li>•Regular formal safeguarding meetings</li> <li>•Pupil Voice/Parent voice</li> <li>•Governor monitoring</li> </ul>	<p>SLT Safeguarding Governor</p>	<p>Termly</p>

<p><b>ii. Targeted support</b></p>					
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>

<p><b>A. Higher rates of progress and attainment across KS1 in reading, writing and maths for pupils who are eligible for PP</b></p>	<ul style="list-style-type: none"> <li>•1:1 and small group intervention provided by HLTA who is focussing on underachieving children.</li> <li>•Educational Psychologist commissioned regularly</li> <li>*Occupational Therapist commissioned weekly</li>   <li>•Switched on Reading Intervention used throughout school</li> </ul>	<p>Based on Sutton Trust, children benefit from additional support in class rather than being withdrawn. HLTA will provide children with additional small targets which the child will be supported in, within their class work. Children will be able to self-assess against whether they have met their small targets. This will give children ownership of their learning.</p> <p>Commissioned support ensures that children's specific learning needs are clearly identified and support is tailored to meet those needs. This also provides parents with strategies to support with at home. Some pupils need targeted support to catch up. Switched on is a programme which has been independently evaluated and shown to be effective in Y3 in our school last year and will be rolled out across the school this year.</p>	<ul style="list-style-type: none"> <li>•Senior Leaders to liaise with class teacher to discuss impact of intervention</li> <li>•Book Looks</li> <li>•Learning Walks</li> <li>•Pupil Progress Meetings</li> <li>•Switched on Reading baseline and tracking</li> </ul>	<p>Head &amp; Deputy Head teachers</p>	<p>January 2017 April 2017 July 2017</p>
--	--	--	--	--	--

<p><b>B. Pupils who are eligible for PP achieving at least in line with national PP children in Year 1 phonics screening</b></p>	<ul style="list-style-type: none"> <li>•1:1 and small group intervention (precision teaching)</li> <li>•Educational Psychologist commissioned</li> <li>•Speech &amp; Language training commissioned and targeted support delivered by trained TA and teacher.</li> </ul>	<p>Some pupils require additional overlearning in order to catch up. The EEF toolkit suggests that PP children benefit from good quality programmes taught by well trained practitioners.</p> <p>TAs INSET training will ensure that pupils are being provided with a range of high quality Kinesthetic, oral and auditory strategies to improve learning in phonics. Precision teaching is a programme which was recommended by the Educational Psychology Service to support individual children's learning.</p>	<ul style="list-style-type: none"> <li>•TA inset training</li> <li>•Senior Leaders to liaise with class teacher to discuss impact of intervention</li> <li>•Pupil Progress Meetings</li> <li>•Regular liaison with EP</li> <li>Weekly liaison with OT</li> <li>•Termly review of targets and progress</li> </ul>	<p>Head &amp; Deputy Head teachers</p>	<p>January 2017 April 2017 July 2017</p>
--	--	--	--	--	--

<p><b>C. Higher rates of progress and attainment across KS2 in reading, writing and maths for pupils who are eligible for PP</b></p>	<ul style="list-style-type: none"> <li>•1:1 and small group intervention provided by HLTA who is focussing on underachieving children.</li> <li>•Educational Psychologist commissioned regularly</li> <li>*Occupational Therapist commissioned weekly</li>   <li>•Switched on Reading Intervention used throughout school</li> </ul>	<p>Based on Sutton Trust, children benefit from additional support in class rather than being withdrawn. Children will be able to self-assess against whether they have met their small targets. This will give children ownership of their learning.</p> <p>Commissioned support ensures that children's specific learning needs are clearly identified and support is tailored to meet those needs. This also provides parents with strategies to support with at home.</p> <p>Some pupils need targeted support to catch up. Switched on is a programme which has been independently evaluated and shown to be effective in Y3 in our school last year and will be rolled out across the school this year.</p>	<ul style="list-style-type: none"> <li>•Senior Leaders to liaise with class teacher to discuss impact of intervention</li> <li>•Book Looks</li> <li>•Learning Walks</li> <li>•Pupil Progress Meetings</li> <li>•Switched on Reading baseline and tracking</li> </ul>	<p>Head &amp; Deputy Head teachers</p>	<p>January 2017 April 2017 July 2017</p>
--	--	---	--	--	--

<p><b>D. PP children and their families to have adequate Family Support Worker support to ensure pupils have increased opportunities to successfully access school and the curriculum.</b></p> <p><b>Develop Higher levels of emotional wellbeing in those children eligible for PP.</b></p>	<ul style="list-style-type: none"> <li>•1:1 support for pupils on a drop in basis</li> <li>•1:1 support for pupils around attachment, protective behaviours, anger management, friendships and behaviour.</li> <li>•Group support for pupils to improve attitudes to school</li> <li>•Family Support through Early Help assessments.</li> <li>•Family Support around safeguarding</li>   <li>•JOGO commissioned support with attendance where required</li> </ul>	<p>All pupils, including those entitled to PP, from Year 3 upwards take part in PASS. (Pupil Attitudes to school survey) This is a tried and tested online survey which identifies strengths and weaknesses in pupils' attitudes to school. Data from this test is used to create groups for group intervention with the Behaviour Support Assistant and Family Workers and also those children who may need additional 1:1 support in order to overcome their barriers to learning.</p> <p>Early Help Assessments are a recognised means of pulling agencies together to support families.</p> <p>The EFF Toolkit suggests that targeted behaviour interventions for those diagnosed or at risk of emotional or behavioural disorders produce the greatest effects.</p>	<ul style="list-style-type: none"> <li>•CPD for Family Workers and Behaviour Assistant</li> <li>•Support materials reviewed regularly</li> <li>•PASS survey baseline score and retests following interventions</li> <li>•Regular FW &amp; Senior Leadership meetings to share concerns/interventions</li> <li>•Regular safeguarding training and reviews for Designated Safeguarding Officers</li> <li>•Number of recorded behaviour sanctions for individuals monitored</li> </ul>	<p>Family Workers</p> <p>Behaviour Support</p> <p>School Leaders</p>	<p>January 2017 April 2017 July 2017</p>
--	---	--	---	--	--

**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?
-----------------	------------------------	---	---	------------	--------------------------------------





<p><b>Most children eligible for PP in KS1 to make expected progress in reading writing and maths</b></p> <p><b>Improved handwriting skills in KS1</b></p>	<ul style="list-style-type: none"> <li>•Maths specialist commissioned</li> <li>•Drama for Writing specialist commissioned</li> <li>•Commissioned support</li> <li>•Deb Watson</li> </ul>	<p>Achieved. RAISEonline data shows that children who are eligible for PP in KS2 left Year 6 with results in Reading, writing and maths that were higher than the same children nationally</p>	<p>Continue to develop further with a focus on KS1</p>	<p>£4,725</p>
		<p>Purchase of Numicon packs for use at home had a positive impact in engaging parents in childrens learning.</p>	<p>Continue to commission external agencies</p>	<p>£729</p>
		<p>A greater number of pupils have been supported in their learning through expert advice and strategies.</p> <p>A greater number of children are meeting KS1 expectations for handwriting.</p>	<p>Ensure new staff to the school receive training</p>	<p>£650</p>

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p><b>•Most children eligible for PP in KS2 to make expected progress in reading writing and maths</b></p> <p><b>•PP children and their families to have adequate Family Worker &amp; Behaviour support to ensure pupils have increased opportunities to successfully access school and the curriculum. Develop Higher levels of emotional wellbeing in children entitled to PP</b></p>	<ul style="list-style-type: none"> <li>•Booster groups in writing and maths after school</li> <li>•Group and 1:1 intervention offered over a number of different areas</li> <li>•Higher levels of classroom support</li> <li>•Before and After school clubs</li> </ul>	<p>Achieved. RAISEonline data shows that children who are eligible for PP in KS2 left Year 6 with results in Reading that were at than the same children nationally, however, work still needs to be done to ensure better outcomes in writing and maths.</p> <p>Most children who were retested following an Intervention showed a significant increase in scores.</p> <p>An increased number of children and families were supported by our FSW.</p> <p>Children's readiness for learning increased.</p>	<p>Continue with this approach. In 2015/16 all year groups in the school were tested. In 2016/17 only children from year 2 upwards to be tested. It was felt that the younger children struggled with understanding the test and that the results were less reliable.</p> <p>Continue with and extend this provision.</p>	<p>£58,232</p>

<p>•PP children and their families have access to external support agencies</p>	<p>Employ a variety of external support agencies</p>	<p>Education Psychology Service and Target Autism made recommendations to support childrens learning which had a positive impact on progress and will continue to do so.</p>		<p>£11,785</p>
---	--	--	--	----------------

**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
<p><b>Develop higher levels of emotional wellbeing in pupils entitled to PP</b> <b>Develop resilience and a Growth Mindset attitude where pupils are aware of their own potential.</b></p>	<p>*Subsidised residential and day trips &amp; subsidised music lessons</p> <p>*Out of school activities – some partially funded, others free</p> <p>*Provision of skateboarding sessions for chn in Y4-6</p> <p>* Access to Forest School provision for Y1 children</p> <p>* FSM service level agreement</p>	<p>Good impact. Pupil and parent voice suggest that all of the listed provisions developed confidence in learners.</p> <p>Learners were given opportunities that were equal to other children.</p> <p>Teachers and parents report that pupils developed social skills and higher self-esteem which was visible in class work including whole class discussion and group project work. Pupils had a greater 'I can' attitude.</p>	<p>Continue with approaches.</p> <p>Develop additional means of measuring impact.</p>	<p>£4,413</p> <p>£1,046</p> <p>£1,800</p>

	<p>*Purchase of Trilogy membership for PP children Subsidised private out of school clubs- gym etc</p>			<p>£2,500</p>
--	--	--	--	---------------