

Weston Favell CE Primary School Pupil Premium Strategy Statement

Weston Favell strives to achieve excellence for all its children. We are a school where everyone is welcomed, efforts are valued, ambition is nurtured and where the potential of every child is realised. We are committed to providing the highest quality education for all children regardless of background or barrier to learning, in every aspect of school life.

All children will be challenged to achieve the best possible outcomes and provided with opportunities to maximise their potential in all areas of the curriculum. Socio-economic disadvantage does not equate to 'low ability', and ability is not fixed. We believe success in learning is the best way to support disadvantaged pupils. The evidence base strongly suggests that the most effective way to improve outcomes for disadvantaged children is through excellent classroom teaching. We are committed to developing children as independent learners through developing life skills of resilience and perseverance. Strong relationships are valued in all aspects of school life.

All children need opportunities to enrich their lives through experience and we endeavour to make sure that where children are unable to access these through home the opportunities are provided for them by school. Although financial support is provided for schools specifically for children who qualify for Pupil Premium, outstanding educational outcomes for these children are best achieved through ensuring outstanding practice in classrooms throughout the school. In this way, all vulnerable children are helped to achieve the best possible outcomes according to their starting points.

At Weston Favell Primary School, we understand we need to address the needs of all learners, including those that we may identify as vulnerable, but who do not receive the Pupil Premium funding.

1. Summary information					
School	Weston Favell CE Primary School				
Academic Year	2018-2019	Total PP budget	£91.315	Date of most recent PP Review	
Total number of pupils	420	Number of pupils eligible for PP	47	Date for next internal review of this strategy	October 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>National Average for all pupils</i>
% achieving in reading, writing and maths	78% (66% cohort)	64%
% making progress in reading	78% (82% cohort)	75%
% making progress in writing	89% (88% cohort)	78%
% making progress in maths	78% (77% cohort)	76%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	A significant number of our PP children have cognitive and social/emotional additional needs.
B.	25% of PP children also identified as having SEND
C	A language deficit - both a gap in vocabulary and ability to manipulate language for effect
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Emotional well-being. 30% of our PP children are adopted from care or in kinship care. 34% have involvement from our Pastoral Team.

4. Desired outcomes of PP Strategy at Weston Favell CE Primary

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>To raise the attainment of all pupils including those from disadvantaged backgrounds. For all children to achieve age related expectations or exceed expectations in all core subjects.</p> <p>All pupils with additional needs including SEN are identified and supported both by school and by external agencies in order that they make good progress.</p>	75% of disadvantaged children to achieve AEL by the end of the year.
B.	<p>To develop the 'whole child,' building emotional resilience and self-esteem leading to an ability to achieve flourish in the world around them, whatever the circumstance.</p>	75% of children as identified with additional needs by PASS show greater emotional resilience and self-esteem.
C.	<p>To develop children's every day and academic vocabulary to ensure that they are confident and understand how to use and apply a wide range of words in their spoken, written and read text</p>	Evidence of wide range of vocabulary in children's written work and conversation.
D.	<p>Raising progress in maths across LKS2 for all children.</p>	80% of identified children to achieve AEL by the end of LKS2.

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?
<p>Raising the attainment of all pupils including PP children.</p> <p>By the end of KS2 data demonstrates that children eligible for PP have maintained progress and their attainment is in line with national non PP children in maths and reading.</p>	<p>Direct feedback during lessons</p> <p>Collaborative Learning</p> <p>Mastery Learning</p> <p>Phonics</p> <p>Reading Comprehension</p> <p>Small group tuition</p> <p>Behaviour interventions</p> <p>Digital Technology</p> <p>20 day Challenge</p> <p>Staff training on vocabulary</p> <p>Early identification of gaps in learning to provide focus for regular intervention to enable children to maintain good levels of progress.</p> <p>Run booster sessions in English and Maths in Year 6.</p> <p>HLTA, teacher and skilled adults to provide support in raising attainment where gap in learning has been identified.</p> <p>Raising attainment identified for disadvantaged children identified at PPM.</p> <p>Support with planning in LKS2</p>	<p>EEF research + 8 months</p> <p>EEF research +5 months</p> <p>EEF research +5 months</p> <p>EEF research +4 months</p> <p>EEF research +6 months</p> <p>EEf research +4 months</p> <p>EEF research +3 months</p> <p>EEF research +4 months</p>	<p>Phase Leaders/Subject Leads using non contact time to monitor progress through lesson drop ins, book looks and talking to children.</p> <p>Feedback/information sharing to include TA's at Monday am team meetings to ensure all staff aware of classroom strategies.</p> <p>Phase Leaders to discuss outcomes of meetings at weekly SLT/LLT.</p> <p>Tracking of progress through outcomes of PIRA/PUMA termly assessments.</p> <p>Pupil Premium Strategy Group to meet following data analysis each term. Book scrutinies, learning walks, pupil voice.</p> <p>CPD for all TA's.</p> <p>Parent information evenings – maths/reading/phonics/</p> <p>CPD for cross-curricular planning. Monitoring impact of planning in identified cohorts.</p>	<p>All teachers</p> <p>All teachers</p> <p>JL – maths EB – Reading JF – Phonics</p> <p>All teachers MV</p> <p>PP Strategy Group</p> <p>MV/LE/JL/KR</p> <p>JL/JF/EB</p> <p>LE</p>	<p>December 2018</p> <p>April 2019</p> <p>July</p>

<p>To develop children's every day and academic vocabulary to ensure that they are confident and understand how to use and apply a wide range of words in their spoken, written and read text</p>	<p>NPAT staff meeting to introduce vocabulary strategy</p> <p>Direct feedback during lessons Collaborative Learning Mastery Learning Reading Comprehension Small group tuition</p>	<p>EEF states 'Overall studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months progress over the course of a year.'</p>	<p>RS/LE All staff receive same level of training. LE/EB to deliver vocabulary training to TA's.</p>	<p>RS/EB/LE</p>	<p>December 2018 April 2019 July 2019</p>
<p>To develop the 'whole child,' building emotional resilience and self-esteem leading to an ability to achieve flourish in the world around them, whatever the circumstance.</p>	<p>Inclusion team available to develop and support children's emotional, social and behavioural needs and to support children through challenging times.</p> <p>Nurture Group to support children with social and emotional difficulties.</p> <p>Small group intervention 1:1 intervention Behaviour Intervention</p>	<p>EEF research +4months EEF research +5 months EEF research +3 months</p>	<p>Use of SLT meetings to ensure early identification of children with behavioural /social issues.</p> <p>Weekly safeguarding meetings to share concerns/update on interventions.</p> <p>Use of PASS data to monitor impact of interventions and work undertaken.</p> <p>Pupil Premium Strategy Group meeting termly following data analysis</p> <p>Impact of online behaviours monitored and strategies shared by Computing lead at safeguarding meetings.</p> <p>Online recommendations for keeping children safe shared with parents on fortnightly newsletters.</p> <p>Observations of learning and behaviour of pupils through learning walks.</p> <p>Regular liaison with external agencies.</p> <p>Use Boxhall Profiles to monitor impact of Nurture Group.</p>	<p>Phase Leaders SENCO/MV KH All teachers Subject Leads SLT KR</p>	<p>December 2018 April 2019 July 2019</p>
<p>i. Other approaches</p>					

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 ensure that all children can take part in high quality extra-curricular experiences.	Use of PP individual allocation of £200 towards targeted extra-curricular clubs, music lessons and residential trips.	<p>Residential experiences involve collaborative learning experiences with a high level of physical and often emotional challenge, including practical problem-solving, explicit reflection and discussion of thinking.</p> <p>Adventure learning shows positive benefits on academic learning and wider outcomes such as self-confidence.</p> <p>Inclusion, emotional well-being, equal opportunities</p>	<p>Monitoring of PP children's involvement in clubs, music to ensure/encourage take up of opportunities.</p> <p>Pupil Premium Governor and PP Lead</p>	<p>MV</p> <p>MV/PH</p>	<p>December 2018</p> <p>April 2019</p> <p>July 2019</p>
Children to build healthy lifestyles.	<p>Change for Life</p> <p>Yoga Club</p> <p>Breakfast Club</p>	<p>Positive benefits on self-confidence, which has had positive impact upon academic learning.</p> <p>Inclusion, emotional well-being, equal opportunities.</p>	Monitoring of impact upon children's well-being and self-confidence.	<p>Class Teachers</p> <p>MV</p>	PPM Meetings

