



Westbourne Primary School

Pupil Premium Strategy Statement 2018 – 2019

Mr M Atkinson (Pupil Premium Lead/Headteacher)

Mrs L Rossell-Charman (Key Pupil Group Governor)

1. Rationale

At Westbourne Primary School we believe that teaching and learning opportunities meet the needs of all pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed. We will allocate Pupil Premium funding to support any pupil or groups of pupils our school identifies as socially disadvantaged. All of our work through Pupil Premium will be aimed at accelerating progress and overcoming barriers to learning so that these pupils achieve similar outcomes to their peers to diminish the difference between Pupil Premium and non-Pupil Premium pupils.

At Westbourne Primary School we see raising the attainment of disadvantaged children as part of our commitment to helping all children to achieve their full potential by:

- Promoting an ethos of attainment for all pupils rather than stereotyping disadvantaged children as a group with less potential to succeed
- Having an individualised approach to addressing barriers to learning at an early stage through early intervention
- Focussing on high quality teaching and effective deployment of staff to support disadvantaged children
- Make decisions based on detailed data analysis and responding to evidence

2. Reception – Year 6 Pupil Premium Funding

Pupils Eligible for PP Funding	Number of Eligible Boys	Number of Eligible Girls	Number of Looked After Children	Number of Service Children
136	Per Pupil £1,320 72 (£95,040)	Per Pupil £1,320 64 (£84,480)	0	0

3. Pupil Premium Summary Information

Total Number of Pupils (Inc. FTE)	379	Number of Pupils Eligible	136
Total Pupil Premium Budget	£179,520	% of Pupils Eligible	35.8 %

4. Proportions of children in each year group

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
11	10	17	18	21	29	30

5. 2018 - Outcomes

KS1 Year 2 (17 pupils)	PP Pupils			Other			KS2 Year 6 (30 pupils)	PP Pupils			Other			SCH/ NA other GAP
	SCH	NA	DIF	SCH	NA	DIF		SCH	NA	DIF	SCH	NA	DIF	
Expected Standard Reading	69	63	+6	68	79	-11	Expected Standard Reading	77			84			
Expected Standard Writing	50	54	-4	65	72	-7	Expected Standard Writing	73			77			
Expected Standard Maths	56	62	-6	62	79	-17	Expected Standard Maths	77			87			
Year 1 Phonics (17 pupils)	44	70	-26	90	84	+6	National Standard+ Reading, Writing and Maths	67			77			
EYFS GLD (12 pupils)	73			60										

6. Internal Barriers to Future Attainment		
Barriers		Desired Outcomes
A	Intervention Support- academic interventions and schemes used to raise achievement across subjects. Our PP children often struggle with basic concepts and require additional support, these interventions provide that. Some of our children also require support from outside agencies such as Occupational Therapy	That the gap between those eligible for PP and others narrows in all year groups and that children make accelerated progress. Children access appropriate services to support their needs.
B	Staffing- In order to close the gap between our PP and non-PP children we use additional staffing to support our PP children. This is to improve our offer of quality first teaching as well as additional interventions.	That the gap between those eligible for PP and others narrows in all year groups and that children make accelerated progress.
C	Emotional support- Some of our most vulnerable children need additional emotional support. The children's emotional resilience is low when compared with their peers. These barriers as a result, affect the children's learning therefore we offer a number of mechanisms to support them.	The children have a greater level of emotional resilience and are better equipped to deal with a variety of situations. Children are in a better emotional state in which to learn and access the classroom more fully.
D	Enrichment –This is used to increase children's wider experiences and skills. This helps to develop the whole child and provide them with experiences upon which to draw for academic aspects of the curriculum such as writing.	Children have access to a range of experiences designed to develop the whole child. Children are able to draw upon these experiences in their reading, writing and maths.
E	Supporting Trips- Some of our PP children often cannot afford to access trips and have limited access to experiences beyond the local area. By part funding these experiences we are giving them things to draw upon.	Pupils eligible for PP access the same life chances as their academic peers which will raise their self-esteem, confidence, and academic progress and through these first hand experiences apply their skills for the new learning across the curriculum.
F	Attendance- The attendance of our disadvantaged pupils is significantly below national expectations and our persistent absence is double national average.	More pupils to attend school and access learning.

We measure the impact of Pupil Premium by closely monitoring our intervention programmes, through learning walks, pupil progress meetings, talking to pupils and parents, data and work scrutiny. We monitor the progress of these children and provide support as described below if it is required. These children have priority access to these interventions and resources. Pupils attainment and progress will be discussed with governors including the Pupil Premium Governor, Mrs Rossell-Charman. The overall impact will be evaluated in the Summer/Autumn Term 2019.

7. Pupil Premium Planned Expenditure						
	Desired Outcomes	Action	Evidence Source	Expenditure	Baseline Data	Evaluation (Autumn, Spring, Summer)
A	To ensure PP children make progress in-line or above that of their peers in R, W, M by the end of the year through quality-first teaching and improved feedback.	Regular support for PP children during core subjects and additional afternoon interventions as required. Monitor progress of PP children against ambitious target setting.	Assessment attainment and progress data. Regular feedback to PP children is low cost, high impact.	£42,000 spent on additional Teaching Assistant support for Pupil Premium Children.		
A	PP receive ongoing and additional phonics intervention support from staff.	TAs deliver additional phonics intervention.	Phonics intervention and reading comprehension strategies are low cost, high impact strategies.	£6000		

A	Improvements to the quality of teaching ensuring it meets the needs of the children.	Leaders of Learning (LoL) to provide coaching support to teachers during PPA. LoL to provide in class support through team teaching	Classroom observation and in-class support from LoLs, assessment data tracking and pupil progress meeting discussion notes	£25,000		
A	Peer to peer support for PP children falling, or at risk of falling, behind in R, W, M and Phonics.	In-class PP children partnered with HA child. Provide peer to peer in-class intervention during morning Target Time.	Classroom observation and in-class support from LoLs, assessment data tracking and pupil progress meeting discussion notes	N/A		
A	Children tracked accurately by responsible adults – teachers, HT, Assessment Co-ordinator, to ensure these children make progress and progress of PP children a regular focus at PPA meetings.	Identify PP children and baseline for assessment. Set realistic targets with additional support. Monitor progress at specific intervals against set targets. Termly Pupil Progress meetings to discuss individual PP child	Assessment tracking systems fully in place to track pupil premium spend children and pupil progress meetings to discuss PP children not on-track to achieve outcomes. Learning Journey folders complete	£2500 assessment lead time £1500 cost for release of staff to complete learning journey		

		and ongoing PPA dialogue.	with necessary intervention and evidence of impact – followed by learning journey meeting discussions.	£15,000 leadership time to support.		
A	Increased specialist support for children such as behaviour specialists, educational psychologists, etc.	Identify which children are at risk of falling behind due to other ‘external’ factors that might inhibit learning and provide external specialist support where necessary. SENCo to work with identified children to ensure support is in place.	Evidence from education psychologists, school nurses and health professionals, learning support team and behavioural specialists.	£3000 for additional specialist support. Additional SENCo teaching time £10,000		
A	Improvements to reading data and pupils love of and engagement in reading	Library Manager to facilitate use of the library and reading spaces. New books to encourage children to read.	Reading data and pupil satisfaction surveys	£7,500		

		Access to First News				
	Desired Outcomes	Action	Evidence Source	Expenditure	Baseline Data	Evaluation (Autumn, Spring, Summer)
B	Enhanced staffing in KS1, including School Direct, to support PP children at risk of falling behind earlier in E and M and provide additional support and intervention.	LoL to target PP children for specific phonics intervention to ensure they pass phonics screening check.	Ongoing observations of SD Teacher to monitor impact, including assessment data of targeted PP children.	£5,000 to supplement cost of two SD employees.		
B	Increased support staff across school to provide intervention for PP children falling, or at risk of falling, behind.	Deploy of Support Staff across school to target specific PP children. Lols to monitor impact of these interventions for effectiveness. Further training for support staff where needs are identified.	Ongoing pupil progress meetings and assessment data to monitor PP children progress.	Costed above		
	Desired Outcomes	Action	Evidence Source	Expenditure	Baseline Data	Evaluation (Autumn, Spring, Summer)

C	Enhanced resourcing for sensory room for PP with specific needs.	Small budget allowance for resourcing sensory room. Deployment of NN to work with specific children in that room during PM.	Soft-data evidence of SEMH progress through specific children's interactions with others – engagement with children and adults is improving.	£3000		
C	Further develop the PSHE curriculum so that there is a focus on relationships, emotions, social skills and conflict resolution.	Classrooms are nurturing and attention is paid to nurturing principles for PP children (especially those with SEMH risk). Training of staff to deliver PSHE curriculum and nurturing principles.	Classroom observation and informal monitoring of environment to ascertain a baseline judgement of 'nurturing environment'.	£1500		
C	External support for children where specific behavioural, SEMH difficulties are identified.	Identify and refer children to external services.	Reports from external professionals. Meeting notes with parents regarding health concerns etc.	As costed above		
	Desired Outcomes	Action	Evidence Source	Expenditure	Baseline Data	Evaluation (Autumn, Spring, Summer)

D	Improved arts participation for PP children including after-school arts club with targeted PP children run by TA.	TA to run after-school club targeted at PP children in particular as enrichment activity. Book whole-School pantomime for children to watch.	Pupil and parental feedback for PP children to discussion soft-data impact. Attendance data at specific clubs for those children.	Staffing – £3000 Resources - £500		
	Desired Outcomes	Action	Evidence Source	Expenditure	Baseline Data	Evaluation (Autumn, Spring, Summer)
E	Additional funding provided for PP children so that they have access to a wide range of off-site activities.	Partial funding towards specific off-site trips including residential activities.	Trip risk assessments. Impact on curriculum, for example, in writing recounts about trips – purpose for writing to improve children’s experience of the world.	£25,000 to fund residential and experiences		
	Desired Outcomes	Action	Evidence Source	Expenditure	Baseline Data	Evaluation (Autumn, Spring, Summer)
F	Improvements to disadvantaged pupils attendance so that it is in line with at least national expectations	Employee community liaison staff to operate first day call, absence meetings and welfare visits.	Attendance data and case studies prepared by the team.	£30,000		

		Head Teacher to lead on attendance review meetings.				
		Rewards for pupils and classes				

8. Budget Summary		
Desired Outcome		Cost
A	That the gap between those eligible for PP and others narrows in all year groups and that children make accelerated progress. Children access appropriate services to support their needs.	£112,500
B	That the gap between those eligible for PP and others narrows in all year groups and that children make accelerated progress.	£5000
C	The children have a greater level of emotional resilience and are better equipped to deal with a variety of situations. Children are in a better emotional state in which to learn and access the classroom more fully.	£4500
D	Children have access to a range of experiences designed to develop the whole child. Children are able to draw upon these experiences in their writing and maths.	£3500
E	Pupils eligible for PP access the same life chances as their academic peers which will raise their self-esteem, confidence, and academic progress and through these first hand experiences apply their skills for the new learning across the curriculum.	£25000
F	Disadvantaged pupils attendance to be at least in line with national averages	£30,000
Total Budget Spent		£180,500

Governance			
Monitoring The Effectiveness & Impact of Pupil Premium Performance			
Pupil Premium Governor:			
Pupil Premium Committee Meeting	Autumn:	Spring:	Summer:
Autumn Summary			
Spring Summary			
Summer Summary			
Review Date	July 2019.		