



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										

5b. 2019 - Outcomes

KS1 Year 2 (10 pupils)	PP Pupils			Other			KS2 Year 6 (27 pupils)	PP Pupils			Other			SCH/ NA other GAP
	SCH	NA	DIF	SCH	NA	DIF		SCH	NA	DIF	SCH	NA	DIF	
Expected Standard Reading	40			76			Expected Standard Reading	56			61			
Expected Standard Writing	30			72			Expected Standard Writing	81			81			
Expected Standard Maths	30			74			Expected Standard Maths	85			83			
Year 1 Phonics (11 pupils)	91			83			National Standard+ Reading, Writing and Maths	56			59			
EYFS GLD (7 pupils)	64			74										

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.
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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	Evaluation (Summer 2019)
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.	In Reading PP pupils in Year R, 1, 3, 5 and 6 achieved in line with or above their peers. In writing PP pupils in Year R, 1, 3 and 6 achieved in line with or above their peers. In Maths PP pupils in Year R, 1, 3 and 6 achieved in line with or above their peers. In all year groups PP pupils made over 85% good and 30% outstanding progress within the year.

A	PP receive ongoing and additional phonics intervention support from staff.	TAs deliver addition phonics intervention.	Phonics intervention and reading comprehension strategies are low cost, high impact strategies.	£6000	Pupil Premium children caught up in Year 1 and 80% reached expected standard.
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	As above data impact This has provided highly successful in developing the quality of teaching this year.
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	As above data impact This has provided highly successful in developing the quality of teaching this year.
A	Children tracked accurately by responsible adults – teachers, HT, Assessment Co-	Identify PP children and baseline for assessment.	Assessment tracking systems fully in place to track pupil premium spend children and pupil	£2500 assessment lead time	As above data impact This has provided highly successful in developing the quality of teaching this year, we have had a greater

	ordinator, to ensure these children make progress and progress of PP children a regular focus at PPA meetings.	Set realistic targets with additional support. Monitor progress at specific intervals against set targets. Termly Pupil Progress meetings to discuss individual PP child and ongoing PPA dialogue.	progress meetings to discuss PP children not on-track to achieve outcomes. Learning Journey folders complete with necessary intervention and evidence of impact – followed by learning journey meeting discussions.	£1500 cost for release of staff to complete learning journey £15,000 leadership time to support.	emphasis on staff understanding the data which has led to higher quality discussions at pupil progress meetings.
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	Behaviour support service has worked with a number of PP children with additional needs. In the absence of the SENCo the school seconded additional trust capacity into the school to support with SEND.

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. Access to First News	Reading data and pupil satisfaction surveys	£7,500	The gap has fallen in all year groups compared to 2018 except for Y2 in Reading where the gap has numerically widened. However a number of additional PP children have joined in this year group. 91% of PP pupils in Y2 have made at least good progress. Reading survey shows 96% of pupils enjoy reading. Additional reading resources have been purchased this year which has kept reading fresh in school. £5000 was spent on new books.
	Desired Outcomes	Action	Evidence Source	Expenditure	Evaluation (Summer 2019)
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.	KS1 phonics is strong with 80% of PP children reaching expected standard. In Year 2 91% of pupils made at least good progress.
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.	Ongoing pupil progress meetings and assessment data to monitor PP children progress.	Costed above	As above data impact

		Further training for support staff where needs are identified.			
	Desired Outcomes	Action	Evidence Source	Expenditure	Evaluation (Summer 2019)
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	TA support was effectively deployed to meet a number of children's needs. 2 of these children are moving to special school in September 2019 and 2 children now have EHCPs which will result in appropriate funding now being available to support these pupils.
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	PSHE is well embedded in the school curriculum as evidence through internal and external reviews of the school. Pupils are now all members of houses which support their pastoral development. A TLR for pastoral development is now in place. Pupils report through pupil voice activates that they are increasingly aware how to support themselves emotionally. Two members of staff also attended a mental health first aid course and an action plan was formulated as a result

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	As above.
	Desired Outcomes	Action	Evidence Source	Expenditure	Evaluation (Summer 2019)
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	A number of events have been subsidised including Buckden House, Nell Bank, linking project, art gallery and pantomime. These have increased pupil participation. All PP children took home framed artwork. Although not always measurable this has led to great pride from the children for example the art gallery meant that parents came to celebrate their work with the children.
	Desired Outcomes	Action	Evidence Source	Expenditure	Evaluation (Summer 2019)
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	As mentioned above. Pupils have benefitted from a range of visits outside of Bradford including Scarborough, Doncaster wildlife park, London and Buckden House to name a few. Writing targets in all year groups have been surpassed and represent a 15%+ rise in all year groups on 2018 results.
	Desired Outcomes	Action	Evidence Source	Expenditure	Evaluation

					(Summer 2019)
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. Head Teacher to lead on attendance review meetings. Rewards for pupils and classes	Attendance data and case studies prepared by the team.	£30,000	<p>Pupil Premium Persistent absence is now 6.7% which is below nationals and is 4.4% when you remove holidays. Attendance has increased over the year- Autumn Term 94.65 and in the spring 95.03% with 95.45% in the summer term. These figures include the removal of pupils on long term absences.</p> <p>Additional resources and staffing have led to these improvements this year. Although not perfect there are small improvements for which the school are proud.</p> <p>The school has also subsidised uniform costs this year for all Pupil Premium families.</p>

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
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Pupil Premium Governor: Mrs L Rossell-Charman
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Summer Summary

Review Date	July 2019.
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