



Pupil premium strategy statement: **Weston C of E Primary School**

1. Summary information					
School	Weston Cof E Primary				
Academic Year	2019/ 2020	Total PP budget	£30,660	Date of most recent PP Review	January 2020
Total number of pupils	144	Number of pupils eligible for PP	23	Date for next internal review of this strategy	May 2020

The rates for eligible pupils 2019-2020 are as follows:

Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups Reception to year 6 recorded as Ever 6 free school meals	£1,320
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,300
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2,300

Eligibility

3.1 Ever 6 free school meals

The pupil premium for 2019 to 2020 will include pupils recorded in the January 2019 school census who are known to have been eligible for FSM since May 2013, as well as those first known to be eligible at January 2019.

3.2 Children adopted from care or who have left care

The pupil premium for 2019 to 2020 will include pupils recorded in the January 2019 school census and alternative provision census, who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant.

2. Current attainment and progress

Weston School uses an assessment system devised by Herts for Learning. This enables us to moderate assessment judgements with other schools as well as within our school.

In July 2019, year group cohorts varied from 12 to 23 pupils. As a result, one pupil represented between 8.3% and 4.3% of the total cohort. In December 2019, year group cohorts varied from 15 to 22 pupils. As a result, one pupil represented between 6.7% and 4.5% of the total cohort.

2019 Statutory Assessments – Weston Primary School

KS2 Progress

	Progress Measure 2016	Progress Measure 2017	Progress Measure 2018	Progress Measure 2019
Reading	-0.33	-0.6	+2.10	-3.0
Writing	+2.19	+1.4	+1.24	-2.0
Maths	+0.05	-2.1	-0.70**	-2.1

**

= Average

= Well Below Average

2019 Attainment

	% GLD	% passed phonics screening	End of KS1			End of KS2				
			Met std. reading	Met std. writing	Met std. maths	Met std. reading	Met std. writing	Met std. maths	Met std. GPS	Met std. RWM
	Reception	Year 1								
School	75%	84%	80%	75%	80%	75%	88%	81%	94%	69%
National	72%*	82%	75%	69%	76%	73%	78%	79%	78%	65%

(*2018 data)

Further Data

2019 Attainment

	Ave. Steps of Progress in Reception	% passed phonics screening	End of KS1			End of KS2				
			Above exp'd std. reading	Above exp'd std. writing	Above exp'd std. maths	Above exp'd std. reading	Above exp'd std. writing	Above exp'd std. maths	Above exp'd std. GPS	Above exp'd std. RWM
	Reception	Year 2								
School	3.73	90%	30%	20%	20%	38%	31%	38%	44%	19%
National	3=Expected	92%	25%	15%	22%	27%	20%	27%	36%	11%

(*2018 data)

Figures for disadvantaged pupils

2019 Attainment

	% GLD	End of KS1			End of KS2				
		Met std. reading	Met std. writing	Met std. maths	Met std. reading	Met std. writing	Met std. maths	Met std. GPS	Met std. RWM
	Reception								
School PP Pupils	4.03	100%	50%	75%	75%	75%	75%	75%	75%
National All Pupils	3=Expected	75%*	70%*	76%*	73%	78%	79%	78%	65%

(*2018 data)

Further Data

2019 Attainment

	End of KS1			End of KS2				
	Above exp'd std. reading	Above exp'd std. writing	Above exp'd std. maths	Above exp'd std. reading	Above exp'd std. writing	Above exp'd std. maths	Above exp'd std. GPS	Above exp'd std. RWM
School PP Pupils	0%	0%	0%	25%	50%	25%	50%	25%
National All Pupils	28%	17%	24%	31%	24%	32%	41%	13%

3. Barriers to future attainment (for pupils eligible for PP including high ability)

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

A.	To ensure reading, writing and maths progress is accelerated for <u>all</u> disadvantaged children and support interventions are succinctly targeted to next steps in learning (children with multiple vulnerabilities)
B.	- High ability disadvantaged pupils are making less progress in Maths than other high ability pupils across Key Stage 2. - Children eligible for PP funding make accelerated progress in writing across whole school
C.	To maintain and closely monitor the significant improvements in attainment and progress for disadvantaged, tracking closely disadvantaged children with multiple vulnerabilities (including those with speech and language difficulties in EYFS)

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

D.	Attendance/Disrupted education -monitor and address poor attendance - below 96% - This reduces their school hours and causes them to fall behind.
E.	Behaviour management reflects understanding of Attachment disorder and trauma. Close liaison with parents to ensure consistency in practice. Training for all teaching staff. Specialist therapy
F	Parental disengagement/Gaps in parenting skills
G	Lack of cultural capital

4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Disadvantaged children across all year groups make accelerated progress in Reading/Writing and Maths inc.post LAC	- Class teachers will explicitly plan and arrange interventions for disadvantaged children within their classroom to ensure progress is accelerated - Teaching staff/TA/HLTA/Deputy Head timetabled to work specifically on targets/ next steps in learning/ support gaps in learning and barriers/ensure challenge - Measured by teacher assessments and successful moderation practices/ Succinct tracking of these pupils - Children with multiple vulnerabilities on SMART learning planners - TA support guidance from EEF

		• Family support worker involvement • Proactive safeguarding culture • STEP ON training updated regularly • Risk reduction plans in place for specific children identified • Nurture group for post LAC where need
B.	• To ensure and maintain higher rates of progress in Maths across KS2 for higher attaining disadvantaged children • To ensure and maintain high rates of progress across whole school for all pupils eligible for PP funding in writing	• Disadvantaged pupils identified as high ability make as much progress (or more) as 'other' pupils identified as high ability, across Key 2 in maths. • Teaching staff/TA timetabled to work specifically on targets/ next steps in learning/ support gaps in learning/ensure challenge through feedback interventions • Measured by teacher assessments and successful moderation practices/ Succinct tracking of these pupils • Nurture group for post LAC for next steps learning review • Disadvantaged pupils identified make as much progress as 'other' pupils identified as high ability, across whole school in writing. • Teaching staff/TA timetabled to work specifically on targets/ next steps in learning/ support gaps in learning/ensure challenge through feedback interventions • Measured by teacher assessments and successful moderation practices/ Succinct tracking of these pupils
C.	• Attendance figures for disadvantaged pupils will continue with upward momentum	Maintain and closely monitor the significant improvements in attainment and progress for disadvantaged pupils. Ensure children who have had poor attendance make accelerated progress to 'catch up' with their peers.

D.	- Attendance rates addressed and improved/support parents to resolve external barriers. - Disrupted education – gaps in learning addressed/support to ensure less disruption	Office staff to monitor –inform DHT when attendance drops below acceptable %. Family support worker/Attendance officer//DHT to liaise and support where families drop below the acceptable %. DHT to rigorously monitor disadvantaged pupils Proactive safeguarding culture ESMA support/Hospice for children with severe illness.
E.	- Behaviour management reflects understanding of Attachment disorder and trauma – Use the 'Improving the Attainment of Looked after children in Primary schools DFE Toolkit to refine whole school practice. - Liaison with parents – extra meetings to ensure holistic approach. - Specialist therapy – psychotherapy/art therapy	Head teacher to ensure all staff receive Step on Training DHT to ensure Individual Risk Management Plans written and shared with all staff for children with attachment disorder. DHT to meet regularly with teachers/parents of Adopted children. specialists engaged to meet specific needs
F.	Parental disengagement/Gaps in parenting skills.	More parent/teacher support/discussion/support to learn strategies – more convenient times offered for meetings Nurture group STEP ON training –all staff Protective Behaviour teaching and learning – whole school Extra school time to allow for 1:1 reading/spelling/times table practice
G.	Lack of cultural capital	Fast track to all school clubs first Support for paying for extracurricular activities/external trips/school journeys Broad and rich curriculum taught

5. Planned expenditure

Academic year

2019/2020

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.

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?
A. To ensure reading, writing and maths progress is accelerated for all disadvantaged children and support interventions are succinctly targeted to next steps in learning	- Disadvantaged pupil tracker discussed at Pupil progress meetings/DHT to monitor - Class TAs to ensure plenary time to carry out 1:1 feedback/next steps challenge tasks with eligible pupils 1 to 1/small group support for pastoral interventions for disadvantaged pupils with multiple vulnerabilities - Staff training	- Pupils are monitored and tracked to ensure interventions are targeted without delay and progress is accelerated. - Time given to ensure support for next steps/interventions to overcome barriers/ High quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school - To use expertise within the school to target specific children where need arises - pastoral support to address emotional internal/external barriers to learning	Track progress in pupil progress meetings (amend if needed). See tracker document. DHT to monitor data for disadvantaged pupils succinctly Timetabled on class intervention timetables/planning/intervention feedback sheets brought to Pupil progress meetings TAs to share expertise in staff meeting/ disadvantaged pupils identified through Pupil progress meetings to work 1:1 Intervention timetables monitored. Pupil progress meetings Evidence of progress in books - book monitoring of disadvantaged pupils Use INSET days to deliver training EG	SENCO/DHT/Head	Termly at pupil progress meetings Data

	to ensure staff understand the significance of identifying the individual needs of disadvantaged pupils on roll. • LAC Attachment disorder training given to all school staff and interventions reflect these needs • DHT/HLTA release time to conduct targeted interventions/feedback marking	• All teaching staff to receive training from Virtual school and then cascade to support staff	Inference in reading/grammar. • Staff training/upskilling to meet specific needs • Timetables/children attending monitored • Pupil progress meetings • Ensure new staff are trained in data analysis to quickly identify learning needs for these pupils. Pupil progress meetings. • Impact overseen by maths/English co-ordinators/DHT • Ensure documented on planning - Teaching assistant /Teacher CPD. • Understanding of children with Attachment disorder needs/lessons/interventions planned accordingly • Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.		
--	--	--	---	--	--

B. High ability disadvantaged pupils are making as much or more progress in Maths than other high ability pupils across Key Stage 2.	- disadvantaged pupil tracker discussed at Pupil progress meetings/DHT to monitor - CPD on providing stretch for high attaining pupils. - To be included in 1 to 1 tutoring with HLTA - Support/small group by trained teacher and HLTA- Small group response to marking/ feedback. Challenge for next steps and opportunities to work broader and deeper within maths/Ensure pupil response is fully developed and applied to further learning. - Pastoral support to improve .	High ability disadvantaged pupils eligible for PP are making as much or more progress than other higher attaining pupils across Key Stage 2 in maths. We want to ensure that high attaining disadvantaged pupils can achieve high attainment rather than just simply 'meeting expected standards'. We want to train a small number of relevant teachers in practices to provide stretch and encouragement for these pupils. Research indicates effectiveness of 1 to 1 support and effective feedback (NFER and Sutton Trust).	Use INSET days to deliver training EG Reasoning/problem solving. Pupil Progress Meetings to monitor outcomes. Monitoring (observation/work scrutiny) of 1 to 1 or small group work by Head/DHT.	Head/DHT/SENCo	Termly at pupil progress meetings Data
---	--	--	--	-----------------------	--

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?
C & D Attendance figures for disadvantaged pupils will continue with upward momentum	Office staff to monitor -inform DHT when attendance drops below acceptable % DHT to rigorously monitor disadvantaged pupils Deputy head teacher to monitor pupils and follow up quickly on absences. First day response provision/liase with family support worker to ensure back to school ASAP. . HT liaise with school attendance officer re measures to improve attendance.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step - page 6.	Thorough briefing of Deputy Head teacher about existing absence issues/rates of attendance. DHT will collaborate to ensure school office & standard school processes work smoothly together. DHT will liaise with family/family support worker to ensure issues are addressed promptly and children are in school. HT will meet with School absence officer to address poor attendance. Children will make expected progress/above expected progress-attendance rates/data will show this.	DHT/HT	Weekly absence rates monitored
E Use Step on Training and ensure Behaviour policy reflects this approach/staff behaviour management effectively using these	Whole Staff 'Step On' Training update Whole school training on Attachment disorder and effects of trauma	Whole school behaviour policy to ensure holistic/whole school practice Consistency/fairness and to support all vulnerable children	Training reviewed and staff updated Virtual school training on Attachment disorder and effects of trauma - DHT to cascade to all staff	Head/MSA leader/ DHTteaching staff	

Steps. Individual Risk Management Plans written and whole staff awareness for vulnerable children showing attachment disorder Request for specialist support EG Psychotherapists to support undiagnosed needs/emotional trauma	DFE Toolkit to refine practise to include children adopted from care		Cost of supply cover to enable teaching staff to attend training DHT to refine role to include 'key person/learning mentor' within school for children adopted from care/liaise with families Cost of psychotherapists		
F Parents will feel safe and upskilled to support their child with their learning. Parents will be able to discuss/share child's learning at a more convenient time	Audit of barriers from HIP		Class teachers to offer alternative meeting times for non - attending parents/families Class teachers to explain and support parents in learning planner criteria 1:1 support for families using workshop materials		
G Child will be more 'vocabulary rich' and be able to talk about experiences	Audit of barriers from HIP		School office to offer PP children places in after school clubs first Class Teachers/Rising stars to notice sporting acumen and to liaise with parents about extracurricular activities Alternative letters about supported costing sent to parents when school trips/journeys are planned		
Total budgeted cost					£30,660

6. Review of expenditure				
Previous Academic Year		2018/2019		
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 £34,680

- Disadvantaged children across all year groups make accelerated progress - To ensure and maintain higher rates of progress in Maths across KS2 for higher attaining disadvantaged children	- Class teachers will explicitly plan and arrange interventions for disadvantaged children within their classroom to ensure progress is accelerated - Teaching staff/HLTA timetabled to work specifically on targets/ next steps in learning/ support gaps in learning and barriers/ensure challenge - Measured by teacher assessments and successful moderation practices/ Succinct tracking of these pupils - Disadvantaged pupils identified as high ability make as much progress as 'other' pupils identified as high	Children tracked through Pupil progress meetings/teachers clearly identify next steps for PP children on planning and arrange interventions to diminish difference accordingly - time in plenary / Early morning work/to address feedback marking/AFL interventions See data! Writing workshop KS1/maths workshop KS2/ small group support from HLTA/Teacher/DHT/Head (handwriting) had impact -see data	1:1/small group feedback/workshops is the most effective approach as data suggests - to continue 2019-2020 - extra HLTA and DHT interventions Effective use of classroom TAs to ensure interventions support barriers/gaps - to continue Succinct tracking to ensure all needs are met including pastoral for most vulnerable HA maths challenge groups to continue but review approach and ensure meeting challenge from September in Quality first class teaching KS1 DHT writing workshops to address barriers /accelerate learning Feedback marking 1:1 interventions successful	£34,680
--	---	---	--	----------------

	ability, across Key 2 in maths. • Teaching staff/HLTA timetabled to work specifically on targets/ next steps in learning/ support gaps in learning/ensure challenge • Measured by teacher assessments and successful moderation practices/ Succinct tracking of these pupils			
--	--	--	--	--

- Attendance figures for disadvantaged pupils will continue with upward momentum - Attendance rates addressed and improved/support parents to resolve external barriers.	Maintain and closely monitor the significant improvements in attainment and progress for disadvantaged pupils Office staff to monitor -inform DHT when attendance drops below acceptable % Family support worker/Attendance officer//DHT to liaise and support where families drop below the acceptable %. DHT to rigorously monitor disadvantaged pupils	- Absence identified and followed up promptly - Attendance higher than National! <table><tr><th>National attendance 2018/2019</th><th>Overall whole school attendance 2018/2019</th></tr><tr><td>96.6%</td><td>95.1%</td></tr></table>	National attendance 2018/2019	Overall whole school attendance 2018/2019	96.6%	95.1%	Strategies and monitoring to continue	
National attendance 2018/2019	Overall whole school attendance 2018/2019							
96.6%	95.1%							
To ensure disadvantaged children identified in Reception as having poorer oral /language skills are tracked and	DHT/Class teachers to monitor speech and language skills. To ensure interventions set up in reception continue in year 1. Elklan trained staff to work 1:1. Parents referred to S &	- TA liaison with S & L team (Herts) interventions carried out with advice where already flagged - Regular meetings with S & L team/SENCo and Parents - signposting to relevant	Ensure these children continue to be tracked and monitored throughout school					

supported to improve/maintain improvements in year 2	L helpline for early intervention	support S & L programmes for early interventions		
Inability of parents to be able to afford extra-curricular activities/curriculum enrichment activities.	To enable disadvantaged children to enjoy same opportunities as other pupils. Offer extracurricular sporting/club activities. Offer financial support to ensure disadvantaged children increase their uptake in extracurricular sporting/club/musical activities.	- External trips EG Zoo/School journey etc. - Swimming fees - Sporting events managed to ensure PP children participate/chosen first! (DHT liaised with one parent to but refusal to participate)	- children eligible for PP were chosen for sporting events/after school clubs - Trips offered at reduced rates to continue - increased cultural capital! - DHT liaised where barriers	