



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

1. Summary information					
School	Weston Cof E Primary				
Academic Year	2018/2019	Total PP budget	£34,680	Date of most recent PP Review	May 2019
Total number of pupils	125	Number of pupils eligible for PP	24	Date for next internal review of this strategy	September 2019

The PPG per pupil for 2018 to 2019 is 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

2. Current attainment and progress

2018 Statutory Assessments - Weston Primary School - updated Sept 18

KS2 Progress

	Value Added 2015	Progress Measure 2016	Progress Measure 2017	Progress Measure 2018
Reading	99.5	-0.33	-0.6	+2.10
Writing	97.9	+2.19	+1.4	+1.24
Maths	99.1	+0.05	-2.1	-0.70**

** Will improve slightly due to successful marking review for 1 pupil

= Average

= Well Below Average

2018 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	79%	83%	83%	67%	78%	90%	85%	85%	85%	70%
National	72%	83%	75%	70%	76%	75%	78%	76%	78%	64%

Further Data

2018 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	3.37	100%	22%	17%	22%	55%	35%	15%	45%	10%
National	3 = exp'd	92%*	26%	16%	22%	28%	20%	24%	34%	10%

* Figure for 2017

Figures for disadvantaged pupils

2018 Statutory Assessments – Weston Primary School – Pupil Premium Results

KS2 Progress

	Progress Measure 2018 Pupil Premium Pupils	Progress Measure 2018 All Pupils
Reading	+3.72	+2.10
Writing	+3.34	+1.24
Maths	+0.32	-0.70**

** Will improve slightly due to successful marking review for 1 pupil

= Average

= Well Below Average

2018 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 PP Pupils	33%	75%	100%	50%	50%	100%	100%	100%	100%	100%
National All Pupils	72%	83%	75%	70%	76%	75%	78%	76%	78%	64%

**Further Data
2018 Attainment**

	Ave. Steps of Progress in Reception	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								
School PP Pupils	3.48	50%	50%	0%	67%	33%	0%	33%	0%
National All Pupils	3 is expected	26%	16%	22%	28%	20%	24%	34%	10%

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.	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 (<i>issues which also require action outside school, such as low attendance rates</i>)	
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.
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 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.	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.
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	2018/2019				
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	- 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	SENCO/DHT/Head	Termly at pupil progress meetings Data

	• Staff training 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	• All teaching staff to receive training from Virtual school and then cascade to support staff	Use INSET days to deliver training EG 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		
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			questions about the additional sessions.		
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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 learning behaviour	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
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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/liaise 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	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	

effectively using these Steps. Individual Risk Management Plans written and whole staff awareness for vulnerable children showing attachment disorder	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		
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					£34,680

6. Review of expenditure				
Previous Academic Year		2017-2018		
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 £28,140

- 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 See data! Writing workshop/maths workshop/ small group support from HLTA/Teacher/DHT/Head Maths challenge groups not so effective this year	1:1/small group feedback/workshops is the most effective approach as data suggests - to continue 2018-2019 One child - new to school - (see KS1 data) - ensure accelerated progress throughout year 3 - interventions to support 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	£28,140
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	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			
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- 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	- One child long term absence/regular training received/meetings with hospital and tutor from hospital - Absence identified and followed up promptly - Attendance stayed same - higher than National!	Strategies and monitoring to continue <table><tr><td>National attendance 2017-2018</td><td>Overall whole school attendance 2017-2018 = 96.7</td></tr><tr><td>96.4%</td><td>Pupils eligible for pp 2017-2018 = 95.2 (Exc.one pupil on long term absence-serious illness) =92.6 otherwise.</td></tr></table>	National attendance 2017-2018	Overall whole school attendance 2017-2018 = 96.7	96.4%	Pupils eligible for pp 2017-2018 = 95.2 (Exc.one pupil on long term absence-serious illness) =92.6 otherwise.	
National attendance 2017-2018	Overall whole school attendance 2017-2018 = 96.7							
96.4%	Pupils eligible for pp 2017-2018 = 95.2 (Exc.one pupil on long term absence-serious illness) =92.6 otherwise.							
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	- TA liaison with S & L team (Herts) interventions carried out with advice - Regular meetings with S & L team/SENCo and Parents	Ensure these children continue to be tracked and monitored throughout school					

supported to improve/maintain improvements in year 2				
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 £885 - Swimming fees £66.50 - Sporting events managed to ensure PP children participate (DHT liaised with one parent to but refusal to participate)	- To ensure children eligible for PP are chosen for sporting events/after school clubs - Trips offered at reduced rates to continue - DHT to liaise if barriers	