



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

1. Summary information					
School	Weston Cof E Primary				
Academic Year	2017/18	Total PP budget	£28,140	Date of most recent PP Review	September 2017
Total number of pupils	134	Number of pupils eligible for PP	20	Date for next internal review of this strategy	Jan. 2018

2. Current attainment and progress

All Year Groups, Vulnerable Groups – July 2017

In July 2017, results were as follows;

Progress of Groups in Years 1 to 6

% of Pupils in Years 1 to 6 on Track to Make Expected Progress or Better – July 2017

	All	Boys	Girls	Disadv.	SEND	More Able*
Reading	93%	95%	90%	94%	75%	83%
Writing	88%	93%	82%	94%	58%	82%
Maths	94%	97%	90%	100%	83%	82%

* Based on more ambitious progress measure

Attainment of Groups in Years 1 to 6

% of Pupils in Years 1 to 6 at Age Related Expectation or Better – July 2017

	All	Boys	Girls	Disadv.	SEND	More Able
Reading	84%	85%	82%	88%	33%	100%
Writing	78%	78%	77%	71%	17%	100%
Maths	84%	88%	78%	82%	50%	100%

EYFS - % on track and % at age related expectation or better (Reception data)

	Disadv on track	Disadv ARE	SEND on track	SEND ARE	More Able on track	More Able ARE
CAL	100%	75%	67%	0%	100%	100%
PD	100%	75%	67%	0%	100%	100%
PSED	100%	75%	67%	0%	100%	100%
Lit	100%	50%	67%	0%	100%	100%
Maths	100%	50%	67%	0%	100%	100%
UW	75%	75%	33%	0%	100%	100%
EAD	100%	75%	67%	0%	100%	100%

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 all disadvantaged children and support interventions are succinctly targeted to next steps in learning
B.	High ability disadvantaged pupils are making less progress in Maths than other high ability pupils across Key Stage 2.
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 –monitor and address poor attainment – below 96% - This reduces their school hours and causes them to fall behind.
E.	Inability of parents to be able to afford extra-curricular activities/curriculum enrichment activities.

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	- 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
B.	To ensure and maintain higher rates of progress in Maths across KS2 for higher attaining disadvantaged children	- Disadvantaged pupils identified as high ability make as much progress as 'other' pupils identified as high 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

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
D.	Attendance rates addressed and improved/support parents to resolve external barriers.	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
E.	To ensure disadvantaged children identified in Reception as having poorer oral /language skills are tracked and supported to improve/maintain improvements in year 2	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

5. Planned expenditure					
Academic year	2017/2018				
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	- New disadvantaged pupil tracker created for teaching staff/discussed at Pupil progress meetings/DHT to monitor - Staff with ELKLAN training to carry out interventions - HLTA – 1:1 tutoring course - HLTA timetabled across whole school to work explicitly with disadvantaged pupils on next step targets/challenge	- Pupils are monitored and tracked to ensure interventions are targeted without delay and progress is accelerated. - To use expertise within the school to target specific children where need arises – language support to overcome barriers - Research evidence suggests good approach – target specific needs/learning - 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 (We want to provide extra support to maintain high attainment. Small	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/intervention feedback sheets brought to Pupil progress meetings HLTA 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

		group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Virtual school / Visible Learning by John Hattie and the EEF Toolkit. NFER booklet (page 6 + case studies))	Quality teacher appointed Intervention timetables monitored. Pupil progress meetings Evidence of progress in books – book monitoring of disadvantaged pupils		
	- Class teacher to be appointed one day per week to ensure progress of KS2 pupils 1 to 1/small group support with speech and language skills/social communication clubs/interventions for disadvantaged pupils with multiple vulnerabilities 1 to 1/small group support for pastoral interventions for disadvantaged pupils with multiple vulnerabilities - Staff training to ensure staff understand the significance of	- 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 – communication skills support to overcome barriers - To use expertise within the school to target specific children where need arises – pastoral support to address emotional internal/external barriers to learning	Staff training/upskilling to meet specific needs Timetables/children attending monitored Pupil progress meetings Staff training/upskilling to meet specific needs Timetables/children attending monitored Pupil progress meetings Extra teaching support time and preparation time paid for out of PP budget, not sought on a voluntary basis. 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 /HLTA/Teacher CPD.		

	identifying the individual needs of disadvantaged pupils on roll. • TA appointed to support children in EYFS with speech and language difficulties and ensure progress in all Early learning goals		• 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 less progress in Maths than other high ability pupils across Key Stage 2.	• New disadvantaged pupil tracker created for teaching staff/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 less 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).	Course to be selected to ensure HA pupils make accelerated progress and attain above age expectations in writing– DHT to attend. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment). Pupil Progress Meetings to monitor outcomes. Monitoring (observation/work scrutiny) of 1 to 1 or small group work by 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. 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
D. Extra-curricular activities and curriculum enrichment	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.	Court order to provide laptop to one disadvantaged child. Sutton Trust's missing talent findings.	Ensure identification of target pupils is fair, transparent and properly recorded. Monitor trips/extracurricular activity attendance/payments All children eligible for PP will be offered sessions extracurricular at a reduced rate where fees are required. Support where need presents/suggest extracurricular participation – PP fund to pay half the costs. Also for curriculum enrichment (e.g. trips, guitar lessons).	DHT/Office staff	July 2017

A. Improved oral language skills in Year 1	Staff ELKLAN training 1 to 1 support with speech and language skills	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit/case studies suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Training to be arranged for ELKLAN Track progress in pupil progress meetings (amend if needed). See tracker document.	Year ½ teacher/DH T/SENCo/Hr ead	Termly Pupil progress meeting July 2018
Total budgeted cost					£27,720

6. Review of expenditure				
Previous Academic Year		2016-2017		
i. Quality of teaching for all				
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 £27,720

Improve oral language skills for pupils eligible for PP in Reception class.	Staff ELKLAN training Staff training on developing oracy/assessment for the high attaining pupils in EYFS and Y1, from EYFS and language capabilities – IT package (Tapestry) purchased to support this involving parents 1 to 1 support with speech and language skills	Disadvantaged PP in Reception class make rapid progress by the end of the year to meet age related expectations. <table><tr><th></th><th>Disadv on track</th><th>Disadv ARE</th></tr><tr><td>CAL</td><td>100%</td><td>75%</td></tr><tr><td>PD</td><td>100%</td><td>75%</td></tr><tr><td>PSED</td><td>100%</td><td>75%</td></tr><tr><td>Lit</td><td>100%</td><td>50%</td></tr><tr><td>Maths</td><td>100%</td><td>50%</td></tr><tr><td>UW</td><td>75%</td><td>75%</td></tr><tr><td>EAD</td><td>100%</td><td>75%</td></tr></table>		Disadv on track	Disadv ARE	CAL	100%	75%	PD	100%	75%	PSED	100%	75%	Lit	100%	50%	Maths	100%	50%	UW	75%	75%	EAD	100%	75%	50% of disadvantaged children improved oracy skills Daily 10 minute small group work – impact was an improvement in confidence/ability to speak in small groups 50% with multiple vulnerabilities (SEN/Poor home input – slow progress) Elklan 1:1 support to continue in year 1/monitor for further interventions
	Disadv on track	Disadv ARE																									
CAL	100%	75%																									
PD	100%	75%																									
PSED	100%	75%																									
Lit	100%	50%																									
Maths	100%	50%																									
UW	75%	75%																									
EAD	100%	75%																									
maintain and improve progress for high attaining pupils	CPD on providing stretch for high attaining pupils. 1 to 1 support by trained teacher and HLTA Pastoral support from teacher to improve learning behaviour Small group response to marking/feedback. Ensure pupil response is fully developed and applied to further learning.	Pupils eligible for PP identified as high ability make as much progress as ‘other’ pupils identified as high ability, across Key Stage 1 and 2 in writing. Measured by teacher assessments and successful moderation practices. See progress and Attainment table in section 2	Higher ability pupil all made ARE or better progress HLTA/Teaching staff next steps support to continue																								

ii. Targeted support				
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
See above				

iii. Other approaches				
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
Extra-curricular activities and curriculum enrichment	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.	Medium-low: positive impact for students who attended extra curricular but many did not. Success criteria: partially met. Pupils attended school trips (PGL/Graffham) We offered a lot more after school clubs ensuring disadvantaged pupils were placed on top of lists	Attendance still average – continue to offer places first on clubs To continue to offer subsidised places on school trips	

Increased attendance rates	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.	Certificates/attendance cup successful Attendance rate improved from **** to *** Attendance rates followed up promptly by Head/DHT – DHT liaised with families	To continue to celebrate attendance in assemblies Monitor Disadvantaged pupils attendance robustly – follow up absences promptly/support families getting children to school.	
--	--	---	---	--

7. Additional detail