



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

1. Summary information					
School	Weston Cof E Primary				
Academic Year	2016/17	Total PP budget	£27,720	Date of most recent PP Review	n/a
Total number of pupils	146	Number of pupils eligible for PP	24	Date for next internal review of this strategy	July 2017

2. Current attainment and progress										
	% 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
	Rec.	Year 1								
School All Pupils	79%	84%	69%	63%	69%	72%	83%	78%	78%	67%
National All Pupils	66%*	77%*	74%	65%	73%	66%	74%	70%	72%	53%
School Disadvantaged	NA	67%	100%	100%	100%	100%	100%	100%	100%	100%

* 2015 National Data

- In Key Stages 1 and 2 Disadvantaged pupils consistently outperformed other pupils. The difference has been successfully diminished.
- In Year 1, all but one disadvantaged child achieved the expected standard in the phonics screening test. She continues to receive focused support to improve her phonics through Year 2 (in a mixed Year 1/Year 2 class) with extra 1 to 1 support funded by Pupil Premium.

2016 Progress of Disadvantaged Pupils Across Key Stage 2

	Progress measure reading	Progress measure writing	Progress measure maths	Overall Progress measure (mean)
Disadvantaged Pupils	+6.44	+8.90	+2.03	+5.79
All Pupils	-0.34	+2.21	-0.01	+0.62

- Very effective learning support for a disadvantaged pupil enabled her to make **accelerated progress** through Key Stage 2 despite an average attendance of 79% in Year 6. Comprehensive support was put in place for this 'family in crisis' with the involvement of the Deputy Head, Attendance Improvement Officer and Family Support Worker.
- As a result, the progress measure for **disadvantaged pupils** for 2016 is very strong and **the difference has been diminished**.
- Value added for disadvantaged pupils was broadly average or above for 2015.

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.	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.
B.	High ability pupils who are eligible for PP are making less progress in writing than other high ability pupils across Key Stage 1. This prevents sustained high achievement in Key Stage 2.
C.	To maintain and closely monitor the significant improvements in attainment and progress for pupils eligible for PP
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance –one child in Reception 78%/One child year 5 84% (Significantly below the target for all children of 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.	Improve oral language skills for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
B.	Higher rates of progress in writing across Year 3 and rest of Key Stage 2 for high attaining pupils/pupils eligible for PP. Also higher rates of progress for current Key Stage 1 pupils in Writing.	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.
C.	Maintain and closely monitor the significant improvements in attainment and progress for pupils eligible for PP	Progress and attainment figures will continue the upward momentum exceed 2015-2016 progress (or maintain at 100%).
D.	Attendance rates addressed and improved/support parents to resolve external barriers.	Attendance rate improves for disadvantaged family/families Family support worker/Attendance officer//DHT to liaise and support family to address issue. Reduce the number of persistent absentees (1 family) among pupils eligible for PP. Overall PP attendance improves from 94.3% to 96% in line with 'other' pupils. Closely monitor all other pupils eligible for PP.

5. Planned expenditure					
Academic year	2016/17				
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. Improved oral language skills in Reception B. maintain and improve progress for high attaining pupils	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	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 Use INSET days to deliver training. Training shared across all EYFS stakeholders. IT training to support IT package (Tapestry). Track progress in pupil progress meetings (amend if needed). See tracker document.	EYFS leader	July 2017
B. Maintain and continue to 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.	High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 1 in writing. We want to ensure that PP pupils can achieve high attainment as well as 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.	Deputy Head	July 2017
Total budgeted cost					£8.000

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. Maintain and continue to improve progress for disadvantaged pupils	Pre teaching to start off initial ideas and focus on the task ahead/supported group work/targeted interventions to support gaps in learning. To work again with these children in the plenary. To deploy teaching and support staff effectively, and in addition to deploy and extra qualified teacher and HLTA. Staff training to ensure staff understand the significance of identifying the individual needs of disadvantaged pupils on roll.	We want to provide extra support to maintain high attainment. Small 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). This approach has ensured that we have diminished the difference for Disadvantaged pupils in 2014/15 and 2015/16.	Extra teaching support time and preparation time paid for out of PP budget, not sought on a voluntary basis. Ensure 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. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions. DHT to ensure support staff/teaching staff are deployed effectively across whole school and to hold staff accountable for raising attainment through pupil progress meetings/data analysis. Staff training – EG meeting the needs for our adopted pupils.	DHT	July 2017
Total budgeted cost					£18,420

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?
D. 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.	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	July 2017
E. 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
Total budgeted cost					£1,300

6. Review of expenditure				
Previous Academic Year		2015-2016		
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
Improve attainment disadvantaged pupils	Pre teaching to start off initial ideas and focus on the task ahead. /supported group work/targeted interventions to support gaps in learning. To work again with these children in the plenary. Extensive training for staff on marking and feedback	Children eligible for PP funding made significant progress across all area of curriculum Success criteria met (see data below) Marking policy updated – PDM – Quality first teaching. (evidenced from case studies)	Staff used the staff allocated wisely and this is evidenced in children’s learning and on planning. We will continue implementing the approach and monitoring pupil response. Attainment and progress of disadvantaged pupils improved – see data below. Impact evident across whole school – all learners including disadvantaged pupils.	£23,125
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

Improved Year 6 literacy and maths results for child with below average attendance	One to one tuition delivered by qualified teacher using planned programme. Pastoral support given to whole family by DHT/Family support worker/Attendance officer	High: observed/recorded in data- increased progress amongst participating child compared to peers, as measured using scores on the Progress in English/maths SATS. Success criteria: met. (see addition information below)	This seemed to be most effective when the focus area was determined by the class teacher based on their observations of the pupil. We will continue next year.	£4500
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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
Curriculum enrichment	Payments for extra curricular activities/school trips	Medium-low: positive impact for students who attended extra curricular but many did not. Success criteria: partially met. Pupils attended school trips (PGL/Graffham)	Next year we will try to provide more intensive after-school support instead, with parental engagement to encourage attendance.	£3,600

Pastoral support to families of pupils eligible for PP	Provision of school uniform/access to food bank/family support worker/pastoral support by DHT Access to sensory room/Sensory room updated	Improved self esteem of pupils/parents Family support Success criteria met Sensory room provided 'safe/sensory stimulating' environment for children eligible for PP with Asperger's – Success criteria met	To be aware of all our families backgrounds and to provide a holistic support system when families are going through traumatic experiences. Approach will be intensified by DHT. DHT to receive more training next year to improve her pastoral role. To ensure the Sensory room success is shared across all our learners	£15,275
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7. Additional detail