

Pupil premium strategy statement: Westwoodside Church of England Academy

1. Summary information					
School	Westwoodside Church Of England Primary Academy				
Academic Year	2018-19	Total PP budget	£26,000	Date of most recent PP Review	Sept 2018
Total number of pupils	149 + 10 Nursery	Number of pupils eligible for PP	17	Date for next internal review of this strategy	Spring Term FGB

2. Current attainment		
End of KS 2	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	100%	64%
% making <u>progress</u> in reading	100%	
% making <u>progress</u> in writing	100%	
% making <u>progress</u> in maths	100%	
KS 1		
Phonics (Year 1)	66.6%	
Phonics (Year 2)	0%	
KS 1		
% achieving expected reading	50%	
% achieving expected writing	50%	
% achieving expected maths	67%	
GLD for PP children	50%	

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.	Support to enable parents to engage with children and their learning	
B.	Attendance	
C.	A greater number of children achieving at greater depth	
D.	Ensuring rigorous identification once a child is identified as Ever6 especially on arrival at our school	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance is an issue for a small number of children 2 x PP children were Persistent Absentees in 2017-18 and were supported. 25% of PP children have attendance lower than 97%.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Phonics Y1 (2 children)	50% to achieve the phonic screen
B.	Phonics Y2 (1 child)	100% to achieve the resit (1 to resit)
C.	End of KS1 (3 children)	Reading Expected Standard 66.6% Greater Depth 33% Writing Expected Standard 66.6% Greater Depth 33% Maths Expected Standard 100% Greater Depth 33%
D.	End of KS 2 (4 children)	Reading 100% expected 25% Greater Depth Writing 100% expected 25% Greater Depth Maths 100% expected 25% Greater Depth

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.					
i. Quality of teaching for all					
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?
Continue to accelerate progress in all year groups for this group	Continued monitoring, boosting and intervention in class to meet personalised learning needs TA targeted support e.g. precision teaching, regular reading, same day interventions to close gaps and extend learning. New targets for Greater Depth – all children in school as well as identified PP children. PP Champion tracking from prior attainment and challenge discussions with staff to ensure trajectories are closely tracked. Reaching outstanding teaching Achievement for All input	Impact to date for previous cohorts. 2016-17 and 2018-19 show good progress rates at KS 2 for PP children.	PP champion targets ½ termly. PP books	MW (Pupil Premium Champion)	Pupil Progress meetings (Nov/ Feb)
Closing gaps early to ensure best progress possible	Smaller class size at KS 1 to support personalisation for individual need.	+3 months (EEF toolkit)	Quality of teaching monitoring and reviews with individual PP children	MW JR	Pupil Progress meetings (Nov/ Feb)
Continue to aim for more PP children to reach Greater Depth	Target setting based on prior attainment and individual progress Use of higher order questioning (A4A)	High aspirations and expectations impact on all children.	Discussions with PP champion and regular monitoring opportunities Pupil Progress meetings to see who is / isn't on track and regular review of interventions.	MW JR	Pupil Progress meetings (Nov/ Feb)
Personalised interventions support gaps in learning	TELL - phonics Precision teaching - spelling / key word reading/ times tables/ number bonds etc. Thrive – emotional well-being	These approaches support 1-1 tutoring, parental involvement, mentoring, behaviour all contribute approx. +3 months (EEF toolkit)	Interventions set up and monitored by class teachers, SENCO and PP lead. Regular reviews for individual PP children	MW JR SENCO (SS)	Pupil Progress meetings (Nov/ Feb)
Total budgeted cost					£26,000
AFA, TELL, 1-1/ Small group TA support (Digital technology already purchased)					

ii. Targeted support

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?
Parenting is supported	Achievement for All – training for staff to lead structured conversations Structured conversations. Resilience training for staff to support parents too. Thrive support and links with parents	Based on research by achievement for all EEF +3months Resilience training for all staff and a session to support parents to develop this with parents.	Monitor 6 weekly	MW	
Parents are engaged and supporting children e.g. with reading and homework (may need work to bring parents of older children into the school)	Discussions with parents and parent council Structured conversations with A4All parents Longer SEN meetings with SEN children.	As above EEF + 2months	Monitor 6 weekly	MW	
Attendance is maximised Add info once data has been analysed.	<ul style="list-style-type: none"> • Structured conversations with parents • Attendance awards. 				

Also funded via Achievement for All subscription (as above) Total budgeted cost £1000

iii. 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?
Pupil Voice is developed to further reinforce strategies that are in use	Pupil voice activities through A4All and Pupil Premium Champion	Evidence from ongoing work that personalisation of learning can be supported by listening to children and finding out what their views are about the support they receive and their learning and views about themselves as learners	Pupil premium Champion to meet with children Achievement for All lead meets with children Learning shared with all Staff	MW SMc	
Monitoring of attendance for A4AI children and PP children	Identified group of A4All children have close monitoring of attendance and this is challenged through structured conversations PP children have attendance monitored half termly by PP Champion Attendance rewards supported by Vision this this year Attendance meetings with parents and all staff raising issues at parents meetings/ structured conversations.	Achievement for all shows good progress nationally.	Ongoing AfAll leader monitoring group PP leader monitoring group Whole school monitoring	MW SMc JR	
Emotional needs are met and children are encouraged to be resilient as learners	Thrive Resilience training (Cluster of schools Aut 2018)	Meta cognition and self-regulation +8 EEF)	Tracking of Thrive children by SENCO Resilience a focus in lesson observations	JR SMc SS MW	
Total budgeted cost					£700

6. Review of expenditure				
Previous Academic Year				
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
Raise rates of progress to accelerate this group	Disadvantaged first – children are seated first in a supportive place with their peers. Children are questioned first. Homework is checked first.	By prioritising PP children we are able to keep them high profile.	Continue	Quality First Teaching (QFT)
Reading scores are maintained	Reciprocal reading approach targets support for those who need to close gap and accelerate progress	Reading progress at End of KS2 is high. Approaches appear to be working	Continue to embed in QFT	Ongoing
Smaller class size at Y1	Smaller class size to meet the needs of this cohort.	Progress in KS1 was not as high for all PP children a number of these children haven't been all the way through Rec – Y2 at our school	Continue to monitor impact on 18-19	Dependent on numbers and staffing costs
Increase % reaching expected standard in writing at KS 1	Slow write Modelling by teachers	Increase in % reaching compared to previous year	Still embed this approach in quality first teaching. Embed in QFT	QFT
Increase % reaching expected standard in maths at KS 1	Mastery in maths	This is having an impact although more is needed to further boost progress to secure attainment above national and more at Greater Depth	Continue as part of QFT	QFT
Secure attainment in phonics in Y1	Parent phonic support sessions (EYFS/ Y1)	These continue to be supportive	Continue	£0
Individual gaps closed in maths and writing and progress accelerates	Catch up sessions and targeted intervention to close gaps	Pupil Premium children are able to catch up and close gaps	Supports further learning - continue	Dependent on number of children and their needs

Accelerate progress of all PP groups including more able with digital tech	Use of ipads and new software to engage and personalise for individual needs	Difficult to ascertain impact as no control group. Digital technology allows pupils to access personalised support.	Continue to make judicious use to support individuals groups and as part of QTF	Dependent on resources required.
			TOTAL cost of Achievement for All, 1:1 and small group intervention and personalisation (TA2 time)	£26000

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
Parenting is supported	Achievement for All – training for staff to lead structure d conversations structured conversations.	For a number of children the A4All approach has had significant impact but not for all. Strategies taught have supported QFT also – questioning, outstanding teaching and learning and structured conversations.		See above costs for AfAll and £1000
Parents are engaged and supporting children e.g. with reading and homework (may need work to bring parents of older children into the school)	Discussions with parents and parent council	See above Parent council is supportive of bringing views into school and for sharing messages and rationale from the school. Poverty Resilience also supported in 17-18		
Attendance is maximised Add info once data has been analysed.	Structured conversations with parents	Ongoing work – only 2 (PP) children are PA and support is in place. 75% of PP children have attendance over 97% some 100%.		

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
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7. Additional detail

- The number of children in receipt of pupil premium continues to rise in school, 2017-18 18 children, 2018-19 17 children with 3 more identified as moving onto Ever6.
- For 40% (8) of children who are Pupil Premium they have joined our school at a time other than in Reception Class and therefore it is important that we analyse progress and attainment closely as part of our baselining progress.