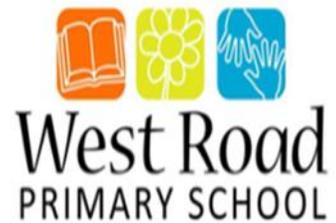




PUPIL PREMIUM STRATEGY

2019-20



West Road Primary Academy Pupil Premium Strategy

Impact Report 2019-20

Principles for use of Pupil Premium

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups and to ensure that the needs of socially disadvantaged pupils are addressed.
- In so doing, we recognise that not all pupils who are, or have been eligible for free school meals within the last 6 years, are socially disadvantaged. We also recognise that there are socially disadvantaged and vulnerable pupils who do not qualify or register for free school meals.
- We therefore allocate Pupil Premium funding to support any pupil or groups of pupils that the school has legitimately identified as being socially disadvantaged.

Pupil Premium funding will be allocated following annual needs analyses which will identify priority classes and groups. Allocation will also reflect impact research including reported findings by the Education Endowment Fund (Sutton Trust) and Ofsted

Objectives in spending PPG:

- To continue to close the gap in attainment between Pupil Premium and Non Pupil Premium pupils in Reading, Writing and Maths across the school.
- To ensure there is no significant difference in progress made between SEND, FSM and vulnerable pupils and whole cohort and to accelerate the progress of these children to narrow the gap in attainment.
- To secure consistently good or outstanding teaching and learning, with appropriate emphasis and focus on accelerating learning of FSM/SEND/PP and other vulnerable pupils.

1. Summary information					
School	West Road Primary School				
Academic Year	2019-20	Total PP budget (Excluding EYPP)	£193,020	Date of most recent PP Review (External)	Autumn 2019
Total number of pupils	340 (Aged 5 years +)	Number of pupils eligible for PP (Excluding EYPP)	148	Date for next internal review of this strategy	Autumn 2019

2. Current attainment (Summer 2019)						
	<i>Pupils eligible for PP (your school) %</i>			<i>All Pupils (national average) %</i>		
	Sch	NA	Diff	Sch	NA	Diff
EYFS - % reaching Good Level of Development (externally moderated)	64%	56%	+8%	70%	72%	-2%
KS1 - % Reaching Expected Standard	Sch	NA	Diff	Sch	NA	Diff
Reading	70%	62%	+8%	68%	75%	-7%
Writing	65%	55%	+10%	66%	68%	-2%
Maths	80%	62%	+18%	72%	76%	-4%
RWM	60%	55%	+5%	62%	65%	-3%
Y1 Phonics	75%	71%	+4%	81%	82%	-1%
KS2 - % Reaching Expected Standard	Sch	NA	Diff	Sch	NA	Diff
Reading	90%	62%	+28%	88%	73%	+15%
Writing (Externally moderated)	95%	68%	+27%	95%	78%	+17%
Maths	78%	59%	+19%	91%	79%	+12%
EGPS	95%	67%	+28%	95%	78%	+17%
RWM	86%	51%	+35%	86%	65%	+21%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Significant attainment gaps and some slower progress in 2018-19 by pupils who are eligible for PP in the current Reception, Y2, Y4 and Y6 cohorts require targeted support. There is a high correlation between PP and SEN pupils in these year groups. The majority of these pupils are also boys.
B.	School attainment/progress data indicates wider gaps between those eligible for PP and other pupils in writing in both Key Stages 1 and 2. Poor oral language skills have been identified as the main contributory factor and is therefore a targeted area for use of PP funding.
C.	Emotional issues for a proportion of pupils (majority eligible for PP) have detrimental effects on their academic progress and that of their peers.
External barriers	
D.	Absence and persistent absence rates for all pupils and pupils eligible for PP are higher than the national average.
E.	Free school meals entitlement in the EYFS and KS1 means that some families do not register their Pupil Premium entitlement.
F.	Some families and pupils (many eligible for PP) require additional support to develop coping strategies and improve overall engagement with school.

4. Desired outcomes (Desired outcomes and how they will be measured)		Success criteria
A.	Higher rates of progress in Reception, Y2, Y4 and Y6 for pupils eligible for PP particularly and for SEN pupils and boys	Pupils eligible for PP make similar or better progress as 'other' pupils, particularly in Reception, Y2, Y4 and Y6.. School data and pupil progress meetings will identify improvements in performance of SEN pupils and boys (including those in receipt of PP).
B.	Rates of progress by PP pupils in writing across school are improved, with improvement in oral language skills, particularly vocabulary	Pupils eligible for PP make similar or better progress as 'other' pupils, across school in writing and oral language/vocabulary. Measured by internal and external monitoring, teacher assessments, in house/cross school moderation and end of key stage tests and benchmarking against national data. School data and pupil progress meetings will identify improvements in performance of boys (including those in receipt of PP).

C.	Targeted pupils with emotional and behavioural difficulties are supported to successfully manage their behaviour so that they and other pupils can access learning.	Fewer crisis or behaviour incidents recorded for these pupils on the school system.
D.	Attendance and persistence absence rates for all pupils and PP .pupils are improved with positive impact on accelerated progress.	Reduce the number of persistent absentees among pupils eligible for PP to NA or below. Overall PP attendance improves to bring it into line with 'other' pupils/national averages.

5. Planned expenditure					
Academic year		2019/20			
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					
Pupil Premium Used For/Strategy Staff Lead	Amount Allocated	Details of Action	Rationale	Intended Outcomes	Monitoring Strategy/Ensuring Impact
Funding for attendance initiatives Lead AW	£2000	Range of graduated termly rewards for children with attendance of 98% to 100%. Commission events to promote attendance eg attendance awards	School has seen significant historical improvement in attendance and reduction of PA. It remains an ongoing challenge. Post supports ambition to sustain improvements made and reach/exceed NA attendance.	<ul style="list-style-type: none"> Attendance of PP pupils is in line with or better than non PP pupils and NA. PA data is in line with NA. % of PP with PA reduces so that it is at least in line with LA/national averages. % of pupils who are late reduces. 	Weekly monitoring of attendance and lates. Three weekly attendance meetings (Attendance Officer and PSA)
Attendance Officer	£15000	Rewards given at the end of each term for 'best attenders'	Maintain high profile of good attendance		Termly and annual whole school and pupil group attendance data Monitoring of "lates". Comparison with historical and benchmark data.

ii. Targeted support - Teachers					
Pupil Premium Used For/Strategy Staff Lead	Amount Allocated	Details of Action	Rationale	Intended Outcomes	Monitoring Strategy/Ensuring Impact
Outdoor learning (woodland, quad, EYFS and KS1)	£4000 Plus £1000 equipment	Support children who scored below average in S&L assessment, plus pupils with social/emotional challenges assessment experience outdoor learning and language acquisition.	To improve QFT to impact on achievement of all pupils and PP in particular to diminish attainment differences.	Training strategies adopted	All pupils, including PP pupils make progress in line with SIP targets/Appraisal targets Termly data tracking as above Termly teaching observations - teaching and Support staff
Reader Leader – Whole school Lead AE	£1000	Across the whole school children will be tasked with reading at home or to identified adults within school. Rewards given to pupils showing the most progress in the challenge.	To improve ARE in reading	Improved progress across reading and willingness to read	All pupils, including PP pupils make progress in line with SDP targets/PM targets Parental feedback.
Maths Basic Skills – KS2 focus Leaders PS/CM	£2000	Across KS2 children will be given a times table challenge appropriate to their level. They will then progress through the levels as their competency grows.	To improve basic number skills across KS2	Improved progress in number and in applying number facts	All pupils, including PP pupils make progress in line with SDP targets/PM targets Parental feedback.
Inference intervention Lead JW	£2000	Training for all teachers in reading and embedding an approach with supports questioning and inference during reading sessions. To structure reading sessions	To improve QFT in reading to impact on achievement of all pupils and PP in particular to diminish attainment differences.	Training strategies adopted	All pupils, including PP pupils make progress in line with SIP targets/Appraisal targets in reading Termly data tracking as above Termly teaching observations - teaching and Support staff
Y6 Extra Tuition and Targeted 1-1 Support and mentoring Lead PS/JW	£14000	Identified Y6 children who need emotional support or support in resilience and self confidence in English and Maths will spend identified time 1-1 or in small groups.	Interventions to support children in achieving their targets	Children will be able to apply strategies in lessons and test conditions.	All pupils, including PP pupils make progress in line with SIP targets/Appraisal targets Termly data tracking as above

		All Y6 children to attend after-school Extra Tuition x 2 weekly			
Brilliant Club Lead HS	£5000	Partnership with The Brilliant Club (Russell Group Universities), involving Y5 HA pupils undertaking activities/projects to raise self-esteem and aspiration around higher education.	Project to improve aspirations, opportunity and choice in the future and raise expectations	Children will aspire to attend University	All participants make progress in line with SIP targets/Appraisal targets Feedback from High School around University entrants (ex-WR pupils)
Essential Life Skills Curriculum 2019/20	£10000	Archbishop of York Young Leaders' Programme, Commando Joe's, We Can Grow, Transition Club, Primary Futures	To improve life choices and opportunity through development of 'soft skills' eg, self-regulation, confidence	Children know and understand that how they present themselves impacts on their future employability	Use of entry and exit pupil questionnaires – pupil voice Behaviour records Feedback from ex-pupils/parents
ii Targeted Support – Support Staff					
Pupil Premium Used For/Strategy Staff Lead	Amount Allocated	Details of Action	Rationale	Intended Outcomes	Monitoring Strategy/Ensuring Impact
EYFS Employ additional TA in EYFS to enhance ongoing access to all areas of provision and delivery of specific differentiated teaching groups/interventions. Support opportunities for parental engagement. Lead: DH EYFS Leader	£15000	<ul style="list-style-type: none"> Enable free flow provision in F1 (pm) Differentiated phonics groups – F1 and F2 Speech and language interventions EAL programme Facilitate adult intervention in independent learning Facilitate “Stay, play, learn and review” parental support and target setting sessions Language development using Progression Tools for Reception and Vocabulary 	<p>Staffing rations were limiting opportunities to access extended independent learning in FS. They were also limiting opportunities for targeted teaching in differentiated groups and 1:1 intervention work.</p> <p>We seek to enhance parental engagement and involvement in children's learning.</p> <p>Spoken language is low on entry.</p>	<ul style="list-style-type: none"> F1 and F2 pupils will make accelerated progress, particularly in social, Literacy and mathematical development Accelerated progress in CLL and phonics PP and boys attainment gaps narrowed. ELGs and GLD targets reached 	<p>Termly tracking data</p> <p>Book scrutiny (F2)</p> <p>Ongoing observation/update</p> <p>Termly lesson observations</p> <p>External assessment moderation</p> <p>Parental attendance and evaluation of review sessions.</p>

		Assessment Tool for Nursery	Teach vocabulary in the EYFS in order to attain basic language skills to improve writing and reading in KS1		
UKS2 Additional HLTA (3 days) support for targeted groups (UKS2) - JS	£10000	Identified children who need support in resilience and self confidence receive needs lead provision, to support engagement and readiness to learn.	Staffing rations were limiting limiting opportunities for targeted teaching in differentiated groups and 1:1 intervention work. We seek to maintain improvements in UKS2 outcomes	<ul style="list-style-type: none"> UKS2 disadvantaged pupils will make accelerated progress, particularly in writing PP and boys attainment gaps narrowed. 	<p>Termly tracking data</p> <p>Book scrutiny</p> <p>Ongoing observation/update Termly lesson observations</p> <p>External assessment moderation</p> <p>Parental attendance and evaluation of review sessions.</p>
li Targeted Support – Inclusion Team					
Pupil Premium Used For/Strategy Staff Lead	Amount Allocated	Details of Action	Rationale	Intended Outcomes	Monitoring Strategy/Ensuring Impact
Inclusion Team securing best practice and monitoring SEN, SEMH and behaviour provision (incl Thrive) across school Lead HS (SENCO)	£95000	<ul style="list-style-type: none"> Social and emotional support for vulnerable pupils Appointment of LearningMentor (Sept 2019) Provide universal and targeted lunchtime and homework clubs Respond to behaviour incidents Drop-in facilities Work with SENSo/Family Support Worker to enhance behaviour and attendance 	<p>Role supports positive climate for learning by providing targeted support for PP and other vulnerable pupils</p> <p>To reduce incidences of negative behaviour, particularly by PP pupils.</p> <p>Targeted pupils enabled to access learning and make progress.</p>	<ul style="list-style-type: none"> All pupils, including PP pupils make progress in line with SIP targets/Appraisal targets % of behaviour incident reduce for targeted pupils All children and parents feel children are safe and cared for in school. 	<p>Progress data - As above</p> <p>Pre and post intervention SDQs</p> <p>Attendance and exclusion data</p> <p>Parent and pupil surveys.</p>

		<ul style="list-style-type: none"> • Whole staff CPD • Provision mapping • Family engagement 			
Attendance Lead (incl admin support)	£15000	<ul style="list-style-type: none"> • Monitor attendance and punctuality and be proactive in taking range of targeted actions in response to attendance below 95%. • Support parents in improving child's attendance • Manage rewards for good attendance • Provide attendance data 	School has seen significant historical improvement in attendance and reduction of PA. It remains an ongoing challenge. Post supports ambition to sustain improvements made and reach/exceed NA attendance.	<ul style="list-style-type: none"> • Attendance of all pupils is in line with NA • Attendance of PP pupils is in line with or better than non PP pupils and NA. • PA data is in line with NA • % of pupils who are late reduces. 	<p>Fortnightly monitoring attendance meetings (Attendance Officer and PSA)</p> <p>Termly and annual whole school and pupil group attendance data Monitoring of "lates".</p>
ii Other approaches					
Pupil Premium Used For/Strategy Staff Lead	Amount Allocated	Details of Action	Rationale	Intended Outcomes	Monitoring Strategy/Ensuring Impact
Subsidy for out of school activities /trips	£3000	<p>Extra-curricular clubs offered at subsidised rate to all pupils and free of charge for targeted pupils.</p> <p>School trips subsidised for all/identified PP pupils.</p>	FSM eligibility is not reliable indicator of deprivation/need for many families therefore universal subsidy offered to maximise engagement in activities. Incentivise attendance so that all PP pupils access at least one extra-curricular club per term.	There is high take up of extra-curricular and curriculum enhancement offer by all pupils. Barriers to participation are removed for vulnerable and disadvantaged pupils.	<p>Attendance records</p> <p>Monitoring of attendance by PP pupils</p>
Breakfast Club – teachers attend to maximise teaching/learning opportunities Lead JD	£20000	Breakfast Club offered at subsidised rate to all pupils and free of charge for targeted pupils.	FSM eligibility is not reliable indicator of deprivation/need therefore universal subsidy offered to maximise engagement	Disadvantaged and Pupil premium children are attending school and coming in on time.	<p>Attendance records</p> <p>Monitoring of attendance by PP pupils</p> <p>Attendance and punctuality data</p>

Homework materials – Study books, exercise books and equipment across whole school (incl Y6 study revision guides) Lead JW	£5000	Provide learning resources to support home learning	Parents supported to help children's learning at home	PP attainment gaps narrowed	Progress data – see above Parental feedback.
Golden Time – whole school wider curriculum opportunities every Friday Lead HS/JW	£5000	Providing children with opportunities to learn skills in a variety of areas that promote self-confidence, resilience, perseverance and social skills once a week. The sessions that are offered across the year are in sports, cooking, art, sewing, music, drama and gardening/forest schools	FSM eligibility is not reliable indicator of deprivation/need for many families therefore universal subsidy offered to maximise engagement in activities.	Curriculum enhancement offer for all pupils. Barriers to participation are removed for vulnerable and disadvantaged pupils.	Termly observations and impact report on engagement
General Behaviour and targeted incentives across whole school Lead - HS	£5000	Provide incentives to support high engagement in behaviour for learning strategies running through school in order to maximise learning time.	Provide clear behaviour management policy across the whole school that both motivated and engage children to support behaviour for learning.	Appropriate support in place for targeted all children and PP pupils to enable them to consistently apply high level of behaviour for learning in lessons	Termly data tracking and analysis of behaviour to show impact.
Pupil premium fund – contingency fund for families. Lead - HS	£5000	Provide a fund where families experiencing difficulties with trips, glasses or resources.	Parents can approach Family support team who would sign post them to AW who would support access to the fund.	Appropriate support in place for targeted all children and PP pupils to enable them to consistently access equipment	Termly finance records Parent feedback
Family Learning and parent engagement Lead - HS	£6000	Family learning (literacy and numeracy) in EYFS, 'Solihull parenting' parents coffee mornings and playgroup, Parent Consultation/Engagement Groups	To maximise parent partnership and to help parents support their children's development and learning (physically, academically and behaviourally) at home	Improved parental engagement Improved pupil outcomes	Parent feedback Attendance records

