

Pupil premium strategy statement (primary)

1. Summary information					
School	West Row Community Primary School				
Academic Year	2015/2016	Total PP budget	£50,140	Date of most recent internal PP Review	September 2016
Total number of pupils	230	Number of pupils eligible for PP	32	Date for next internal review of this strategy	July 2017

2. Current attainment				
2015-2016	Reading KS2	Writing KS2	Maths KS2	RWM KS2
Pupils	Attainment achieving EXS+	Attainment achieving KS+	Attainment achieving EXS+	Attainment achieving EXS+
West Row PP	50%	50%	50%	50%
West Row non PP	47%	73%	47%	27%
National non PP	72%	79%	75%	60%
2015-2016	Reading KS1-KS2	Writing KS1-KS2	Maths KS1-KS2	
pupils	progress	Progress	progress	
West Row PP	-1.52	-4.41	-4.39	
West Row non PP	-3.83	-1.04	-4.74	
National non PP	0.3	0.1	0.2	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Low aspirations
B.	Oral Language Skills in EYFS are lower for pupils eligible for PP than for any other pupils. This slows reading progress in subsequent years.
C.	Behavioural and Emotional and Mental Health issues (mostly PP children) are having a detrimental impact on their academic progress and that of their peers
D.	High ability pupils who are eligible for PP are making less progress than other high ability pupils across Key Stage 1. This prevents sustained high achievement in Key Stage 2
External barriers (issues which also require action outside school, such as low attendance rates)	
E.	

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Aspirations of children raised	More PP children are achieving expected standard. They are completing home learning activities and joining in with Extra Curricular activities.
B.	Improved oral skills for pupils eligible for PP in EYFS	Pupils eligible for PP in EYFS make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations
C.	Behavioural and emotional issues addressed	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards)
D.	Higher rates of progress across KS2 for high attaining pupils eligible for PP	Pupils eligible for PP identified as high ability make as much progress as "other" pupils identified as high ability, across KS2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established in the school.
E.		

5. Planned expenditure					
Academic year	2015-2016				
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?
B Improved oral language skills in EYFS	Speech and Language Project with two other schools Training days with schools	To develop speech and language in the Early Years and throughout the school. This hopes to improve parental involvement with the Early Years and to ensure that children who arrive at school with weaker speech and language skills are supported to catch up with their peers more quickly.	INSET day to provide joint training In school projects. Regular cluster meetings to discuss progress and next steps	EYFS lead English Lead	April 2017
B Improved oral language skills in EYFS	ELKLAN interventions for those children who have been identified as poor language skills.	To develop speech and language in the Early Years and throughout the school.	TA to attend ELKLAN training, run a refresher course for all previously trained TAs. Timetabled interventions for identified pupils	SEN lead	April 2017
D. Improved progress for high attaining pupils	Staff training on providing stretch for high attaining pupils. Guidance on providing immediate interventions to plug gaps	High ability pupils eligible for PP are making less progress than other higher attaining pupils across KS2 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 teachers and TA's in practices to provide stretch and encouragement for these pupils.	Inset through staff meetings in how to stretch higher ability pupils to a greater depth. Inset through staff meetings on how to run immediate interventions. Money set aside to send higher ability PP children on Tomorrows Achievers courses.	English Lead Maths Lead Head teacher Deputy Head	April 2017
D. Improved progress for high attaining pupils	Teaching assistants present for every Maths and English Lesson	To provide support for children with complex emotional and behavioural needs	Using the Achievement for all Consultancy, staff will be provided with training on how to deliver structured conversations and how best to deploy TAs	SEN lead	April 2017
Total budgeted cost					£31,750

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?
C. Behavioural and Emotional issues (mostly PP children) are having a detrimental impact on their academic progress and that of their peers	Counselling and Play Therapy. Nurture lunchtime group Breakfast Club Drawing and talking Therapy	We want to identify the reasons behind the behavioural and emotional issues and enable the children to work to solve them. We want the children to feel successful at lunch time and we want them to be able to socialise with their peers correctly. We want the children to be ready to learn.	Counselling session feedback. TA to support known children at lunchtime, sharing lunch together and being involved in activities that promote sharing and team work. Breakfast club is a way of ensuring the child has a settled start to school and promotes social skills. Drawing and talking feedback from FSP at end of programme	FSP Deputy Head	April 2017
B Improved oral language skills in EYFS	Targeted speech and language work in EYFS through Language Link, story sacks and puppet work	To develop speech and language in the Early Years and throughout the school, focusing on the weaker PP children who need extra support to develop	INSET time for EYFS staff to	EYFS lead	April 2017
D. Improved progress for high attaining pupils	Booster classes for Year 6 pupils	Targeted support for those children in Y6 who need immediate interventions to help with progress.	Support for Y6 teacher to run booster classes in English and Maths	Headteacher Y6 teacher	April 2017
Total budgeted cost					£16,383
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?
A. Aspirations of children raised	School trips subsidised for PP whose parents request assistance	To enable all children to attend school trips and have fair access to all aspects of the school curriculum	Parents encouraged to ask in trip letters	Headteacher	April 2017
A. Aspirations of children raised	Funding available for children to attend Premier sports clubs or receive extra tuition outside of school.	To enable all children to have a broad and balanced experience of school and extra curricular activities	Parent request	Headteacher	April 2017
Total budgeted cost					£2,007

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

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

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

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
 Our full strategy document can be found online at: www.aschool.sch.uk