# Westgarth Primary Pupil Premium Strategy 2018-19

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| 1. **Summary Information** | | | | | |
| **School** | Westgarth Primary School | | | | |
| **Academic Year** | 2017-18 | **Total PP budget** | £56,220 | **Date of most recent PP Review** | Oct 18 |
| **Total number of pupils** | 312 | **Number of pupils eligible for PP** | 48 | **Date for next internal review of this strategy** | Oct 19 |

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| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Pupil Premium** | | | | | | |
| 3 | 8 | 4 | 11 | 7 | 7 | 7 |
| **Free School Meals** | | | | | | |
|  | 7 | 4 | 10 | 7 | 6 | 5 |
| **PP numbers who are also SEND** | | | | | | |
| 0 | 0 | 1 | 5 | 1 | 1 | 2 |

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| 1. **KS2 Attainment Summer 2018** | | | | | |
|  | | | | *Pupils eligible for PP (9 pupils)* | *Pupils not eligible for PP (national average)* |
| **% achieving the expected standard or above in reading, writing & maths** | | | | 67% | 67% |
| **% achieving the expected standard or above in reading** | | | | **67%** | 77% |
| **% achieving the expected standard or above in writing** | | | | **78%** | 81% |
| **% achieving the expected standard or above in maths** | | | | **78%** | 80% |
| **% achieving the expected standard or above in SPaG** | | | | **78%** | 82% |
| **Progress Reading** | | | | **-0.4** | +0.3 |
| **Writing Progress** | | | | **+0.4** | +0.1 |
| **Maths Progress** | | | | **+1.5** | +0.2 |
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| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | |
| **In-school barriers** *(issues to be addressed in school)* | | | | | |
|  | | Lower attainment of PP pupils compared to national other pupils. | | | |
|  | | Soocial/emotional issues for a small group of pupils are having a detrimental effect on their academic progress. | | | |
|  | | Slower progress made by PP pupils across the school compared to others. | | | |
| **External barriers** *(issues which also require action outside school)* | | | | | |
| **D.** | | Poor attendance. Attendance for PP children was 93.8% compared to 95.8% for the whole school at the end of 2018. PP pupils were one of the highest groups for Persistent Absence (%) Girls in particular are in issue with 92%, of PP children and 6 of whom are Persistent Absentees | | | |
| **E.** | | Poor parental engagement | | | |
| 1. **Desired Outcomes** | | | **Success Criteria** | | |
|  | A higher percentage of disadvantaged pupils reach age related expectations across the school. | | The gap between disadvantaged pupils and other pupils nationally continues to close. | | |
|  | Social and emotional issues are addressed. | | Fewer behaviour incidents reported for identified pupils. Progress is accelerated as a result. | | |
|  | Improved rates of progress for disadvantaged pupils across the school. | | Progress is at least good for all pupils across the school. | | |
| **D.** | Increased attendance rates for disadvantaged pupils (particularly girls). | | Reduce the number of absences among disadvantaged pupils to enable their overall attendance to be in line with other pupils. | | |
| **E.** | Increased parental engagement. | | PP parents attend structured conversations and have positive experience in general of being in Westgarth Primary. | | |

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| 1. **Planned Strategies** | | | | |
| * **Academic Year** | | | **2018 - 2019** | |
| The three headings below enable the school to demonstrate how they are using Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | |
| 1. **Quality of teaching for all** | | | | |
| **Desired outcome** | | **Chosen action/ approach** | | **When will you review implementation?** |
| Improved rates of progress for all pupils eligible for PP across the school. | | * Additional teaching staff employed to facilitate higher teacher:child ratio, particularly in Y4 where social emotional issues have been identified * 1:1 and/or small group interventions planned to cater for individual needs. Regularly reviewed and adapted as necessary. * TA support provided within lessons to improve understanding of learning. * Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning e.g. pre-reading of texts, research for writing, key vocabulary, concepts in SPaG, maths calculation strategies and terminology. * Time allocated for quality feedback * 1-1 intervention with TAs if pupils are making slow phonics progress. * Beanstalk readers to support 6 identified children 2 x weekly. * Close tracking of pupil progress. Liaise with SENCo where needed. * Termly analysis of data to measure and review progress. * Book scrutiny of PP children. * Assistant Head leadership release time to support and monitor the provision of quality teaching for all. | | Spring Term 2019 |
| **Total budgeted cost** | | | | £47,353 |
| 1. **Targeted Support** | | | | |
| **Desired outcome** | **Chosen action / approach** | | | **When will you review implementation?** |
| Social and emotional issues are addressed | * Specialist support provided to pupils (and parents/carers) to address social and emotional needs * Liaise with SENCo * Parent Consultations * Personalised teaching taking into account emotional needs * Detailed recording of issues on CPOMS | | | Spring Term 2019 |
| **Total budgeted cost** | | | | £1,577 |
| 1. **Other approaches** | | | | |
| **Desired outcome** | **Chosen action / approach** | | | **When will you review implementation?** |
| Increased attendance rates for pupils eligible for PP | Provision of MAT appointed Education Welfare Officer.  Regularly monitor PP pupil attendance and address any concerns through following school procedure. Involve parents at the earliest opportunity.  Reward positive/improved attendance.  Refer causes for concern and unauthorised holiday leave to attendance officer.  Involve PP children in whole school activities and positions of responsibility/engagement (Westgarth Friends, Sports Leaders, Girls Active etc.) | | | Spring Term 2019 |
| PP children increase self-esteem/  attendance/  engagement | Involve PP children in whole school activities and positions of responsibility/engagement .  Extra enrichment activities focused on areas where PP can benefit (Gardening, Chess, Drumming, Therapy Dog - Paws2Read scheme)  Higher teacher:child ratio increases opportunities to build positive relationships.  Supplement iPads in school.  Support parents with financial commitments of educational visits etc. | | | Autumn Term 2019 |
| **Total budgeted cost** | | | | £7,290 |

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| 1. **Review of Previous Year** | | |
| **Previous Academic Year** | **2017 - 2018** | |
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| **Desired outcome** | **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) |
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