

# Pupil Premium Strategy Statement

| 1. Summary information        |                                      |   |        |   |                |
|-------------------------------|--------------------------------------|---|--------|---|----------------|
| <b>School</b>                 | Westminster Community Primary School |   |        |   |                |
| <b>Academic Year</b>          | 2017 -2018                           | <b>Total PP budget 2017-2018</b>                  | £96620 | <b>Date of most recent PP Review. (This was an external review)</b> | Dec 16 – Jan17 |
| <b>Total number of pupils</b> | 129                                  | <b>Number of pupils eligible for PP 2017-2018</b> | 71     | <b>Date for next review of this strategy</b>                        | June 2018      |

| 2a. KS1 Attainment 2016 -2017 |                            |                                  |
|-------------------------------|----------------------------|----------------------------------|
|                               | <i>DISADVANTAGED / ALL</i> | <i>National Average Expected</i> |
| <b>% achieving in reading</b> | 36% / 53%                  | 76%                              |
| <b>% achieving in writing</b> | 36% / 47%                  | 68%                              |
| <b>% achieving in maths</b>   | 29% / 42%                  | 75%                              |
| 2b. KS2 Attainment 2016-2017  |                            |                                  |
|                               | <i>DISADVANTAGED / ALL</i> | <i>National Average Expected</i> |
| <b>% achieving in reading</b> | 42% / 50%                  | 71%                              |
| <b>% achieving in writing</b> | 42% / 61%                  | 76%                              |
| <b>% achieving in maths</b>   | 42% / 50%                  | 75%                              |

**Barriers to future attainment (It is important to remember that our school has a large proportion of disadvantaged pupils, but the number per year group is variable and it can help to drill down to an individual level to measure impact.)**

**In-school barriers**

|           |   |
|-----------|---|
| <b>A.</b> | On entry to Reception class disadvantaged pupils have lower Speech and Language skills than other pupils.                               |
| <b>B.</b> | Disadvantaged pupils are making less progress in comparison to their peers and then are less likely to attain age-related expectations. |
| <b>C.</b> | Some disadvantaged pupils also have Social, Emotional and Mental Health Needs that impact on their learning.                            |

**External barriers**

|           |  |
|-----------|--|
| <b>D.</b> | Attendance tracking shows that the vast majority of pupils with attendance rates below 90% are disadvantaged. All pupils with attendance rates below 80% are disadvantaged. All pupils with U codes are disadvantaged. |
| <b>E.</b> | Vulnerable family situations impact on good learner skills for some of our pupils.   |

| <b>4. Desired outcomes</b> |   |   |
|----------------------------|---|---|
|                            | <i>Desired outcomes and how they will be measured</i>   | <i>Success criteria</i>   |
| <b>A.</b>                  | Children make progress with speech and language development during R and Y1 to bring them in line with expected levels. Early language development is assessed on entry to school and interventions put in place to address the needs of individuals are monitored and evaluated for impact. (EYFS assessment. Speech and language assessment.)   | WELLCOM screening carried out. Children identified for support. Ekklan trained TA delivers effective programmes. Progress measured. Interventions show positive impact by end of R or early Yr1 for the vast majority of pupils. Additional support in classroom allows effective provision.  |
| <b>B.</b>                  | Gaps in learning are addressed and children enabled to reach their potential academically. (Intervention records. Individual and cohort tracking. Disadvantaged tracker.)   | <p>Teaching is organised into year group cohorts for Year R, Year 1 and Year 2. Target setting reflects the progress that needs to be made. Children make progress and accelerated progress in line with targets set.</p> <p>Gaps in learning are addressed through specific targeting in lessons and during study support sessions. Children can access additional study materials in study support sessions after school. Year 2 and Year 6 have 1 study support session per week focussing on gaps in learning. Year 2 and Year 6 pupils are provided with support materials that can be completed at home as well as in school. Improvements in 'test readiness' can be seen.</p> <p>Parents are involved in their children's learning and have an increased understanding of the expectations for each year group.</p> <p>Disadvantaged tracker and cohort progress and attainment trackers are updated termly. We have a clear picture of progress and attainment for all pupils and vulnerable groups. Our data evaluation and school scrutinies are evaluated to ensure children's needs are being effectively met and improvements are being made. Parents are key partners in our work.</p> |
| <b>C.</b>                  | Children with Social, Emotional and Mental Health needs are identified and specific programmes are put in place to address these needs. SEN support enables targets individuals to engage effectively with learning in a mainstream setting. Learning Mentors support behaviour policy and bespoke support for identified pupils. (monitoring and evaluation of SEN individual records, CPOMS records, exclusions records, behaviour records to track improvements for individuals and/or decide next steps.) | Learning Mentors (including trained ELSA), Art Therapy, Play Therapy, Enrichment Club approaches explored and assigned to vulnerable children. All children with Social, Emotional and Mental Health needs have identified support. Monitoring and evaluation shows positive improvement in good learner skills. The needs and behaviours of an individual does not impact on their learning or that of others SENDCO reviews provision and progress and assists with deciding next steps for all pupils on SEN register. Class teachers provide effective support for SEN pupils and direct support staff appropriately. Class Teachers work in partnership with parents to provide high quality evaluation and feedback and include parents' views. Pupils views are sought and acted upon. External agencies are engaged when needed, e.g., purchasing of additional Educational Psychologist hours.   |
| <b>D.</b>                  | Attendance and punctuality rates are improved. (Weekly and monthly monitoring. Attendance Panel meeting records. EWO records.)  | The difference is diminished between attendance rates for disadvantaged pupils and non-disadvantaged pupils. Disadvantaged pupils have attendance rates closer to the school target of 96%. Attendance is reported in writing to stakeholders monthly. Children are invited to Breakfast Club at a subsidised cost of £5 per term to improve attendance/punctuality. EWO supports us in our work for our most vulnerable pupils. Stakeholders can measure the impact on attendance of leave of absence taken during term time or irregular attendance.  |
| <b>E.</b>                  | Support for vulnerable families is effectively focussed on the child/children's needs to ensure they are attending school, developing socially and emotionally and engaging with academic learning.   | Child's voice is sought and acted upon. Learning Mentors act as champions for the child where they are supporting multi-agency working. Learning Mentors work with teachers to measure progress and support engagement and learning. All teachers promote effective home-school links.  |

| 4. Planned expenditure  |  |   |   |                      |                                      |
|---|--|---|---|----------------------|--------------------------------------|
| Academic year   | 2017 -2018   |   |   |                      |                                      |
| 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 leads and cost | When will you review implementation? |
| Children are taught in pure year groups/ classes under 30<br><b>A B</b> | Staffing structure prioritises pure year group teaching in Year R, 1 and 2.                      | We trialled this with Year R, 1, 2 and 6 in 2016-2017 and saw improved outcomes. Pupil numbers do not allow this to happen all the way through the school so we have focused on early intervention. | We will evaluate progress and attainment throughout the year. Pupil Progress meetings will enable teachers to report fully on vulnerable groups as well as progress and attainment overall.   | HG<br>30K            | Jun 2018                             |
| Mixed classes will have additional adult support<br><b>B C</b>          | HLTA, SENDCO and Head Teacher will provide support in Year 3/4 and Year 5/6                      | These classes will have larger numbers in them overall. SENDCO will be placed in a teaching role which allows direct work with identified children.   | Class Teachers will evaluate this provision termly with SLT.  | SD TP SF<br>£25K     | Dec 2017/Jun 2018                    |
| PPA cover is delivered by known members of staff<br><b>B C</b>          | 0.2 teacher employed to supplement internal arrangements for PPA cover and NQT time.             | Our children benefit from working with adults that know them well.  | Monitor teaching and learning and pupil behaviour.  | £9K                  | March 2018                           |
| <b>Total budgeted cost</b>  |  |   |   |                      | £64 000                              |
| 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 leads and cost | When will you review implementation? |
| Learning Mentor Support for vulnerable children<br><b>C E</b>           | Learning Mentors audit our provision to evaluate the effectiveness of our work with individuals. | The proportion of pupils requiring support is high in our school  | Audit trail will be scrutinised. Case studies prepared for governor scrutiny. Learning Mentors to support disadvantaged pupils' home-school links and study support work. SF to support play and art therapy placements and Passion for Learning work | TP. CR. SF<br>24K    | June 2018                            |

|   |   |  |  |                                       |   |
|---|---|--|--|---------------------------------------|---|
| Children are provided with additional opportunities to address gaps in their learning/accelerate their progress. <b>B C E</b> | Study support sessions organised for targeted groups after school. (Y6, Y2). All other year groups have homework club facilities.               | Home support is not always fully in place for our children. Children need to make accelerated progress.  | Progress and attainment scrutiny termly. Feedback from teachers. High level of adult support is evident and individuals are targeted effectively.    | All staff                             | June 2018                                   |
| Early language support programmes are put in place as needed for pupils in Reception class <b>A</b>                           | Elklan Trained Teaching Assistant works in EYFS. Welfare Assistant employed to support within EYFS.   | Children with language needs that are addressed early can access the curriculum. Adult support is enhanced in EYFS.  | Progress will be tracked by Class Teacher and Teaching Assistant. Monitoring and evaluation will be shared with SLT termly and next steps developed. | ED HDD<br>£10.5K<br>Welfare Assistant | June 2018                                   |
| Improve attendance and punctuality <b>D</b>   | Monthly monitoring of attendance rates. EWO involvement for children who have shown a 2 year vulnerability. Targeting of Breakfast Club places. | We moved to monthly monitoring last year and our evaluation shows this had a positive outcome. Case studies show success for individuals.  | Monthly data to stakeholders. Governor assigned to monitor and evaluate this aspect of our work.   | SF CR LH<br>KL                        | December 2017<br>March 2018<br>June 2018    |
| <b>Total budgeted cost</b>  |   |  |  |                                       | £34.5K + some met from school budget        |
| <b>iii. Other approaches</b>  |   |  |  |                                       |   |
| <b>Desired outcome</b>  | <b>Chosen action/approach</b>   | <b>What is the evidence and rationale for this choice?</b>   | <b>How will you ensure it is implemented well?</b>   | <b>Staff lead</b>                     | <b>When will you review implementation?</b> |
| Children's aspirations are raised. <b>B C D</b>   | Annual Futures Day held. Experience throughout the year tailored to particular careers and strengths.   | Our curriculum has been enriched by Futures Day visitors over the past three years and this is an established aspect of our curriculum. Children are introduced to a range of people and enhance their learning about different career options and career paths. Children understand that education gives them skills for their future which leads to choice. More of our children now speak about different careers when they engaged with visits and visitors. | Feedback invited from stakeholders to assist school evaluation of the event. Links made with Futures work throughout the year.                       | SF                                    | June 2018                                   |
| <b>Total budgeted cost</b>  |   |  |  |                                       | Met from school budget.                     |

| <b>Reviewed expenditure 2016 -2017</b>   |  |  |  |             |
|--|--|--|--|-------------|
| <b>i. Quality of teaching for all</b>  |  |  |  |             |
| <b>Desired outcome</b>   | <b>Chosen action/approach</b>  | <b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.  | <b>Lessons learned</b> (and whether you will continue with this approach)  | <b>Cost</b> |
| Children are taught in pure year groups/ classes under 30 for at least mornings.<br><b>A B</b>                               | Additional Teacher employed to allow Year R, 1 and 2 to be taught as pure year groups all day and for Year 6 to be taught separately for mornings. We trialled this with year 3 last year. The children adjusted well to the demands of the new curriculum and teaching was focussed. Pupil numbers do not allow this to happen all the way through the school so we have focused on early intervention. | EYFS results more in line with national averages and no discernible gap between Disadvantaged pupils and non-disadvantaged. Improved KS1 attainment and KS2 attainment compared with previous year including at greater depth. Progress for KS2 in line with expectations. Disadvantaged pupils who did not meet expectations had a number of factors to be addressed. We still have work to do in this area but positive signs are indicated. | We will continue this approach for R, Y1 and Y2.   | £58K        |
| PPA cover is delivered by known members of staff<br><b>B</b>   | 0.4 teacher employed to supplement internal arrangements for PPA cover and NQT time. Our children benefit from working with adults that know them well.  | Progress is slowed when unfamiliar adults work with our children and those pupils with SEMH difficulties start to disengage.   | Definite negative impact of unfamiliar supply teachers so it is beneficial to work with known staff.   |             |
| Children are provided with additional opportunities to address gaps in their learning/accelerate their progress.<br><b>B</b> | Study support sessions organised for targeted groups after school. (Y6, Y2 and R/1) Home support is not always fully in place for our children. Children need to make accelerated progress.  | See above.   | Inviting parents to Year 6 study support had positive impact on Higher Ability children. We believe that coaching the children earlier in the year would be beneficial as mindset can still be noted as a barrier for Middle and Lower Ability children. |             |

| <b>ii. Targeted support</b>   |  |   |  |             |
|---|--|---|--|-------------|
| <b>Desired outcome</b>  | <b>Chosen action/approach</b>  | <b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>   | <b>Lessons learned (and whether you will continue with this approach)</b>  | <b>Cost</b> |
| Learning Mentor Support for vulnerable children<br><b>C</b><br>HLTA/ Learning Mentor Support within the classroom or for intervention<br><b>B C D E</b> | Learning Mentors work in identified classes and with identified individuals. They audit our provision to evaluate the effectiveness of our work with individuals. The proportion of pupils requiring support is high in our school. Children and families are encouraged to work with school and to improve home-school links.<br>Learning Mentor time is used on teaching and learning. Identified member of staff has excellent approaches to supporting teaching and learning and enhance the progress of individuals and groups. | The impact cannot always be measured within a year, but our case studies show that rigorous tracking enables us to identify needs, encourage pupil voice and identify those in need of additional support.  | This is a vital element of our work. ELSA training will be implemented next year too. Academic focus is an important addition to our Learning Mentor support | £47 000     |
| Early language support programmes are put in place as needed for pupils in Reception class<br><b>A</b>  | Elklan Trained Teaching Assistant employed to work in EYFS to support children with language needs that are addressed early can access the curriculum. Progress will be tracked by Class Teacher and Teaching Assistant. Monitoring and evaluation will be shared with SLT termly and next steps developed.  | Children made progress because needs were identified early and appropriate programmes are put in place. The vast majority of children added to the SEN register for speak and language provision were removed by the end of Reception owing to progress made. | Continue.  |             |
| Improve attendance and punctuality<br><b>D</b>  | Monthly monitoring of attendance rates. EWO involvement for children who have shown a 2 year vulnerability. Targeting of Breakfast Club places. We were monitoring half-termly, but this impacted on our effectiveness to intervene in a timely manner for some of our children. Case studies show success for individuals.  | Attendance has risen to 94.3%<br>Disadvantaged pupils are still the most vulnerable in this area, but our new systems are worth continuing with because they give clear rigour of regular monitoring and our actions can be timely.                           | Continue   |             |
| <b>iii. Other approaches</b>  |  |   |  |             |
| <b>Desired outcome</b>  | <b>Chosen action/approach</b>  | <b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>   | <b>Lessons learned (and whether you will continue with this approach)</b>  | <b>Cost</b> |
| Book Award Scheme introduced to enhance library resources for all   | Books earned for twenty reads will be added to the library to increase reading stock Promotion increased to enable disadvantaged and non   | More disadvantaged pupils were involved in this area of our work and staff were effective at promoting and supporting   | Promotion of reading is now embedded across the school and this will continue under the  | £4 000      |

|   |   |   |   |  |
|---|---|---|---|--|
| B E   | disadvantaged pupils to have equal access and success.  | home reading where needed.  | leadership of English leads.  |  |
| Children's aspirations are raised.<br>B C D           | Annual Futures Day held and tailored to particular careers and strengths.   | Our curriculum has been enriched by visitors over the past two years and this is an established aspect of our curriculum. Children are introduced to a range of people and enhance their learning about different career options and career paths. Children understand that education gives them skills for their future which leads to choice. | This is becoming part of our embedded language now and children initiate conversations about future aspirations particularly as they get older. |  |
| Reading volunteers support identified children<br>B C | Passion for Learning volunteers and school volunteers support children who need to make accelerated progress in reading benefit from additional support with reading. | Children enjoyed this interaction and it made them more equal to their peers in reading with an adult. SEMH needs supported too.  | Continue to work with P4L and associated volunteers. Seek additional volunteers.  |  |

## 5. Additional detail

### Disadvantaged Pupils Review July 2016

- Quality first teaching and early intervention need to underpin all that we do.
- Clearly targeted study support sessions with a good staff to pupil ratio, are key to our success. Our children benefit when their parents support our work and good learner focus at home.
- We know that some of our families have vulnerabilities that mean they find it difficult to support their children's learning at home, but we are seeing increased involvement from parents in our curriculum open afternoons and our half-termly project work. We know we need to make academic targets high priority in our TAF work and ensure that we now ask other agencies to take a lead on TAFs so that we can focus on the core business of teaching and learning.
- Attendance and punctuality are key aspects for us to focus on if our children are going to gain the most from their time at our school and develop the characteristics of a Good Learner. Parents need to support our work in this area and sometimes require a multi-agency approach to ensure this happens and brings about improvement.
- Disadvantaged pupils are far more likely to have attendance rates of 90% or below. All pupils with attendance below 80% are disadvantaged.
- Our children value the opportunities we give them to learn outside the classroom and this enhances their experiences of life outside school.
- We need to ensure we are targeting clear group interventions for our Disadvantaged pupils and reporting to governors against clear success criteria pertinent to each of our identified areas.
- Our book rewards for reading were popular and motivational, but some children still need support to ensure not read regularly at home.
- By organising a good range of trips, visits and visitors we are able to enhance our broad and balanced curriculum effectively for our pupils.