

# Pupil Premium Strategy Statement

1. Summary information					
<b>School</b>	Westminster Community Primary School				
<b>Academic Year</b>	2019 -2020	<b>Total PP budget 2019-2020</b>	£89415	<b>Date of most recent PP Review.</b>	Feb 2017 (external review) May 2018 (financial audit)
<b>Total number of pupils</b>	120	<b>Number of pupils eligible for PP 2019-2020</b>	67 (56%)	<b>Date for next review of this strategy</b>	June 2020

2a. KS1 Attainment 2018 -2019		
	<i>DISADVANTAGED / ALL</i>	<i>National Average Expected</i>
% achieving in reading	78% / 60%	75%
% achieving in writing	78% / 60%	69%
% achieving in maths	78% / 60%	76%
2b. KS2 Attainment 2018-2019		
	<i>DISADVANTAGED / ALL</i>	<i>National Average Expected</i>
% achieving in reading	33% / 42%	73%
% achieving in writing	33% / 50%	78%
% achieving in maths	44% / 58%	79%

<b>2a. KS1 Attainment 2017 -2018</b>		
	<i>DISADVANTAGED / ALL</i>	<i>National Average Expected</i>
<b>% achieving in reading</b>	77% / 73%	75%
<b>% achieving in writing</b>	77% / 73%	70%
<b>% achieving in maths</b>	77% / 73%	76%
<b>2b. KS2 Attainment 2017-2018</b>		
	<i>DISADVANTAGED / ALL</i>	<i>National Average Expected</i>
<b>% achieving in reading</b>	56% / 65%	75%
<b>% achieving in writing</b>	56% / 59%	78%
<b>% achieving in maths</b>	44% / 47%	76%

<b>2a. KS1 Attainment 2016 -2017</b>		
	<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%
<b>2b. KS2 Attainment 2016-2017</b>		
	<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**

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| <b>A.</b> | Disadvantaged pupils have lower Speech and Language skills than other pupils on entry to EYFS.  |
| <b>B.</b> | Disadvantaged pupils are vulnerable to make less progress in comparison to their non-disadvantaged peers and are also vulnerable to not reaching age-related expectation in comparison with their non-disadvantaged peers nationally. |
| <b>C.</b> | A high proportion of our disadvantaged pupils are also affected by their Special Educational Needs or Disabilities.   |

**External barriers**

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| <b>D.</b> | Vulnerable family situations impact on good learner skills and academic progress for some of our pupils.  |
| <b>E.</b> | Attendance tracking shows that the vast majority of pupils with attendance rates below 90% in 2016/17 were disadvantaged. The same was true in 2017/18. The vast majority of pupils with U codes are disadvantaged. |

<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 EYFS and year 1 to bring them in line with expected levels by the end of Key Stage 1. 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. Children will be in receipt of high quality speech and language support through ELKLAN trained teaching assistants who work closely with speech and language therapists. (EYFS assessment. Speech and language assessment. Year 1 progress and attainment maps.)	Additional support in classroom (Welfare Assistant) allows for staff to provide effective provision for speech and language development. WELLCOM screening carried out. Children identified for support. Elklan trained TA's deliver effective programmes. Progress measured. Interventions show positive impact by end of R or early Yr1 for the vast majority of pupils.
<b>B.</b>	Gaps in learning are addressed and children enabled to reach their potential academically. (Intervention records. Individual and cohort tracking. Disadvantaged tracker.)	Teaching is organised into year group cohorts for Reception to Year 4. Target setting reflects the progress that needs to be made and is shared with stakeholders at the start of the academic year and reported on termly basis. Children make progress and accelerated progress in line with targets set. Attainment and progress is measured using internal data tracking system and new system school has bought into. Gaps in learning are addressed through specific targeting in lessons and additional time within the school day. Parents are signposted to appropriate study support materials when this is beneficial to the child. Achievement for All pupils show accelerated progress during the year and are able to achieve age-related expectations. 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 and moderation are evaluated to ensure children's needs are being effectively met and improvements are being made. School continue to work with SLE support to focus on this aspect of our work. Parents/carers are key partners in our work.
<b>C.</b>	Children with Social, Emotional and Mental Health needs are identified and specific programmes are put in place to address these needs. SEND support enables targeted support for 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, Lego based Therapy, Bespoke Social Groups, 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 individuals do 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 all 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 and support from specialist colleagues.
<b>D.</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.	Pupil voice is sought and acted upon. Learning Mentors act as champions for the child where they are supporting multi-agency working regularly capturing and acting on their wishes and feelings. Learning Mentors work with teachers and the SENDCO to measure progress and to support the child's engagement with learning. All teachers promote effective home-school links. Children with additional support make measurable progress and can see this themselves.

	Attendance and punctuality continue to improve. (Weekly and monthly monitoring. Attendance Panel meeting records. EWO records.)	The difference continues to be 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. Stakeholders can measure the impact of 'leave of absence' and 'irregular attendance' on our attendance figures and know what action is being taken by school staff to address this. Actions taken have a positive impact over time.			
<b>4. Planned expenditure</b>					
<b>Academic year</b>	<b>2019 -2020</b>				
<b>i. Quality of teaching for all</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 leads and cost</b>	<b>When will you review implementation?</b>
Children make good progress from their starting points	Pure Year Group Teaching from EYFS - Year 4	Improving Year 2 results for the past two years. Phonics Screening check results. GLD improvements at end of EYFS.	Monitoring and evaluation of teaching and learning will be rigorous and inform our next steps.	Year 1 and Year 4 teacher costings. £62888	June 2020
Children's speech and language needs on entry are addressed.	Welfare Assistant employed for EYFS mornings to allow speech and language work to be delivered by ELKLAN trained Teaching Assistant.	We trialled this in 2018-2019 and we know this supports our provision in EYFS.	SENDCO to monitor speech and language provision and impact throughout the school.	£13044	June 2020
<b>Total budgeted cost</b>					£75932
<b>ii. Targeted support</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 leads and cost</b>	<b>When will you review implementation?</b>
Children's attendance and punctuality is promoted and supported alongside their mental health needs.	Learning Mentors provide bespoke support for individuals to support their engagement with learning and their mental health needs.	The proportion of support needed in our school is high.	Case studies, supervision and audits will inform our work.	£14124 + £15408 + £12192/2 = £6096  = £35628	June 2019

<b>Total budgeted cost</b>					£111560
<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>
<b>Children can express their thoughts feelings and aspirations</b>	Passion for Learning. Enrichment Club. Sand Play. Art Therapy. Play Therapy Futures day.	Some of our children do not belong to clubs outside of school. Some children require additional 1:1 support to meet their emotional needs. All pupils benefit from questioning visitors about future jobs and careers to widen their experience and aspirations.	Monitoring and evaluation. Pupil voice. Entry and exit scores for therapeutic work. Parental feedback.	SF	June 2020
<b>Total budgeted cost</b>					Met from school budget

Reviewed expenditure 2018 -2019				
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
Children make good progress from their starting points	Pure Year Group Teaching from EYFS – Year 2	Pure year group teaching from EYFS – Year 2 is effective and having a positive impact on pupil premium pupils. 2018/2019 data shows an upward trend with 68% of pupils achieving GLD. There is only a small proportion of pupil premium children in this cohort - 25% achieved GLD however 50% of these children are also identified with SEND in this cohort. . The school continues to be affected by the high mobility of pupils both into and out of the school. In Year 1, 62% passed the phonics screening check (59% GLD in EYFS). KS1 data improved in 2017-2018 with disadvantaged pupils outperforming non disadvantaged pupils and the gap between school and national narrowing. Data for 2018-2019 shows disadvantaged pupils outperforming non disadvantaged pupils with 87.5% achieving the expected level in Reading, Writing and Maths. Given the significant impact of this approach, it has been agreed that an additional teacher will be appointed in the 2019-2020 academic year to allow for pure year group teaching from EYFS-Year 4 as progress is not being sustained as pupils move into lower KS2.	Successful impact in EYFS – Y2 suggests trial at Lower KS2 would be beneficial next.  High mobility of pupils has significant impact on data. Assessment lead to track and record mobility and impact on data.	<b>£50486</b>
Children's speech and language needs on entry are addressed.	Welfare Assistant employed for EYFS mornings to allow speech and language work to be delivered by ELKLAN trained Teaching Assistant.	All children are assessed using the WellComm assessment tool on entry to allow for early identification of need. This approach is proving successful as pupils have a baseline assessment on entry and those who require further support have early intervention within in the first half term. This intervention is informed by the WellComm assessment and staff are using the WellComm guide to plan and deliver	Successful impact of this approach means that this will continue.	



		<p>bespoke sessions linked to individual need. The outcome of the assessment and subsequent intervention is then used to inform any potential referrals to the Speech and Language team. School are able to evidence the assess, plan, do, review cycle to inform this referral. The ELKLAN trained teaching assistant completes the baseline assessments and delivery both specific intervention programmes as well as supporting children with their speech and language needs within the provision. A teaching assistant in Year 1 has also successfully completed the ELKLAN course this year and supports Speech and Language needs in KS1 effectively, delivering programmes set out by the Speech and Language Therapist.</p>		
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<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>
Achievement for all programme leads to identified children achieving age-related expectations.	Achievement for All programme engaged with Jan 2018 – Jan 2020. SENDCO takes on role of coach. Each teacher targets 2 pupils per year and this targeting is maintained.	The introduction of structured conversations has been positive for those pupils identified and there has been an improvement in parent/carer engagement for 92% of those pupils. Data reflects that for 67% of the pupils identified are now working at age related expectations in reading, writing and maths. Staff are not yet fully confident with the structured conversation approach and this is something that we will continue to work on.	<p>Structured conversations have a positive impact on parent/carer engagement and on attainment for the pupils identified.</p> <p>The approach will continue and SENDCO will continue to support staff with the identification of pupils and implementation of the approach.</p>	<b>£56162</b>
Attainment gap between disadvantaged pupils and their peers continues to diminish	Additional support programmes will be put in place for pupils in Year 3-6. Known adults will be used to cover PPA.	Additional support programmes were put in place and school bought into IDL for Reading, Writing and Maths. Tracking data (accelerated reader and SWST) has demonstrated progress for the pupils identified for this additional support and intervention. This progress however is	<p>Approach to cease in favour of move to splitting lower key stage 2 into pure year group classes.</p> <p>Additional teaching assistant support put into Year 5 and 6</p>	

		not reflected in attainment data and the gap between disadvantaged pupils and their peers has diminished through this approach.	class for the forthcoming academic year.	
Children's attendance and punctuality is promoted and supported alongside their mental health needs.	Learning Mentors provide bespoke support for individuals to support their engagement with learning and their mental health needs.	<p>Monthly monitoring of attendance and punctuality continues, this coupled with attendance panels and support provided by attendance officer and learning mentors has resulted in sustained and improved attendance and punctuality. The current attendance figure is 95%.</p> <p>Social, emotional and mental health needs continue to a high priority for learning mentor support and they have effectively provided bespoke support for individual pupils as well as support for families through leading on TAFs and contributing fully to meetings with parents/carers and professionals. Learning Mentor support is provided in the classroom to support individual children to engage with their learning and they provide support to all staff in relation to effective strategies and approaches to support pupils in their individual classes.</p>	<p>Approach to continue.</p> <p>Learning Mentors to continue to access latest training and network meetings to share good practice.</p> <p>Staff to continue to share best practice and effective tools so more staff can deliver support both through in class support and through bespoke intervention.</p>	
<b>iii. Other approaches</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 can express their thoughts feelings and aspirations	<p>Passion for Learning.</p> <p>Enrichment Club.</p> <p>Sand Play.</p> <p>Art Therapy.</p> <p>Play Therapy</p> <p>Futures day.</p>	<p>All pupils engage well in opportunities for additional support through bespoke intervention programmes and clubs. Passion for Learning continues to provide children with 1:1 time enabling them to build confidence and self-esteem and develop strategies for communicating their thoughts and feelings.</p> <p>Art therapy continues to have a positive impact on pupils and children are able to express their thoughts and feelings.</p>	Continue with approaches and develop capacity for more staff to be able to deliver interventions and support within the classroom.	Met from school budget.

		<p>Lego based therapy has been introduced this year and has been effective in developing social, communication skills and allowing children to express thoughts and feelings more effectively.</p> <p>Children have received a number of visitors to talk about futures and aspirations including a recent visit from a stunt man. Pupils respond positively to these experiences and these visits open engaging conversations about their individual aspirations.</p>		
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## 5. Additional detail

### Disadvantaged Pupils Review June 2019

- Quality first teaching and early intervention need to underpin all that we do.
- Pure Year Group Classes in Year R-2 have impacted positively on our EYFS and KS1 results over the past two years.
- 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 enhance and build on our Achievement for All work which was introduced in January 2018.
- Attendance and punctuality data reflects sustained improvements over the past two years. These 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 or be late for school than their peers.
- We can show improvement in our attendance rates for individuals since introducing our own attendance panels and monthly monitoring system.
- A high proportion of our disadvantaged pupils are also on the SEND register so we need to ensure we are measuring ourselves against realistic targets for progress and attainment.
- There is a high mobility of pupils into the school. This has an impact on attainment and progress data.