

Pupil Premium Strategy Statement

1. Summary information					
School	Westminster Community Primary School				
Academic Year	2018 -2019	Total PP budget 2018-2019	£95980	Date of most recent PP Review.	Feb 2017 (external review) May 2018 (financial audit)
Total number of pupils	120	Number of pupils eligible for PP 2018-2019	69	Date for next review of this strategy	June 2019

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

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

A.	Disadvantaged pupils have lower Speech and Language skills than other pupils on entry to EYFS.
B.	Disadvantaged pupils have made less progress in comparison to their peers and been less likely to attain age-related expectations in the past.
C.	A high proportion of our disadvantaged pupils are also affected by their Special Educational Needs or Disabilities.

External barriers

D.	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.
E.	Vulnerable family situations impact on good learner skills and academic progress for some of our pupils.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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. 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 delivers effective programmes. Progress measured. Interventions show positive impact by end of R or early Yr1 for the vast majority of pupils.
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 Year R, Year 1 and Year 2. 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. Children make progress and accelerated progress in line with targets set. 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 are evaluated to ensure children's needs are being effectively met and improvements are being made. Parents are key partners in our work.
C.	Children with Social, Emotional and Mental Health needs are identified and specific programmes are put in place to address these needs. SEND support enables target 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 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.
D.	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.
E.	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 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.

4. Planned expenditure					
Academic year	2018 -2019				
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 make good progress from their starting points	Pure Year Group Teaching from EYFS - Year 2	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.	SF and ED Year 1 teacher costings 29.5K + £9215 = £38715	June 2019
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 last year and see that this supports our provision in EYFS.	SENDCO to monitor speech and language provision and impact throughout the school.	£11770.	June 2019
Total budgeted cost					£50485
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?
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.	Children in the identified group need bespoke support on order to make and maintain age-related expectations in reading, writing and maths.	Achievement for all coach visits monthly. Internal monitoring and evaluation reports from SENDCO. Monthly review by head teacher.	£9215 +£4421 = £13636	Monthly from September 2018.

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.	We can see that direct targeting and coaching by staff helps individuals and small groups to make accelerated progress.	Monitoring and evaluation of teaching and learning will be rigorous and inform our next steps.	£8.5K (+ supported by HT)	June 2019
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.	£13572 + £14652 + £11604/2 = £34026	June 2019
Total budgeted cost					£56162
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?
Children can express their thoughts feelings and aspirations	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 2019
Total budgeted cost					Met from school budget

Reviewed expenditure 2017 -2018

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 taught in pure year groups at the start of their primary education. A B	Staffing structure prioritised 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. We have seen a continuation of this in this year's Year 2 results.	We will continue this approach.	64K
Mixed classes will have additional adult support B C	HLTA, SENDCO and Head Teacher provided support in Year 3/4 and Year 5/6	Progress shows positive impact.	Targeted support for key focus groups within lessons for time limited periods would provide us with outcomes that would be easier to measure.	
PPA cover is delivered by known members of staff B C	0.2 teacher employed to supplement internal arrangements for PPA cover.	We saw continuation of teachers planning and some good display work. No teaching time lost when this approach was implemented.	When this was not the case we saw some lost learning time and had to redeploy staff from within school.	

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
Learning Mentor Support for vulnerable children C E	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. A team approach to this support ensures we are able to monitor and evaluate our work and support the high number of pupils that require this.	This will be continued and be supported by CPD to ensure effective tools such as sand play or next steps cards can be used by more than one adult in school.	£34.5K
Children are provided with additional opportunities to address gaps in their learning/accelerate their progress. B C E B	Study support sessions organised for targeted groups after school. (Y6, Y2). All other year groups have homework club facilities.	Support was more effectively targeted this year as more adults joined the Year 6 provision after school and a differentiated approach could be used.	This approach needs to be further enhanced and general homework club for year 3-5 pupils removed from our provision.	
Early language support programmes are put in place as needed for pupils in Reception class A	Elklan Trained Teaching Assistant works in EYFS. Welfare Assistant employed to support within EYFS.	Identified children made progress and additional needs identified to be addressed y SENDCO.	Time was used effectively. Monitoring of provision for all children with speech and language needs to be overseen by SENDCO.	
Improve attendance and punctuality D	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, alongside attendance panels, continues to produce positive outcomes. Case studies show success for individuals. Stakeholders can monitor and evaluate effectively and therefore provide challenge and support.	Continue.	
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
Children's aspirations are raised. B C D	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	Maintain this provision from school budget. Consider the role that Passion for Learning and other local organisations can	Met from school budget.

		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.	play in this to increase our work in this area.	
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5. Additional detail

Disadvantaged Pupils Review June 2018

- 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 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 our Achievement for All work which was introduced in January 2018.
- 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 or be late for school than their peers.
- Not all pupils with low attendance rates made use of our subsidised Breakfast Club in 2017-2018.
- We can show improvement in our attendance rates for individuals since introducing our own attendance panels and monthly monitoring system.
- Our children value the opportunities we give them to learn outside the classroom and this enhances their experiences of life outside school.
- By organising a good range of trips, visits and visitors we are able to enhance our broad and balanced curriculum effectively for our pupils. Parents value the subsidy of the residential trips in Year 2, 4 and 6.
- 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.