

Pupil Premium Strategy Statement

1. Summary information					
School	Westminster Community Primary School				
Academic Year	2020 -2021	Total PP budget 2020-2021	£93460	Date of most recent PP Review.	Feb 2017 (external review) May 2018 (financial audit) June 2020 (school review)
Total number of pupils	121	Number of pupils eligible for PP 2020-2021	67	Date for next review of this strategy	June 2021

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%

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

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| A. | Disadvantaged pupils have lower Speech and Language skills than other pupils on entry to EYFS. |
| 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. |
| C. | A high proportion of our disadvantaged pupils are also affected by their Special Educational Needs or Disabilities. |

External barriers

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| D. | Vulnerable family situations impact on good learner skills and academic progress for some of our pupils. |
| E. | Attendance tracking shows that the vast majority of pupils with attendance rates below 90% are disadvantaged. The vast majority of pupils with U codes are disadvantaged. |

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 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.	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.
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 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.
D.	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.

	<p>Attendance and punctuality continue to improve. (Weekly and monthly monitoring. Attendance Panel meeting records. EWO records.)</p>	<p>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.</p>
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4. Planned expenditure					
Academic year	2020 -2021				
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 4	Children's academic, social and emotional needs are better met in smaller year groups. And our children benefit from small group direct teaching. Phonics Screening Checks. GLD improvements at the end of EYFS.	Monitoring and evaluation of teaching and learning will be rigorous and inform our next steps. We will explore online learning options for our children as they have shown that they can engage well with these during the lockdown period. This will further support their learning in the classroom.	Year 1 and Year 4 teacher costings. £58,301	June 2021
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.	SENDSCO to monitor speech and language provision and impact throughout the school. Buy in to Speech & Language Service from CWP. Utilising the 2 ELKLAN training TAs across the school.	£13,308 £2,000	June 2021
Total budgeted cost					£73,609
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?
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. We make good use of ELSA training Learning Mentor and resources to support our children's wellbeing.	Case studies, supervision and audits will inform our work.	£14,172 + £15,468 + £12,252/ = £41,892 £500	June 2021
Total budgeted cost					£42,392

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 ask for help and to have a range of strategies to support them. Child can explore their aspirations for the future and set goals.	Passion for Learning. Enrichment Club. Sand Play. Art Therapy. Play Therapy. Aspirations work. Transition Through a Trauma Lens Project	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. Working with West Cheshire College and Passion for Learning on Aspirations Project enables our children to express their future ambitions. We have used the grant of £350 from the Virtual School to purchase a selection of games and resources to help us support children on their return after Covid-19.	Monitoring and evaluation. Pupil voice. Entry and exit scores for therapeutic work. Parental feedback.	SF	June 2021
Total budgeted cost					Met from school budget

Reviewed expenditure 2019 -2020				
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 4.	There is evidence that children benefit from pure year group teaching. Disadvantaged children continue to be extremely vulnerable to external barriers and this impacts significantly to academic progress and attainment. Pure year group teaching better helps us meet their social and emotional needs and work with families to address identified barriers. It also allows for the mastery curriculum to be delivered. Some of the school year was interrupted by COVID19 as well as some staff absence. High mobility continues to have a significant impact.	Successful impact in EYFS – Y2 led to trial at Lower KS2 with some interruptions as per Estimated Impact column. High mobility of pupils has significant impact on data. Assessment lead to track and record mobility and impact on data.	£75932
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 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 assistants	Successful impact of this approach means that this will continue.	

		complete the assessments and deliver both specific intervention programmes as well as supporting children with their speech and language needs within the provision. All staff work with programmes from the Speech & Language team to ensure effective implementation.		
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Reviewed expenditure 2019 -2020

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
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.</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>Learning Mentor/ELSA support is provided in the classroom.</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>	£35628

Reviewed expenditure 2019 -2020				
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 can express their thoughts feelings and aspirations	Passion for Learning. Enrichment Club. Sand Play. Art Therapy. Play Therapy Futures day. Drawing and Talking.	<p>All pupils engage well in opportunities for additional support through bespoke intervention programmes and clubs. Passion for Learning continued to provide children with 1:1 time enabling them to build confidence and self-esteem and develop strategies for communicating their thoughts and feelings. Resources were provided several times during the lockdown period to support the children and their families.</p> <p>An Art Therapist was identified to work with our children but was interrupted by COVID19.</p> <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. Year 5/6 engaged with Aspirations work with West Cheshire College.</p>	<p>Continue with approaches and develop capacity for more staff to be able to deliver interventions and support within the classroom.</p> <p>Additional support, bespoke intervention programmes effectively support our children to be able to express their thoughts, feelings and aspirations. Children continue to be motivated to talk about futures and aspirations, visits and visitors.</p>	Met from school budget.

5. Additional detail

Disadvantaged Pupils Review June 2020

- 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 in recent years.
- We know that some of our families have vulnerabilities that mean they find it difficult to support their children's learning at home, and we should take feedback from them regarding home learning during COVID19 lockdown and plan our ways forward from this.
- 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 both into and out of the school. This has a major impact on attainment and progress data.