



## Westdale Junior School Pupil Premium Strategy – 2017-2018

### 1. Summary information

|                               |                        |   |        |   |               |
|-------------------------------|------------------------|---|--------|---|---------------|
| <b>School</b>                 | Westdale Junior School |   |        |   |               |
| <b>Academic Year</b>          | 2017/18                | <b>Total PP budget</b>                  | £57760 | <b>Date of most recent PP Review</b>                  | July 2018     |
| <b>Total number of pupils</b> | 240                    | <b>Number of pupils eligible for PP</b> | 41     | <b>Date for next internal review of this strategy</b> | December 2018 |

### 2. Current attainment (KS2 results 2017)

| <i>8 Disadvantaged + 52 Other = 25 children in cohort</i> | <i>% of pupils eligible for PP in school who got scaled score 100+ (out of 8 )</i> | <i>% of pupils NOT eligible for PP in school who got scaled score 100+ (out of 52 )</i> | <i>All pupils</i>          | <i>National All</i> |
|---|--|---|----------------------------|---------------------|
| <b>% Achieving R/W/M</b>                                  | 25%  | 85%   | 77%                        | 61%                 |
| <b>% At Expected Reading</b>                              | 38%  | 83%   | 82%<br>Progress Score -0.3 | 71%                 |

|                              |     |     |                            |     |
|------------------------------|-----|-----|----------------------------|-----|
| <b>% At Expected Maths</b>   | 63% | 94% | 92%<br>Progress Score -0.8 | 75% |
| <b>% At Expected Writing</b> | 50% | 96% | 92%<br>Progress Score 1.2  | 76% |

| <b>3. Barriers to future attainment (for pupils eligible for PP including high ability)</b>                       |  |
|---|--|
| <b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )          |  |
| <b>A.</b>   | Pupil Premium children's relative progress in Mathematics, Reading and Writing means the gap (between them and non PP peers) is closing at too slow of a rate. |
| <b>B.</b>   | Most able pupils, including the most able disadvantaged pupils, in reading, writing and maths are not making the same progress as their peers.                 |
| <b>C.</b>   | Typically, a significant number of our PP children have SEN needs  |
| <b>D.</b>   | PP cohort groups are typically small for all year groups, which make the data statistically unreliable.  |
| <b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> ) |  |
| <b>E.</b>   | Attendance rates for some pupils eligible for PP are below non PP children. This reduces their school hours and causes them to fall behind on average.         |

| <b>4. Outcomes</b> |  |  |
|--------------------|--|--|
|                    | <i>Desired outcomes and how they will be measured</i>                          | <i>Success criteria</i>  |
| <b>A.</b>          | Higher rates of progress across KS2 for high attaining pupils eligible for PP. | Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y3, 4, 5 and 6 by teacher assessments/testing and successful moderation practices established across the multi- academy trust (MAT). |
| <b>B.</b>          | Improve the progress PP pupils are making in core subjects.                    | Using half termly tracking, PP pupils' progress specifically, is in line with or better than non PP (and is greater than expected). Ensure that the quality of teaching received by PP pupils is consistently good.  |
| <b>C.</b>          | SEN needs understood and interventions in place to support                     | Effective use of in school intervention, together with appropriate use of outside agencies and professionals ensures that PP children are given support with SEN needs   |

|           |  |  |
|-----------|--|--|
| <b>D.</b> | Context needed to ensure data around PP children is fully understood | Detailed and accurate data shared half termly around PP children, including specific numbers of the PP cohort. |
| <b>E.</b> | Increased attendance rates for all pupils eligible for PP.           | Overall PP attendance improves from to be more in line with 'other' pupils nationally.                         |

| 5. Planned expenditure   |  |   |  |                |                                      |
|--|--|---|--|----------------|--------------------------------------|
| Academic year  |  | 2017/18: £57760   |  |                |                                      |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. |  |   |  |                |                                      |
| 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 lead     | When will you review implementation? |
| Improved English and maths progress in KS 2  | 1:1 and small group English and maths lessons to take place during the school day and after school | 1 to 1 and small group sizes has been reviewed on the EEF as having a high impact on achievement +5 Months.   | Monitoring of achievement data and rigorous planning to ensure pupils who require support get the support. Observations of intervention and tracking 3 weekly progress   | Senior leaders | Each assessment point 4 x per year   |
|  | The effective use of resources and interventions.  | The use of appropriate resources (which EEF has shown can add 5 months). Also in terms of allowing teachers extra time to focus on assessment, enrichment, etc. | Regular monitoring (as part of existing monitoring cycle). Pupil progress. CPD related directly to the use of different resources and interventions designed to improve rates of progress.   | Senior leaders | Each assessment point 4 x per year   |
|  | Assessment to inform: 1 teacher, 2 pupil   | Effective feedback to pupils and specific targeting of pupils using well-informed assessment can both add up to 8 months according to EEF research.             | Pupil progress meetings, as well as regular data points, will be a way of ensuring teachers are using assessment information effectively. Regular CPD and monitoring will ensure that feedback is effective and not a potential waste of time. | Senior leaders | Each assessment point 4 x per year   |
|  | Booster classes across school (initially focusing on SATs years)                                   | Pupil progress in Year 6 historically, as well as research (EEF + 3 months) suggests this is a well evidenced method of accelerating progress.                  | Regular monitoring (as part of existing monitoring cycle). Pupil progress.   | Senior leaders | Each assessment point 4 x per year   |

|                                  |   |   |   |                   |   |
|----------------------------------|---|---|---|-------------------|---|
| Improved behaviours for learning | Nurture time. A whole school focus on improved behaviours for learning. | Nurture has proven to aid pupils' self-regulation within the classroom. EEF shows that behaviour intervention increases attainment by +4 Months.  | Review of behaviour for learning. Classroom observations will have a 'behaviours for learning' focus. | Senior leaders    | Half termly review                          |
|                                  | Counselling   | The continuation of Think children for relevant PP children. EEF shows that behaviour intervention increases attainment by +4 Months.   | Analysis of children who are accessing Counselling regularly.   | Senior leaders    | Termly review                               |
|                                  | CPD and external support  | The use of external providers, like Behaviour Support, Educational Psychologists, CAMHS, etc to support some of our most vulnerable and challenging pupils. A regular and relentless focus on the highest of expectations and strategies to improve Behaviours for Learning in class, through staff meetings, mentoring, coaching, etc. | Behavior monitoring.  | Senior leaders    | Termly review                               |
| <b>Total budgeted cost</b>       |   |   |   |                   | £   |
| <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 lead</b> | <b>When will you review implementation?</b> |

|   |  |  |  |                        |   |
|---|--|--|--|------------------------|---|
| Improved attainment in Years 6              | Booster classes in Year 6  | Pupil progress in Year 6 currently, as well as research (EEF + 3 months) suggests this is a well evidenced method of accelerating progress.  | Regular monitoring (as part of existing monitoring cycle). Pupil progress.   | Senior leaders         | Each assessment point 4 x per year          |
| <b>Total budgeted cost</b>                  |  |  |  |                        | £46162                                      |
| <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> |
| Improved esteem and improved mental health  | Counselling (think Children)<br><br>Use of OSHL learning (clubs etc) to develop self esteem and in turn improve attitudes to learning. | Pupils need support with emotional well-being before meaningful attention can be given to closing attainment gap.<br><br>Raised self esteem has dramatic impact upon concentration and learning  | Improved well-being – qualitative feedback from staff involved. Behaviour records.   | Senior leaders         | Termly                                      |
| Raise attendance for pupil premium students | Monitor attendance and utilise Early Help where necessary  | Attendance will continue to be closely monitored for PP students.<br><br>A range of tasks and strategies will be implemented to improve attendance overall and specifically for PP pupils. Examples are:<br>- Rewards and incentives<br>- Targets<br>- Clearer expectation around term time holidays | Pupil premium attendance figure will become more in line with non-pupil premium children. Less cases of persistent absence will be recorded. | Attendance officer/HoS | Termly                                      |
| <b>Total budgeted cost</b>                  |  |  |  |                        | £11950                                      |

