

Pupil premium strategy / self-evaluation



1. Summary information					
School	Westdale Junior School				
Academic Year	2018-19	Total PP budget	£49377	Date of most recent PP Review	July 2019
Total number of pupils	240	Number of pupils eligible for PP	42	Date for next internal review of this strategy	December 2019

2. Current attainment		
KS2 results 2019 + 53 other = 60 in the cohort	7 disadvantaged	
	Pupils eligible for PP	Pupils not eligible for PP
% achieving expected standard or above in reading, writing & maths	4/7 57%	79%
% making expected progress in reading (as measured in the school)	6/7 86%	79%
% making expected progress in writing (as measured in the school)	6/7 86%	85%
% making expected progress in mathematics (as measured in the school)	6/7 86%	83%
3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers (issues to be addressed in school, such as poor oral language skills)		
A.	Typically, a significant number of our PP children have SEN needs	
B.	PP cohorts are typically small for all year groups, which makes the data statistically unreliable.	
C.	Pupil Premium children's relative progress in Reading, Writing and mathematics (combined) means the gap (between them and non PP peers) is closing at too slow a rate.	
Additional barriers (including issues which also require action outside school, such as low attendance rates)		
D.	Attendance rates for some pupils eligible for PP are below non-PP children. This lost learning can cause them to fall behind on average.	

E.	External family circumstances for some PP children impacts upon emotional stability, which in turn impacts on academic progress and attainment.	
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	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.	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.
C.	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
D.	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	Detailed and accurate data shared half termly around PP children, including specific numbers of the PP cohort.
E.	Increased attendance rates for all pupils eligible for PP.	Overall PP attendance improves to be more in line with 'other' pupils nationally.

5. Review of expenditure				
Previous Academic Year		2018-19 £49377		
i. Quality of teaching for all				
Action	Intended outcome	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
1:1 and small group English and maths lessons during 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.	PP children made better progress than their non PP peers, which resulted in them outperforming non PP children in reading, maths and writing. They did not however match in the combined score.	This is a very successful method of accelerating progress. The use of experienced teachers also helped ensure best possible outcomes. This approach will continue. Monitoring will identify PP children not on track for RWM combined and appropriate intervention will address relevant areas	£24320
Effective use of resources and interventions – reciprocal reading and Lexia software	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.	The focus on reciprocal reading has helped PP children make rapid progress in reading comprehension, with the result that 6 out of the 7 PP children achieved ARE. This also demonstrated accelerated progress for these children during Y6. The purchase of Lexia has enabled relevant children across school to make accelerated progress in	Reciprocal reading has proved to be successful and will continue. Appropriate resourcing will be considered next academic year for maths.	£2189

<p>AfL to inform a) the pupil and b) the teacher</p>	<p>Effective feedback to pupils and specific targeting of pupils using well-informed assessment can both add up to 8 months according to EEF research.</p>	<p>CPD work around live feedback and AfL has ensured that assessment is accurate. The ATL work, alongside the AfL work has begun to up-skill the pupils so that they are becoming more independent and successful learners.</p>	<p>ATL, AfL and the C100 agenda will continue next academic year and further develop effective learners.</p>	
<p>Booster classes across school (initially focussed in year 6)</p>	<p>Pupil progress in Year 6 historically, as well as research (EEF + 3 months) suggests this is a well evidenced method of accelerating progress.</p>	<p>Booster classes – 1:1 and small group - after school (specifically for PP students) and during lunchtimes and breaktimes has allowed for identification of gaps in learning and then effective QFT</p>	<p>This will continue – again, after school for Y6 and also through the opportunity for children to attend homework club.</p>	<p>£1500</p>
<p>Improved behaviours for learning through nurture</p>	<p>Nurture has proven to aid pupils' self-regulation within the classroom. EEF shows that behaviour intervention increases attainment by +4 Months.</p>	<p>Nurture has helped emotional regulation and ensured that concentration during key lesson time has been maximised.</p>	<p>This will continue – CPD around Theraplay for TAs will further develop this area.</p>	<p>£17550</p>
<p>Emotional support through counselling (Think Children)</p>	<p>The continuation of Think children for relevant PP children. EEF shows that behaviour intervention increases attainment by +4 Months.</p>	<p>Think Children has proved to be a support to some children but monitoring has identified that it is less successful that other counselling and nurture sessions being offered.</p>	<p>Think Children will not be bought into next year. Theraplay and other nurture/counselling services will run instead.</p>	<p>£1730</p>

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.	We continue to utilise the excellent service provided by the EP service and also Communication and Interaction team. These services and the knowledge and experience they have offered has helped ensure best practice for our PP children.	This will continue. Emotional coaching and the restorative approach will be provided by the EP service.	£400
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ii. Targeted support

Action	Intended outcome	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
Improved attainment in Y6	Booster classes in Y6	Pupil progress in Y6 currently, as well as research (EEF + 3 months) suggests that this is a well evidenced method of accelerating progress	Clear impact upon the attainment of PP children in receipt of booster classes. PP children in 18-19 outperformed non PP children in reading, maths and writing (although not in RWM). This support will continue	£1500

iii. Other approaches

Action	Intended outcome	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
Think Children counselling Nurture	Improved self-esteem and mental well-being	Nurture time provided opportunity for worries and anxieties to be discussed. This enabled effective concentration during key learning time	Nurture will continue. Think Children has proved to be expensive and less impactful – it will therefore stop (to be replaced by Theraplay and other enhanced nurture provision)	£1730
Raised attendance	Minimise lost learning through non-attendance	Effective monitoring and use of Early Help and other resources when appropriate has ensured that attendance for PP children has improve	The effective use of an attendance officer, and Early Help has undoubtedly improved the attendance of PP children and therefore this is a value for money service – it will continue	£1170

6. Planned expenditure

Academic year **2019-20 £57183**

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
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 – in particular maths, through CPD offered via the Maths Hub	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

Total budgeted cost

ii. Targeted support

Action	Intended outcome	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 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 meetings.	Senior leaders	Each assessment point 4 x per year

Total budgeted cost					
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
Improved esteem and improved mental health	Nurture and emotional support – Theraplay, Emotion coaching, ELSA training Use of OSHL learning (clubs etc) to develop self esteem and in turn improve	Pupils need support with emotional well-being before meaningful attention can be given to closing attainment gap. 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. A range of tasks and strategies will be implemented to improve attendance overall and specifically for PP pupils. Examples are: - Rewards and incentives - Targets - 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

Provide a broad and rich curriculum offer	Give PP opportunity to experience all aspects of the curriculum and OSHL, similar to non PP peers	Disadvantaged pupils are entitled to benefit from visits, residential, music tuition	Ensure parents are aware that PP funding can be used to support participation in paid for school activities	SLT	Termly
Total budgeted cost				57183	