

1. Summary information					
School	Westbury Park Primary School				
Academic Year	2017/2018	Total Pupil Premium budget	£25,820	Date of most recent Pupil Premium Review	Nov 17
Total number of pupils	421	Number of pupils eligible for Pupil Premium (PP)	21	Date for next internal review of this strategy	Nov 18

2. Current attainment 2017-2018		
	<i>Pupils eligible for PP (your school)</i> 2 pupils	<i>All Children (Nationally)</i>
% achieving age related expectations at end of Key Stage 2 (reading)	50%	75%
% achieving age related expectations at end of Key Stage 2 (writing)	0%	78%
% achieving age related expectations at end of Key Stage 2 (maths)	0%	76%
% achieving age related expectations at end of Key Stage 2 (R,W,M)	0%	64%
% making at least expected progress by the end of Key Stage 2 (reading)	50%	
% making at least expected progress by the end of Key Stage 2 (writing)	50%	
% making at least expected progress by the end of Key Stage 2 (maths)	100%	
	<i>Pupils eligible for PP (your school)</i> 3 Pupils	<i>All Children (Nationally)</i>
% achieving age related expectations at end of Key Stage 1 (reading)	67%	76%



% achieving age related expectations at end of Key Stage 1 (Writing)	67%	70%
% achieving age related expectations at end of Key Stage 1 (Maths)	100%	76%
% achieving age related expectations at end of Key Stage 1 (R,W,M)	67%	
% making at least expected progress by the end of Key Stage 1 (reading)	67%	
% making at least expected progress by the end of Key Stage 1 (writing)	100%	
% making at least expected progress by the end of Key Stage 1 (maths)	100%	
	<i>Pupils eligible for PP (your school)</i> 1 pupil	<i>All Children (Nationally)</i>
% obtaining GLD by the end of EYFS	0%	71%
	<i>Pupils eligible for PP (your school)</i> 2 pupils	<i>All Children (Nationally)</i>
% passing phonics check by end of Year 1	50%	83%
	<i>Pupils eligible for PP (your school)</i> 2 pupils	<i>All Children (Nationally)</i>
% achieving age related expectations at end of Year 1	Reading – 50% Writing -50% Maths – 50%	
% making at least expected progress at the end of Year 1	Reading – 100% Writing -100% Maths – 100%	



	<i>Pupils eligible for PP (your school)</i> 2 pupils	<i>All Children (Nationally)</i>
% achieving age related expectations at end of Year 3	Reading –50% Writing- 50% Maths- 50%	
% making at least expected progress at the end of Year 3	Reading –100% Writing- 50% Maths- 100%	
	<i>Pupils eligible for PP (your school)</i> 4 pupils	<i>All Children (Nationally)</i>
% achieving age related expectations at end of Year 4	Reading – 75% Writing - 75% Maths – 50%	
% making at least expected progress at the end of Year 4	Reading – 100% Writing - 100% Maths – 100%	
	<i>Pupils eligible for PP (your school)</i> 4 pupils	<i>All Children (Nationally)</i>
% achieving age related expectations at end of Year 5	Reading –50% Writing -50% Maths – 50%	
% making at least expected progress at the end of Year 5	Reading –100% Writing -100% Maths – 75%	



3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Attendance and punctuality
B.	Children joining after EYFS
C.	Low attainment in literacy and numeracy
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Emotional resilience/Growth mindset



4. Review of expenditure				
Previous Academic Year		2017/2018		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	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
				£11,460
Emotional resilience and positive learning behaviours. To foster a sense of community.	Continue Jigsaw scheme of work. Work in collaboration with 'Pride in Play' and play therapist to mentor pupils to promote positive behaviour and increase cooperative and team building skills.	<p>Jigsaw lessons continue to be taught in all year groups with changes made following children's feedback at the end of 2016. Resources used in lessons were updated via the community tab of the Jigsaw website. This is constantly updated with new material. The addition of RSE teaching via Jigsaw 'changing me' unit was successful. Jigsaw launch assemblies for all units completed and Assembly celebrations embedded into KS assemblies and normal class routines. Jigsaw display board changed weekly to celebrate children who were nominated.</p> <p>Children's feedback across all year groups was extremely positive about Pride in play mentor sessions. 95 children (22.5% of total children) accessed this intervention, 12 PP children (57% of total PP children) accessed this intervention. Teachers noted an increase in confidence levels of some of the quieter children.</p> <p>Play therapy work was more intensive. 3 PP children and their families accessed this intervention with weekly sessions running throughout the year.</p> <p>ELSA intervention also continued throughout the year with 4 PP children accessing this intervention. Our ELSA TA also had close contact with these families too.</p>	<p>Continue to provide Jigsaw to the children through lessons and assembly work. Continue to access updated lesson plans and resources through the community tab of the Jigsaw website.</p> <p>Continue to work with a professional to mentor children throughout the whole school to enhance confidence, resilience and team work skills.</p> <p>Impact of play therapy work was harder to measure as the needs of the children accessing this are at a higher level. Family feedback is positive of support offered to enhance the effectiveness of this provision. Smaller numbers of children were able to access this provision. In 2018/19 we are hoping to continue to work with our play therapist but not offer it as an intervention.</p> <p>Impact of ELSA work is extremely positive. Children are developing emotional literacy skills through this intervention. We intend to increase opportunities for this intervention by offering two extra mornings for this in 2018/19.</p>	£4,250
				£3,600
				£958



Quality first teaching is supported through assessment to enable all groups of children to make at least expected progress.	To update assessment resources and training	PUMA assessment, NFER and Vernon assessments embedded. New PIRA assessments for reading introduced. Trained new staff to use the tools. Termly assessment weeks implemented. Use of PIRA and PUMA to inform progress for parent consultations. Targeted intervention identified earlier for individual children.	Continue with termly assessment weeks. Staff informed of agreed assessment weeks during academic year 2018-19. Use of PIRA and PUMA to inform parents of progress during parent consultations and targets created. Continue to identify children early for targeted intervention so that gaps are picked up quickly.	£2,652
ii. Targeted support				
Desired outcome	Chosen action / approach	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 close the gap in maths learning.	To continue to use Edge Hill's maths intervention programmes to enable children to diminish the difference in maths.	High impact for the majority of children. All children made more progress than chronological expectations and is detailed in tracking data. TAs benefitted from additional training which was brought back into the <u>classroom</u> . 9 children accessed maths interventions	Continue to prioritise PP children for this intervention and discussed during PP meetings. The challenge is to ensure this translates into the classroom.	£10,209
Children to close the gap in reading.	To use rapid reading intervention to enable children to diminish the difference in reading.	High impact for the majority of children. All children made more progress than chronological expectations and is detailed in tracking data. TAs benefitted from additional training which was brought back into the classroom. Evidenced through <u>NFER</u> Reading assessment and spelling age test. Successfully run by TAs and supported by the majority of parents at home. Improved parental <u>engagement</u> . 8 children took part in reading interventions,	Continue to prioritise PP children for this intervention and discuss during PP meetings. If PP have recently already had intervention, then TAs continue to load books on line for parents to access. The challenge is to ensure this translates into the classroom. Nessy learning to continue into 2018-19 also.	£6000
iii. Other approaches				

Caroline 11/10/2018 22:07

Comment [1]: How many PP children accessed maths intervention programme?

Caroline 11/10/2018 22:12

Comment [2]: What is this?

Caroline 11/10/2018 22:08

Comment [3]: How many PP children accessed reading intervention programme?



Desired outcome	Chosen action / approach	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 £6933
Parents and children are supported to enable children to make progress	UPS responsibility Pupil Premium lead	UPS lead now class teacher rather than PPA teacher so it was more difficult to retain this support. DH met parents during one parents evening and made contact with families where necessary.	Need to establish a key worker system using UPS teachers to establish and maintain firm relationships and be the point of contact between children, families and school.	£1200
To allow all children to participate and benefit from trips, clubs or music lessons to enrich the curriculum. These trips include residential trips in Y4, Y5 and Y6 and day trips throughout the school.	Each PP child in Y4, Y5 and Y6 had the opportunity to apply for a percentage discount on the full price of the trip.	All children had the opportunity to participate and develop opportunities to <ul style="list-style-type: none"> • support achievement • develop independence, resilience, self-confidence and well-being. • Boost cohesion and a sense of belonging <p>90% of PP children in Y4, Y5 and Y6 attended their year group residential.</p> <p>2 children took part in instrument lessons</p> <p>8 children took part in extra curricular clubs</p>	To continue to offer this to PP children for academic year 2018/19 to allow for PP participation.	£4433
To increase attendance figures for PP children to ensure that maximum attendance is reflected in academic achievement.	To offer use of WHOOP breakfast and afterschool club facilities at a reduced rate.	PP attendance figures for 2017/18 were 93%. Deputy Headteacher had regular meetings with families of children with the lowest persistent attendance. Assistant Headteacher communicated with Social care team where necessary. 3 PP families took up the offer of Whoop wrap around	To continue to monitor attendance and introduce an attendance discussion to each PP round of meetings. DH to monitor attendance of all children through a monthly SIMS report from office admin team. To link attendance data into key workers discussions with families of PP children.	£900

Caroline 11/10/2018 22:08

Comment [4]: How many children took up music lessons and participated in clubs?

Caroline 11/10/2018 22:11

Comment [5]: We need to be careful about using abbreviations – I assume DH is deputy head and AH assistant deputy, but I had to spend awhile thinking about it.



		care at discounted cost. Average attendance of children using Whoop is 93%		
To support families and children to make more than expected progress through good home/school support	Funding Gingerbread Club and ELSA interventions.	Feedback again this year from parents of Gingerbread Club was overwhelmingly positive. Families of vulnerable children had regular meetings with ELSA TA to discuss progress and next steps to enhance parental involvement.	Both Gingerbread Club and ELSA will continue next year and has now become an integral part of our school offer. ELSA time will increase from October to include two extra mornings.	£400

Financial Year	Pupil Premium Grant
Grant used to fund	£25,820
Funded from school budget	£8,782
To develop emotional resilience by use of Jigsaw scheme of work, Pride in Play, Play therapy and ELSA.	£11,460
Targeted support using interventions and assessment materials	£16,209
Music lessons, visits, sports, clubs and after school club Enabling children to go to Residential visits	£ 6,933
TOTAL	£ 34,602
CARRY FORWARD TO 2018 – 2019	£ 0

