

Pupil Premium Report

Westbury Park Primary School

At Westbury Park School, we have high aspirations and ambitions for all children and believe that each child, regardless of background or circumstance deserves the best possible education.

We use the Pupil Premium Grant to assist in tackling the impact of disadvantage through high quality targeted teaching, focussed pastoral support, increased access to enriching experiences and a whole school culture of inclusion and high expectations for all children.

We have taken guidance from the Education Endowment Fund to identify the best ways to close the attainment gap through a tiered approach to balance approaches to improving teaching, targeted academic support and wider strategies.

Pupil premium spending current academic year 2019-20

SUMMARY INFORMATION			
Date of most recent pupil premium review:	July 2019	Date of next pupil premium review:	July 2021
Total number of pupils:	423	Total pupil premium budget:	£17,380
Number of pupils eligible for pupil premium:	15 3.5% of total pupils	Amount of pupil premium received per child:	£1320 £300 SPP £2300 PP+

STRATEGY STATEMENT

Overview of Pupil Premium Strategy

What has worked well

- Pupil premium passports have been compiled and have included child/teacher/parent voice. The passports have helped to ensure that PP children are always at the heart of teacher's planning, feedback and behaviour approaches to ensure that each PP child is the best they can be.
- PP children are tracked and discussed as a discrete group in School Improvement Committee meetings and Pupil Progress meetings throughout the year. Attendance, attainment and behaviour is closely monitored and trends noticed.
- Improved learning outcomes- Quality first Teaching supported through assessment, modelling and feedback, enabled the majority of children to make at least expected progress.
- Consistent behaviour management approach is embedded from all staff and has resulted in greater engagement for learning. Positive incentives used to praise best conduct.
- ELSA intervention and Gingerbread Club with impact noted back in class and positive feedback from parents and children.
- Focus on PP children during learning walks and book scrutinies, pupil conferences and data collection and analysis.
- Assembly group interventions run by teachers, 1:1 feedback to move children from expected to greater depth.
- High Pupil Premium attendance maintained from previous year.
- Jigsaw scheme of work embedded in all year groups promoting emotional resilience and positive mental health.
- 67% of Pupil premium children attended school throughout lockdown and wider reopening. Teachers maintained contact with the 23% of children who didn't take up a place or were in the year groups that were not able to access school.
- 94% of Pupil Premium children attend reconnection days in July.
- 3 of our Y6 PP children were part of our school team in a nationwide maths competition.

Challenges

COVID 19

- The planned Pupil Premium meetings during March parent consultation cycle wasn't able to go ahead.
- No data available, only predicted data from class teachers.
- Residential visits had to be cancelled.

- Less access to targeted intervention schemes (eg. Rapid Reading, Edge Hill maths intervention) as TAs supporting in class.

Core approaches

Quality of teaching for all

- Quality First teaching
- Assessment and feedback in place to track and personalise learning

- Pre and post teaching/ assembly group intervention led by teachers
- Embedded growth mindset attitude to learning
- Access to intervention schemes
- Jigsaw PSHE scheme of work taught throughout the school
- Positive behaviour management, based on building relationships with vulnerable children
- Teaching assistants supporting in class

Targeted support

- ELSA mentoring
- Gingerbread club to promote positive wellbeing, friendship skills, emotion coaching
- Access to play therapist to enhance regulation and positive behaviour
- 1:1 tuition providing targeted intensive individual support

Other approaches

- Engagement in school wide enrichment days
- Close relationship between PP parents and school staff

Barriers to learning- in school

- Effective learning behaviours and engagement in learning
- Individual specific difficulties with key skills in English and maths
- Attendance and punctuality for a minority of pupils

Barriers to learning- external

- Emotional resilience; challenging family circumstances
- Fewer opportunities for enrichment activities in comparison with peer group

Desired outcomes of Pupil Premium Strategy

- Effective learning behaviours and engagement in learning will lead to greater progress
- Children's attainment will increase and progress maximised, with early intervention quickly identified
- Attendance will improve of identified children
- Children develop emotional resilience
- Children have access to a wide range of enrichment opportunities

Assessment information 2019-20

EYFS			
	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP	
(only 1 child)		School Average	National average
Good level of development (GLD)	0%	Expected to be 79%	71.8% (2019 national data)
Reading	100%	88%	76.9% (2019 national data)
Writing	0%	83%	73.7% (2019 national data)
Number	100%	93%	79.6% (2019 national data)

Shape	100%	97%	81.7% (2019 national data)
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YEAR 1 PHONICS SCREENING CHECK

Pupils eligible for PP	Pupils not eligible for PP	National average
100% (only 1 child)	88%	82%

END OF KS1

	Pupils eligible for PP	Pupils not eligible for PP	
		School average	National average
% achieving expected standard or above in reading, writing and maths	Data to be added		
% making expected progress in reading			
% making expected progress in writing			
% making expected progress in maths			

END OF KS2

	Pupils eligible for PP	Pupils not eligible for PP
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(5 children)		School average	National average
% PP achieving expected standard or above in reading, writing and maths	60%	85%	85%
% making expected standard or above in reading	80%	93%	73%
% achieving expected standard or above in writing	80%	96.5%	95%
% achieving expected standard or above in maths	80%	93%	92%
% achieving higher standard in reading, writing and maths	40%	30%	11%
% achieving higher standard in reading	60%	65%	27%
% achieving higher standard in writing	40%	45%	20%
% achieving higher standard in maths	60%	40%	36%

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Effective learning behaviours and engagement in learning
B	Individual specific difficulties with key skills in English and Maths

ADDITIONAL BARRIERS

External barriers

C	Emotional resilience
D	Fewer opportunities for enrichment

INTENDED OUTCOMES

Specific outcomes		Success criteria
A	Effective learning behaviours and engagement in lessons will lead to greater progress.	<p>Children achieve learning objectives in the majority of lessons.</p> <p>Children are able to talk about successes in their learning and future targets with confidence</p> <p>Behaviour for learning is appropriate in lessons</p>
B	Children's attainment will increase and progress maximised. Early intervention identified quickly	<p>Children will make age related expectations in all areas and progress maintained</p> <p>Where possible children will achieve greater depth in some subjects</p> <p>Children working towards the standard for their age will be closer to the standard than at the start of the year</p>
C	Children develop their emotional resilience (targeted ELSA, small group support and Jigsaw)	<p>Children will have the confidence to attempt challenges and have the resilience to overcome failure</p> <p>Children are aspirational and are proud of their successes</p>

D	Children have access to enrichment activities including music lessons, day trips and residential opportunities	Children will have the opportunity to have high quality enrichment experiences outside the classroom to develop confidence and self esteem
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Planned expenditure for academic year 2020-21

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Effective learning behaviours resulting in greater engagement for learning	<p>Consistent approach to behaviour management from all staff</p> <p>Building relationships with vulnerable children</p>	<p>Children receive appropriate support at an early stage.</p> <p>Parents are supported to help children to make progress and engage with learning.</p> <ul style="list-style-type: none"> Behaviour interventions +3 months progress Social and emotional learning +4 months progress Parental engagement +3 months progress <p>EEF Teaching and learning toolkit</p> <ul style="list-style-type: none"> An individualised approach to addressing barriers to learning and emotional support at an early stage Focus on high quality teaching 	<p>Inset training and Educare training CPD for teachers and TAs</p> <p>Appraisal targets for teachers and TAs</p> <p>Children and parent surveys</p> <p>Behaviour incentives- Hot chocolate Friday, gold book, Jigsaw certificates to reward best conduct</p> <p>Embedded Paul Dix 'when adults change everything changes' practice</p>	Teachers SLT	<p>Child conferences</p> <p>School council meetings (pupil voice)</p> <p>Parent meetings</p> <p>School stakeholder surveys</p>

		NFER report on supporting the attainment of disadvantaged pupils			
<p>Improved learning outcomes for all. Children's attainment will increase and progress will be at least in line with peers. Quality first teaching is supported through assessment to enable all groups of children to make at least expected progress.</p>	<p>This will be enabled through:</p> <ul style="list-style-type: none"> -Quality first teaching -Metacognition and self regulation approaches -Tracking in Pupil progress meetings to tailor appropriate personalised learning approaches for PP children -Formative and summative assessment methods including NTS Assessments -Focus on PP children during learning walks and book scrutinies -Parent meetings -regular IEP reviews monitored by SENDCo -1:1 pre/ post teaching interventions led by teacher -1:1 feedback opportunities led by 	<p>Children receive appropriate support at an early stage.</p> <p>Key principle from EEF Guide to pupil premium EEF Guide to pupil premium</p> <p>'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the pupil premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the pupil premium'</p>	<p>Regular management of individual children's needs (including areas for development) is essential.</p> <p>Subject leaders and SLT to focus on PP children during</p> <ul style="list-style-type: none"> • learning walks • book scrutinies • Pupil conferences • Data collection and analysis Inset training and CPD opportunities to teacher's new to year group 	<p>RB SENDCo MW EM HC Class teachers</p>	<p>Pupil passports updated</p> <p>PP children are prioritised and reviewed regularly at PP progress meetings 3x per year</p> <p>SIC committee termly</p>

	teacher -CPD staff training investment				
Social and emotional learning and support	Funding Gingerbread Club Funding Elsa intervention Jigsaw embedded in all year groups	Children receive appropriate support at an early stage. Parents are supported to help children to make progress and engage with learning. <ul style="list-style-type: none"> Social and emotional learning +4 months progress Parental engagement +3 months progress EEF Teaching and learning toolkit <ul style="list-style-type: none"> An individualised approach to emotional support at an early stage NFER report on supporting the attainment of disadvantaged pupils	ELSA support available all afternoons per week ELSA TA supporting Y6 classes with 3 PP children Priority to PP children in Gingerbread Club for Years 3-5	RS -ELSA RS and KR - Gingerbread Club HC	ELSA entry and exit criteria Parent feedback Stakeholder surveys
Total budgeted cost:					£10,000
Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Children will overcome specific learning barriers to reach ARE in reading, writing and maths.	Teacher to support children's specific learning barriers through 1:1 feedback to provide personalised learning	Success of previous interventions eg. -Assembly group writing/grammar interventions -1:1 reading support -1:1 feedback to move children from secure to exceeding	Clear timetable and expectations. Entry and exit criteria to measure impact and progress. Timetabled morning of catch up intervention from SLT to Year groups	Teachers Teaching Assistants SLT	Pupil progress meetings

	<p>focus 1:1 Tuition where possible providing the identified pupil with targeted intensive individual support</p> <p>Younger children to work with play specialist to enhance regulation and positive behaviour</p> <p>Use of reading buddies Nesy logins for children whose parents commit to supporting this at home.</p>	<p>-targeted intervention programmes- Rapid reading, numbers counts, -Investment in staff knowledge, understanding of pedagogy and teaching and learning approaches enables enhanced effectiveness of classroom practice for all staff</p> <ul style="list-style-type: none"> • EY interventions +5 months • Feedback +8 months • small group tuition +4 months • 1:1 tuition +5 months <p>EEF Teaching and learning toolkit EEF making the best use of teaching assistants</p>			
Children to build emotional resilience, sense of community and positive behaviour skills.	To work with our ELSA specialist to build resilience, self esteem and reduce anxiety to enhance behaviour for learning skills. Mentoring and group work will develop cohesion and promote positive behaviours.	Improve well being, behaviour and motivation for learning in class. Increase the sense of community amongst some children.	Walk through observations Child conferences Parent feedback Entry/exit criteria Behaviour incentives for praising best conduct.	SLT RS KR	Pupil progress meetings
Total budgeted cost:					£3000
Other approaches					

Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
To increase the 'cultural capital' of disadvantaged pupils to allow all children to participate and benefit from trips to enrich the curriculum. These trips include residential trips in Y5 and Y6 and day trips throughout the school.	Each FSM and PP+ child in Y5 and Y6 will have the opportunity to apply for a percentage discount of the full price residential trip.	All children will have the opportunity to participate and have the chance to -support achievement -develop independence, resilience, self confidence and well being. -boost cohesion and a sense of belonging	Discussions with parents Feedback from PP children	DS/JR HC JW	Conferences following residential visit Teacher feedback Parent feedback
Total budgeted cost:					£1200

ADDITIONAL INFORMATION

- Pupil Premium passports contain information on each individual PP child relating to attainment, progress and predictions for the current year. Interventions are tracked and impact noted. Child and parent voice is also included. These passports are updated three times a year in conjunction with pupil progress meetings
- Fully evaluating the impact for 2019-20 has not been possible due to Covid 19 and school closure in March to the majority of pupils.
- School closure meant no parent/pupil/staff surveys took place
- Attendance of PP children was static at 94% (September 2019 to March 2020). This was the same percentage September 2018 -March 2019

Review of expenditure from previous academic year

PREVIOUS ACADEMIC YEAR

Total amount: £17,380

Quality of teaching for all

Action	Intended outcome	Impact	Lessons learned	Cost
Effective learning behaviours	Promote effective relationships with vulnerable children Greater engagement in learning	Staff felt that behaviour systems were embedded and commented on this during appraisal meetings. All staff meet the school wide behaviour target during appraisals. All staff continue to work on the philosophy of 'visible consistency' where 'no one walks past'. Highlight of the week for the children is Hot chocolate Friday-school council are keen for this to continue into 2020-21.	Continue to report on behaviour incidents and trends for PP children during SIC meetings. Continue to use the positive behaviour approach into 2020-21. Continue to provide Inset/Team teach/updates to ensure this is given the highest priority amongst staff. Continue to use restorative approaches to negative behaviour	£1606.000
Improved learning outcomes for all.	Children's attainment will increase and progress will be at least in line with peers. Quality first teaching is supported through assessment to enable all groups of children to make at least expected progress.	Predicted attainment of PP children Reading: 60% reaching ARE or above Writing: 60% reaching ARE or above Maths: 67% reaching ARE or above	Assessments embedded and will continue immediately in Term 1 to identify catch up/interventions needed post school closure. Staff informed of assessment weeks for whole academic year. Continue to identify children early for targeted intervention to close attainment gaps quickly.	

		<p>Predicted progress of PP children</p> <p>Reading: 78% on track or ahead</p> <p>Writing: 71% on track or ahead</p> <p>Maths: 86% on track or ahead</p>		
Attendance of targeted pupils will improve		<p>PP attendance maintained 94%. This has been a stable figure over the last three academic years</p> <p>Numbers of persistent absentees from the PP group have fallen during the year. In March 2020 this group made up 10% of whole school persistent absentees. Families were supported to ensure consistent attendance</p> <p>Discussion of attendance during every SIC meeting Teachers reported low attendance during parent meetings to highlight the importance of this relating to learning</p>	<p>Reporting attendance will continue into 2020-21 during:</p> <p>SIC meetings</p> <p>Pupil progress meetings</p> <p>Parent consultations</p> <p>Meeting with families with the lowest attendance</p> <p>Offering school and breakfast club to support working families</p>	£633.75
Targeted support				
Action	Intended outcome	Impact	Lessons learned	Cost

Children will overcome specific learning barriers in English and Maths	To identify and close gaps in learning To provide feedback to PP children to provide a personal learning focus that children are clear of targets for improvement	Predicted progress of PP children Reading: 78% on track or ahead Writing: 71% on track or ahead Maths: 86% on track or ahead	Continue with teacher led interventions prioritising PP children Introduce Intervention led by SLT for all year groups Continue to discuss PP children as a discrete group during Pupil progress meetings	£3,981.90
Children to build emotional resilience, sense of community and positive behavioural skills	To work with ELSA specialist TA to build resilience, self esteem and reduce anxiety. Mentoring, individual and small group work developed cohesion and a sense of belonging, leading to positive behaviours	4 PP children accessed ELSA throughout the year. The most vulnerable children are being supported, anxiety decreased and behaviour regulated. Positive parental feedback following this support and teachers noticed an improvement in well being back in class. Close contact with families and children during lock down to support them at home	No pupil/teacher/parent surveys this year to measure impact of intervention. Surveys will resume in 2020-21 ELSA TA working 5 afternoons per week in 2021-21 Gingerbread club will continue.	£9,554.77
Other approaches				
Action	Intended outcome	Impact	Lessons learned	Cost
Enrichment opportunities	To raise aspirations and offer opportunities to inspire all children	All children took part in enrichment days, day trips, off site sports and music opportunities through Bristol		£2072.74

		Plays Music. Upper KS2 Badminton science day. No residential opportunities due to Covid 19	
Total Pupil Premium			£17,380.00
Total Pupil Premium spend 2019-20			£17,849.16