

1. Summary information					
School	Westbury Park Primary School				
Academic Year	2019/2020	Estimated PP budget	£17380	Date of most recent PP Review	Sept 19
Total number of pupils	418	Number of pupils eligible for PP	15	Date for next internal review of this strategy	Sept 20

2. 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.	Effective learning behaviours and engagement in learning	
B.	Individual specific difficulties with key skills in English and Maths	
C.	Attendance and punctuality for a minority of pupils	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Emotional resilience/ Growth mindset with challenging family circumstances for some	
E.	Fewer opportunities for enrichment activities out of school in comparison with peer group	
3. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Effective learning behaviours and engagement in lessons will lead to greater progress.	Children achieve learning objectives in the majority of lessons Children are able to talk about successes in their learning and future targets with confidence Behaviour for learning is appropriate in lessons
B.	Children's attainment will increase and progress maximised. Early intervention identified quickly	Children will make age related expectations in all areas and progress maintained Where possible children will achieve greater depth in some subjects Children working towards the standard for their age will be closer to the standard than at the start of the year
C.	Attendance of identified pupils will improve and as a result more progress will be made	Attendance will improve

D.	Children develop their emotional resilience (targeted ELSA, small group support and Jigsaw)	Children will have the confidence to attempt challenges and have the resilience to overcome failure Children are aspirational and are proud of their successes
E.	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

4. Planned expenditure

Academic year	2019/2020
----------------------	------------------

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?
(A) Effective learning behaviours resulting in greater engagement in learning	Consistent approach to behaviour management from all staff Build relationships with vulnerable children Funding gingerbread club Funding emotional support interventions (ELSA)	Children receive appropriate support in school that they can transfer to other settings. Parents are supported to help children make progress.	Inset training for all staff CPD for teachers new to year group Appraisal targets Children and parent questionnaires Behaviour incentives – gold books, recognition boards, Jigsaw certificates and hot chocolate Fridays to praise best conduct	RB HC RS Teachers	Child conference Pupil Progress meetings Parent meetings Parent feedback.

<p>(B) 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: -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 teacher -CPD staff training investment</p>	<p>Success of previous interventions eg. -Assembly group writing/grammar interventions -1:1 reading support -1:1 feedback to move children from secure to exceeding -targeted intervention programmes- Rapid reading, numbers counts, Nessy</p> <p>Investment in staff knowledge, understanding of pedagogy and teaching and learning approaches enables enhanced effectiveness of classroom practice for all staff</p>	<p>Regular management of individual children's needs (including areas for development) is essential. 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 <p>Inset training and CPD opportunities to teacher's new to year group.</p>	<p>RB SENDCo MW EM Class teachers</p>	<p>Pupil passports updated PP children are prioritised and reviewed regularly at PP progress meetings 3x per year SIC committee termly</p>
<p>(C) Attendance of targeted pupils will improve and as a result more progress will be made</p>	<p>Close communication between admin team, DHT SLT and classteachers. Regular parent meetings where attendance problem has been identified Discouraging term time holidays To offer use of WHOOP breakfast and after school club facilities</p>	<p>Children need to have regular school attendance to ensure academic and social achievement as each day's learning builds on what has been learnt before.</p>	<p>Close communication between admin staff and DHT. Class teachers to raise concerns at the earliest opportunity Class teachers to report on attendance at every parent meeting Patterns of absence scrutinised Attendance tracking during PP meetings</p>	<p>JW HC Teachers</p>	<p>Parent conferences Attendance tracked on PP passports x6 per year DH to report on attendance during SIC meetings</p>

<p>(D) Develop emotional resilience</p>	<p>Continue to use embedded Jigsaw scheme of work. Continue to offer ELSA intervention and Gingerbread Club. Work in collaboration with teaching assistants to promote positive behaviour and increase cooperative and team building skills both in the classroom and playtimes.</p>	<p>Children are only able to learn if they feel safe, secure and supported in the whole class. Well-being, emotional resilience and mental health are increasingly important. Using play to promote positive behaviours in children.</p>	<p>INSET and training. Walk through observations Pupil conference and course feedback.</p>	<p>RB RS LG</p>	<p>Child's voice on PP passports 3x per year</p>
<p>(E) 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.</p>	<p>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.</p>	<p>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</p>	<p>Discussions with parents</p>	<p>RB/HC JW DS</p>	<p>Conferences following residential visit Teacher feedback Parent feedback</p>

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 lead	When will you review implementation?
Children will overcome specific learning barriers to reach ARE in reading, writing and maths.	<p>Teacher to support children's specific learning barriers through 1:1 feedback to provide personalised learning focus</p> <p>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 Nessy logins for children whose parents commit to supporting this at home.</p>	<p>EEF evidence in 'Teaching and learning toolkit'</p> <p>EEF'S Making the most effective use of TAs.</p> <p>To use intervention schemes already purchased by the school- eg. Rapid reading. Edge Hill intervention for maths.</p> <p>Statistical evidence of success of intervention schemes.</p> <p>Learning through play to enhance skills.</p>	Clear timetable and expectations. Entry and exit criteria to measure impact and progress.	Teachers Teaching Assistants	Three times a year during Pupil progress meetings
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	Pupil progress meetings

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?
Access to enrichment opportunities	<p>Engagement in school wide enrichment days in house groups (4 times a year)</p> <p>Sporting opportunities</p> <p>Curriculum days including history and science days with UWE, Badminton School science and Clifton High Masterclasses on the move, music opportunities through Bristol Plays Music)</p> <p>Trips and residential opportunities</p>	To raise aspirations and offer opportunities to inspire all children.	Pupil conferencing Parent survey feedback Child survey feedback	VI All curriculum leads and teachers	At the end of the year through staff/child/parent surveys
Parents and children are supported to enable children to make progress	<p>Parenting advise from ELSA specialist Admin assistant to continue to build relationships with families as she is often the first point of contact with the school.</p> <p>'Stay and Play' after/before school sessions are offered to improve attendance or enable families to work</p> <p>Increased verbal communication between class teachers and families of PP children</p> <p>KS1 children have Y6 reading and playground buddies</p>	<p>Parents and children have a point of contact within school. Working together will boost progress.</p> <p>Parents are fully engaged with the life of the school.</p>	Parent meetings scheduled three times a year. Appraisal targets Parent feedback	RB HC RS Classteachers	Mid year review Pupil progress meetings

Financial statement

Key actions	2019/2020 Proposed spend £	2019/2020 Actual spend £
CPD training and resources for all staff on behaviour approaches	£1685	
ELSA intervention	£9290	
Gingerbread Club intervention	£1862	
Teaching interventions		
Rapid reading	£588	
Nessy intervention	£463	
Qualified teacher intervention: reading, phonics, maths	£3297	
Total intervention costs	£15,500	
Whoop wrap around provision	£3041.50	
Assisted places for day trips	£110	
Assisted places for residential camps	£1623	
Assisted places for sports costs KS2	£324	
Assisted places for clubs		
Assisted places for music lessons		
Free school meals for KS2	£2193.75	
Hardship fund (FSM only)	£500	
Pupil premium resources	£25	
Total spend	£20002.25	