

1. Summary information					
School	Westbury Park Primary School				
Academic Year	2018/2019	Total PP budget	£23,640	Date of most recent PP Review	Nov 18
Total number of pupils	416	Number of pupils eligible for PP	19	Date for next internal review of this strategy	Nov 19

2. Current attainment 2018-2019		
	<i>Pupils eligible for PP (your school)</i> 5 pupils	<i>All Children (Nationally)</i>
% achieving age related expectations at end of Key Stage 2 (reading)	40%	73%
% achieving age related expectations at end of Key Stage 2 (writing)	60%	78%
% achieving age related expectations at end of Key Stage 2 (maths)	60%	79%
% achieving age related expectations at end of Key Stage 2 (R,W,M)	40%	65%
% making at least expected progress by the end of Key Stage 2 (reading)	100%	
% making at least expected progress by the end of Key Stage 2 (writing)	100%	
% making at least expected progress by the end of Key Stage 2 (maths)	100%	
	<i>Pupils eligible for PP (your school)</i> 2 Pupils	<i>All Children (Nationally)</i>
% achieving age related expectations at end of Key Stage 1 (reading)	50%	75%

% achieving age related expectations at end of Key Stage 1 (Writing)	50%	70%
% achieving age related expectations at end of Key Stage 1 (Maths)	50%	76%
% achieving age related expectations at end of Key Stage 1 (R,W,M)	50%	
% making at least expected progress by the end of Key Stage 1 (reading)	100% *one child made expected progress through Pre key stage standards from a very low starting point	
% making at least expected progress by the end of Key Stage 1 (writing)	100% *one child made expected progress through Pre key stage standards from a very low starting point	
% making at least expected progress by the end of Key Stage 1 (maths)	100% *one child made expected progress through Pre key stage standards from a very low starting point	
	<i>Pupils eligible for PP (your school)</i> 1 pupil	<i>All Children (Nationally)</i>
% obtaining GLD by the end of EYFS	100%	71%
	<i>Pupils eligible for PP (your school)</i> 1 pupils	<i>All Children (Nationally)</i>
% passing phonics check by end of Year 1	0%	83%
	<i>Pupils eligible for PP (your school)</i> 1 pupil	<i>All Children (Nationally)</i>

% achieving age related expectations at end of Year 1	Reading – 0% Writing -0% Maths – 0%	
% making at least expected progress at the end of Year 1	Reading – 100% Writing -100% Maths – 100% *one child made expected progress through Pre key stage standards from a very low starting point	
	<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 –100% Writing- 100% Maths- 100%	
% making at least expected progress at the end of Year 3	Reading –100% Writing- 100% Maths- 100%	
	<i>Pupils eligible for PP (your school)</i> 3 pupils	<i>All Children (Nationally)</i>
% achieving age related expectations at end of Year 4	Reading – 66% Writing - 66% Maths – 66%	
% making at least expected progress at the end of Year 4	Reading – 100% Writing -100% Maths – 100%	

	*one child made expected progress through Pre key stage standards from a very low starting point	
	<i>Pupils eligible for PP (your school)</i> pupils	<i>All Children (Nationally)</i>
% achieving age related expectations at end of Year 5	Reading –60% Writing -80% Maths – 60%	
% making at least expected progress at the end of Year 5	Reading –100% Writing -100% Maths – 100%	
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.	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.
-----------	--

4. Review of expenditure				
Previous Academic Year		2018/2019		
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
A. Effective learning behaviours and positive engagement in learning	<p>Consistent approach to behaviour management from all staff. CPD for all staff.</p> <p>Team teach training based around Maslow's hierarchy of needs.</p> <p>Build up a relationship with vulnerable children.</p> <p>Funding Gingerbread Club</p> <p>Funding ELSA</p>	<p>Relationship based behaviour management</p> <p>All staff received training during inset and a copy of the book on the 'Paul Dix' approach. All staff worked together on the philosophy of 'visible consistency' where 'no one walks past'.</p> <p>Best conduct is rewarded by all staff through positive praise and behaviour incentives eg gold book, Jigsaw certificates, hot chocolate Fridays.</p> <p>Restorative approaches to negative behaviour embedded.</p> <p>Appraisal targets for teachers set- all teachers achieved this objective.</p> <p>DH reports on behaviour incidents and trends for PP children</p> <p>Impact</p> <p>SIA commented in his annual report to Governors <i>'This is a school that promotes high standards of behaviour and positive attitudes to learning. Pupils enjoy school and want to attend'</i></p> <p>Parent survey results: Only 3.5% of parents disagree that school makes sure its pupils are well behaved Only 3.9% of parents disagree that behaviour has improved over the past year</p>	<p>Continue to use this relationship based behaviour approach into 2019-20.</p> <p>Continue to provide updates and reminders to the staff team during Inset and induct new staff to this way of managing behaviour positively.</p> <p>Continue to offer Gingerbread Club and ELSA intervention. ELSA TA has 0.5 of the whole week to carry out ELSA work.</p> <p>Team teach update for all staff in 2019-20.</p>	<p>£1027 CPD</p> <p>£4340 ELSA</p> <p>£1862 Gingerbread Club</p>

		<p>Children’s survey results 93% of children say behaviour is good 96% of children say adults notice good behaviour Staff survey results: 82% of staff think progress has been made for staff to manage behaviour well 89% of staff think behaviour is at least good 86% of staff think leaders support staff well in managing behaviour</p> <p>ELSA intervention and Gingerbread club also continued throughout the year with 4 PP children accessing this intervention. Our ELSA TA also had close contact with these families too. Children are developing emotional literacy skills through this intervention.</p> <p>Parental feedback from ELSA work is extremely positive and ongoing supportive relationships built with ELSA TA, children and families. PP children were able to name a trusted adult that they would choose to speak to should there be an issue.</p> <p>Feedback from parents: ‘Xx’s confidence is getting so much better and she is learning to deal with her anxieties’ ‘The sessions have helped xx to talk about her feelings more than before. We have noticed an improvement at home too. This is huge progress’</p>		Total £7229
<p>B.Improved learning outcomes for all. Children’s attainment will increase and progress will be at least in line with peers.</p>	<p>This will be enabled through Quality first teaching, tracking in Pipil Progress meetings, formative and summative assessment methods</p>	<p>PUMA assessment, NFER and Vernon assessments embedded. PIRA assessments for reading introduced. Trained new staff to use the tools. Termly assessment weeks implemented.</p> <p>Use of PIRA and PUMA to inform progress for parent consultations.</p>	<p>Continue with termly assessment weeks. Staff informed of agreed assessment weeks during academic year 2019-20.</p> <p>Use of PIRA and PUMA to inform parents of progress during parent consultations and targets created.</p> <p>Continue to identify children early for targeted intervention so that gaps are picked up quickly.</p>	£13,049

<p>Quality First Teaching is supported through assessment to enable all groups of children to make at least expected progress</p>	<p>including PUMA and PIRA.</p> <p>Focus on PP children during learning walks and book scrutinies, parent meetings and regular IEP reviews monitored by the SENDco.</p> <p>1:1 pre/post teaching interventions led by teacher</p> <p>1:1 feedback opportunities led by the teacher.</p>	<p>Targeted intervention identified earlier for individual children.</p> <p>PP children received 1:1 teaching or feedback sessions during assembly times</p> <p>Impact</p> <p>All PP children made at least expected progress in relation to their lower starting point</p> <p>58% of PP children made ARE in reading 68.5% of PP children made ARE in writing 63% of PP children made ARE in maths 58% of PP made ARE in RWM</p> <p>SIA report to Governors quoted:</p> <p>‘there is a clear focus on supporting pupils, including disadvantaged pupils and those with SEND, to attain in line with their potential’</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, school mentor, DHT and SLT.</p> <p>Regular parent meetings where attendance problem has been identified.</p> <p>Discouraging term time holidays.</p> <p>To offer use of WHOOP breakfast and after school club facilities.</p>	<p>Discussion of attendance in Pupil progress meetings means that teachers are more aware of attendance issues.</p> <p>Attendance is reported at all parent consultation meetings.</p> <p>Teachers have more awareness of spotting patterns in pupil’s absence.</p> <p>DHT reports on attendance at every SIC meeting.</p> <p>PP attendance has been static year on year</p> <p>94.24% 2018 94.2% 2019</p> <p>Numbers of persistent absent PP children have dropped year on year.</p> <p>Persistent absentees with an attendance of 90%</p>	<p>Continue with</p> <ul style="list-style-type: none"> • attendance reporting in SIC • discussing attendance in PP meeting • discussing attendance in parent meetings • meeting with parents of the lowest attendees • Offering after school/breakfast club to families to increase attendance and support to working families 	<p>£1933 Whoop</p>

		<p>6 PP children in 2019 4 PP children in 2018</p> <p>Attendance in 2018-19</p> <p>58% of PP children have attendance of over 95% 16 % of PP children have attendance of 90-95% 26% of PP children have attendance of 85-90%</p> <p>Feedback from parents following ELSA support: 'XX isn't as anxious to leave me and so her attendance is improving'</p>		
D.Develop Emotional resilience	<p>Jigsaw scheme of work taught throughout the school.</p> <p>ELSA intervention and Gingerbread Club</p> <p>TA 'play mentor' support with the most vulnerable children- using play to encourage positive behaviour and increase social and cooperative skills.</p>	<p>Well- being, emotional resilience and mental health are fully recognised through Jigsaw lessons as important for children to feel safe, happy and secure.</p> <p>Impact</p> <p>See ELSA/Gingerbread impact from section A</p> <p>Learning walk evidence and pupil conferences- Children appear confident and happy to talk about the experiences from their class as well as their learning. They are able to talk about what to do should they need help.</p> <p>The most vulnerable children are supported, anxiety decreased and behaviour regulated.</p>	<p>Continue with ELSA intervention. 2.5 days per week support is offered for 2019-20.</p> <p>Continue with Gingerbread Club supporting children from Y3-Y5</p> <p>Play mentor support to continue for the most vulnerable.</p>	£3600
E.To allow all children to participate and benefit from trips to enrich the curriculum. These trips include residential trips in Y4,Y5 and Y6 and day trips throughout the	<p>Each PP child in Y4,Y5 and Y6 will have the opportunity to apply for a percentage discount of the full price residential trip.</p>	<p>92% of PP children joined the residential and participated in all activities to support achievement, develop independence, resilience,self confidence and well being.</p> <p>Pupil conference held following residential with PP</p>		£2646

school.		<p>children.</p> <p>All children were extremely positive about the experience. Quotes included:</p> <p><i>'It was a great experience- I had never been on a ferry before or been to France'</i></p> <p><i>'It helps us learn even though we're not a school- we spoke the language and going away helps us to be a bit more independent'</i></p> <p><i>'Going to the residential made me be more responsible and do things for myself'</i></p>		
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.	Continue to prioritise PP children for maths intervention where necessary based on child's individual needs.	£5280
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 where support was also offered at home. All children made more progress than chronological expectations and is detailed in tracking data.	Continue to prioritise PP children for maths intervention where necessary based on child's individual needs.	£5280
iii. Other approaches				

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
Parents and children are supported to enable children to make progress	UPS responsibility Pupil Premium lead	DH met parents where necessary throughout the year. Admin assistant built relationship with one vulnerable family to offer support.	New key stage responsibilities for two UPS teachers next year to be the point of contact. DH continue to take on the PP champion role	£0
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 92% of PP children in Y4, Y5 and Y6 attended their year group residential.	To continue to offer a contribution to residential costs to FSM and PP+ children for academic year 2018/19 to allow for PP participation.	£4242
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 2018/19 were 94%. DH had regular meetings with families of children with the lowest persistent attendance. One PP family took up the offer of Whoop wrap around care.	To continue to monitor attendance through SIC reports and PP meetings.	(£1933)

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 to 2.5 days from September 2019.	(£6202)
---	--	---	---	----------------

Financial Year	Pupil Premium Grant
Grant used to fund	£23640
Funded from school budget	£6008.64
CPD for staff	£1027
To develop emotional resilience by use of Jigsaw scheme of work, Play therapy and ELSA.	£9802
Targeted support using interventions and assessment materials	£13049
Music lessons, visits, sports, clubs and after school club, Whoop Enabling children to go to Residential visits	£5770.64
TOTAL	£29,648.64
CARRY FORWARD TO 2019 – 2020	£0