

Pupil premium strategy statement (primary)

1. Summary information					
School	Westende Junior School				
Academic Year	2020/2021	Total PP budget	£17,485	Date of most recent PP Review	January 2021
Total number of pupils	235	Number of pupils eligible for PP	16	Date for next internal review of this strategy	June 2021

2. Current attainment		
	<i>In Year 6 2020, 4 Pupils were eligible for PP (1 had an EHCP for ASD)</i>	<i>As there was no KS2 data for 2020, included is the national data for 2019 Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	25%	65%
% making progress in reading	50%	73%
% making progress in writing	25%	79%
% making progress in maths	25%	78%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Most pupils are not reaching ARE despite making progress in Writing, SPaG, Reading and Maths	
B.	Some individuals do not have the ability to manage their social and emotional needs	
C.	SEND need– 3 EHCPs for ASD, 5 with a SEND running record	
D.	To ensure children engage with remote learning	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Parental engagement and support for some PPG pupils is low - limited support at home with reading, spelling and times tables, modelling positive learning attitudes and supporting social and emotional needs.	
F.	Financial barrier to support children – children wearing correct school uniform, PE kit, learning resources and participation in extra- curricular clubs and trips.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Raise progress levels across the school for PPG children (from their starting point on entry to Westende)	PPG children make good progress from their starting point on entry to KS2.
B.	Children develop the skills to manage their social and emotional needs	Children feel safe and confident about coming into school. Children develop relationship with trusted adult. Children develop skills to manage some

		social situations and deal with associated emotions.
C.	SEND need– 3 EHCPs for ASD, 5 with a SEND running record	Children make progress that is relevant to them and their starting point. Children are well supported and nurtured to enable them to access as much of the curriculum as possible.
D.	To ensure children engage with remote learning to the best of their ability	Monitoring of children’s engagement with home learning Regular contact with school for pupil premium children
E.	Increase parental engagement of PPG children	Parents attend parents’ evenings. Parents communicate through home school link books and sign to say they have supported children with homework and reading. Parents attend family days and Westende Wonder Assemblies etc.
F.	All children wear the correct uniform and have the required learning resources to meet the curriculum. In addition, they will have full access to wider school opportunities.	Children will be appropriately clothed and equipped for learning. Children have access to all areas of learning including trips.

5. Planned expenditure

Academic year	2020/ 2021
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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?
To raise attainment in English and Maths	Small class teaching in Year 5 for Maths and English as well as small group teaching in Year 6 maths. Continue to develop meta-	When a change in teaching approach does accompany a class size reduction (which appears hard to achieve until classes are smaller than about 20) then benefits on attainment can be identified, in addition to improvements on behaviour and attitudes. In some studies, these benefits persist for a number of years http://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/ Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months’ additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make	Differentiated planning. Teaching approaches to suit the group’s needs. Accurate assessment and review. Monitor planning to ensure mastery is being taught as part	Year 5/ 6 staff PA/PPG champion	Termly Termly Growth Mindset lessons, assemblies

	cognition skills in maths	their thinking explicit through discussion. http://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/	of the Power Maths (Maths Mastery) scheme. Identify PPG pupils on planning. Pupil tracking.		and training has been completed.
	PiXL interventions run by class teachers	PiXL tracking identifies specific learning gaps and interventions are targeted at filling these specific gaps. LOs are chosen to link with current class teaching and are delivered by qualified teachers.	Regular meeting to select target children. Pupil tracking	Class teachers	Ongoing Formal review at end of year
	Accelerated reader programme	The English curriculum will be driven by high-quality texts and will focus on teaching reading into writing. Vocabulary will be at the heart of all that we do. The EEF indicates that reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities and involve activities and texts that provide an effective, but not overwhelming, challenge. Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	Full training for all staff Regular assessment of childrens ZPD Termly reading assessments	LO Class teachers NE (assessment lead)	Termly
	Voice 21	Purposeful speaking and listening activities support the development of pupils language capability and provides a foundation for thinking and capability. Research carried out by the Education Endowment Foundation (EEF) in 2017 made 7 key recommendations for KS2 literacy. The first of which refers to reading and language acquisition. https://tinyurl.com/EEFLiteracyBlog	Full CPD for all teachers Assessment of vocabulary using BVAS	NE/ LK/ MR	Termly
	Effective feedback	To ensure high quality feedback is given to the children Feedback & monitoring pupil progress Education Endowment Foundation EEF	Termly reading and writing assessments Discussions with pupils, teacher feedback		
	Spelling Frame	Spelling (along with vocabulary and phonics) are critical foundational skills that help children with reading fluency comprehension. Improving Literacy in Key Stage 2 Education Endowment Foundation EEF	Full training of staff Introducing and embedding the use of Spelling Frame	HD/ LO/ LK	

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 develop the skills to manage their social and emotional needs	<p>Daily emotional check-in – develop vocabulary, build relationship with trusted adult, remove/support regarding barriers to learning.</p> <p>Attending JACs (Equine assisted learning)</p> <p>Nurture assistants in school</p>	<p>Class TAs have each been assigned a PPG children to carry out daily check ins with. All children spend 5-10 minutes each morning to share any concerns/ worries that they have and ask questions. Giving pupils an opportunity to air any worries before the start of the day enables school to remove barriers to learning where possible and support emotional.</p> <p>During lockdown, teachers/ teaching assistants carry out regular check-in sessions with children and parents of Pupil Premium children</p> <p>Equine Assisted Learning (EAL) is an experiential approach working with the horse on the ground, helping the participant to explore body language and behaviour as well as reflecting on the relationships around them and their own emotions. EAL helps young people set and work towards personal goals, develop confidence and overcome fears, as well as developing problem solving skills.</p> <p>Our Nurture TA's will be following a graduated response that will seek to offer PPG pupils a personalised opportunity to develop strategies, that with support, attempt to remove barriers to learning on an emotional wellbeing basis.</p>	<p>Termly meetings to identify any patterns of behaviour/concerns.</p> <p>Feedback from the children that attend as well as their parents and teachers</p> <p>Weekly feedback meeting with nurture assistants</p>	<p>TAs/LK</p> <p>Class teachers/ LK</p> <p>WW/ LK</p> <p>WW/LK/LK</p>	<p>June 2020</p> <p>Weekly</p> <p>At the end of the programme</p> <p>June 2021</p>

Raise progress levels across the school for PPG children (from their starting point on entry to Westende)	In class support for PPG children	Individual support during lessons will assist children to meet the lesson objective and personal targets, and to engage fully with the learning.	Regular pupil progress meetings between SLT and class teachers to ensure support is targeted and challenging. Pupil tracking and assessment	Class teachers and SLT	June 2021
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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?
All children wear the correct	On a case by case basis, the school will offer supports	School uniform can instil pride; encourage identity with, and support for, school ethos; ensure pupils feel welcome; protect children from social pressures to dress in a particular way; and nurture cohesion.	On a case by case basis, PPG champion and class	PPG champion	Termly

uniform and have the required learning resources to meet the curriculum. In addition, they will have full access to wider school opportunities.	with funding trips, accessing the correct school uniform and ensuring they have the correct equipment for school All PPG children will be offered 1 club per term, which will be paid for by the school	Offering support with trips and clubs promotes a socio economic equality and ensures that PPG children have the same opportunities as non-PPG children to access a broad curriculum Attendance in clubs allows pupils to feel part of the wider school community and provides opportunities that they would not otherwise have access to.	teachers will liaise with parents about individual circumstances Monitor club lists and engage directly with parents to ensure PPG children are accessing clubs where appropriate.		
Increase parental engagement of PPG children	Regular meetings with some parents of PPG children to offer support and an understanding of their situation.	Engagement with parents enables the school to better understand that needs of the child. By increasing parental interest in pupil's learning, progress and targets both academically and socially/emotionally will lead to them supporting and positively impacting their child's achievement and progress https://educationendowmentfoundation.org.uk/resources/teachinglearning-toolkit	Log meeting and feedback where necessary to class teachers.	PPG Champion	Termly

Review of Expenditure			
Previous Academic Year		2019-2020	
i) Quality 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)
A. Improve vocabulary skills for PPG children (BPVS scores)	i) Daily conversations with an adult to extend vocabulary	i) BPVS scores, on average, improved by 17months over 15 months. Pupils developed a strong relationship with named adult in school. Children were confident to approach their linked adult when they required support or assistance. The daily check-in was extended to other vulnerable children in school.	i) Daily check-ins to continue for all PPG children. Consider alternatives/extensions to Blob tree in order to promote conversation skills. Other vulnerable children continue to be included. Enrol in the Voice 21 project to improve children's vocabulary

	ii) Whole school focus on improving reading	ii) Book talk continues in one year group, but accelerated reader has now become the focus across the school	ii) Fully embed the Accelerated Reader programme across the school.
B. Raise progress levels across the school for PPG children (from their starting point on entry to Westende)	<p>i) 1:1 tutoring offered to PPG children</p> <p>ii) In class support for PPG children</p> <p>iii) Monitoring of teachers planning to ascertain how the needs of PPG children are being met in the classroom</p> <p>iv) Pre teaching of subsequent weeks learning in some year groups</p> <p>v) Implement and track quality first teaching and Wave 1 interventions to meet individual's needs through the assess, plan, do, review cycle</p> <p>vi) Developing teacher marking strategies to identify misconceptions and to guide children on how they can improve using target setting</p>	<p>i) Discussions with class teacher felt that small amounts of progress were made – particularly in confidence.</p> <p>ii) Discussions with class teachers show that the impact on confidence and small step achievement has been invaluable</p> <p>iii) This had no measurable impact on pupils' learning.</p> <p>iv) Ensured that children were better prepared for lessons and were able to participate in class discussions, already knowing some of the vocabulary.</p> <p>v) Each year group ran interventions to suit the needs of their individual pupils with success for most. Pixl assessments were used in years 3 and 6 in to identify and fill gaps in learning for reading and maths.</p> <p>vi) New clearly coded marking system embedded across school and shared with the children ensuring focussed feedback. Children are now very clear how to purple pen their work to improve it.</p>	<p>i) Due to corona virus restrictions, 1:1 tuition is not able to continue this year. PPG children will get priority with Catch Up funding tuition</p> <p>ii) Continue to support targeted children to ensure they are working at their highest ability.</p> <p>iii) Not to be continued</p> <p>iv) Pre-teaching requires clearer objectives and more prep time in order to be effective.. Maintain the focus of vocabulary. Due to lack of staffing, this has not been able to continue this year</p> <p>v) Pixl interventions will run again this year but will be taught by class teachers.</p> <p>vi) Now investigating a 'No Marking' policy, whereby by the teacher gives oral feedback and places the emphasis on children editing and reviewing their own work</p>
C. Children develop the skills to manage their social and emotional needs	<p>PPG Barriers to learning interviews</p> <p>Social and emotional interventions with PPG champion</p>	<p>Results fed back to class teachers enabling them to make subtle changes to classroom practise including placement of children, checking in etc.</p> <p>2 children benefitted from sessions allowing for positive transitions and a happier/more settled home life. 2 children will continue to receive support for self-esteem and behaviour.</p>	<p>Continued – now embedded in school practise.</p> <p>The role of PPG champion has been removed. Two TAs are currently being trained as Nurture Assistants, which will take on this role in the coming months.</p>

		<p>External counselling support provided for 2 PPG pupils.</p> <p>Girls' social skills group – 2 pupils showed improvement in turn taking skills. 2 pupils grew in confidence and were able to voice their thoughts within the group by the end of the sessions.</p>	
<p>D. Increase parental engagement of PPG children</p>	<p>Regular meetings with parents of PPG children</p> <p>Parental Questionnaires sent to all PPG parents to ascertain areas that they need help with</p>	<p>Regular meetings were not held routinely however class teachers made contact whenever necessary.</p> <p>Only 1 parent responded to this questionnaire.</p>	<p>Continue – highlight new PPG pupils to staff, as well as those whose involvement has previously been low.</p> <p>Engage with parents face to face in the future via class teacher.</p>
<p>E. All children wear the correct uniform and have the required learning resources to meet the curriculum. In addition, they will have full access to wider school opportunities.</p>	<p>On a case by case basis, for parents currently eligible for FSM, the school will offer supports with funding trips, accessing the correct school uniform and ensuring they have the correct equipment for school</p> <p>All PPG children will be offered 1 club per term, which will be paid for by the school</p>	<p>All PPG children attended trips to support learning and were able to fully engage with follow up class activities. .</p> <p>Where necessary children were provided with school uniform. All PPG pupils were equipped to partake in all activities.</p> <p>Only three pupils took up the offer of an after school club</p>	<p>Continue supporting on a case by case basis.</p> <p>Speak to parents directly re: clubs as well as sending home letters.</p>