

Pupil premium strategy statement (primary)

1. Summary information					
School	Westende Junior School				
Academic Year	2019/20	Total PP budget	£16,820	Date of most recent PP Review	September 2019
Total number of pupils	240	Number of pupils eligible for PP	14	Date for next internal review of this strategy	December 2019

2. Current attainment		
	<i>Pupils eligible for PP (of the 4 Year 6 PPG children, 1 has an EHCP for ASD and 1 was previously LAC)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	50%	65%
% making progress in reading	50%	73%
% making progress in writing	50%	79%
% making progress in maths	75%	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 and Child Protection – 3 EHCPs for ASD ,2 ASD diagnoses, 2 CP concerns	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	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.	
E.	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 and Child Protection – 3 EHCPs for ASD ,2 ASD diagnoses, 2 CP concerns	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.	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.
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.	Children will be appropriately clothed and equipped for learning. Children have access to all areas of learning including trips.

5. Planned expenditure

Academic year	2018/2019
----------------------	------------------

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 6.	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/	Differentiated planning. Teaching approaches to suit the group's needs. Accurate assessment and review.	HD and SP	December 2019
	Continue to develop meta-cognition skills in maths	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 their thinking explicit through discussion. http://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/	Monitor planning to ensure mastery is being taught as part of White Rose scheme. Identify PPG pupils on planning. Pupil tracking.	PA/PPG champion	Termly
	PiXL interventions – beginning in year 6.	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.	Weekly meeting to select target children. Pupil tracking		Ongoing Formal review at end of year
	Pre teaching of	Communication and language approaches used include reading aloud to children and discussing books, explicitly	Half termly meetings between		December 2019

	<p>subsequent week's learning</p> <p>Reading support – 1:1, Lexia – to develop fluency, comprehension and vocabulary.</p>	<p>extending children's spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds.</p> <p>https://educationendowmentfoundation.org.uk/pdf/generate/?u=https:// Giving children some subject knowledge and specific vocabulary allows them to participate fully in lessons and more confidently engage in the learning.</p> <p>On average, children who are involved in daily reading activities and discussions make approximately six months' additional progress over the course of a year. https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://</p>	<p>TAs and Class teachers to plan for and feedback from pre-teaching.</p> <p>Reading age, assessment, pupil tracking</p>		<p>December 2019</p> <p>Review after 30 trial</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 develop the skills to manage their social and emotional needs	Daily emotional check-in – develop vocabulary, build relationship with trusted adult, remove/support regarding barriers to learning.	<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>	Termly meetings to identify any patterns of behaviour/concerns.	TAs/PPG champion	Dec/Jan
	Book Beasties	<p>The Mental Health Foundation states that 50% of mental health issues take root before the age of 14 yrs. Emotional, behavioural, social, and school wellbeing at ages 7, 10 and 13 are significantly correlated with later academic achievement at Key Stage 2 (age 11), Key Stage 3 (age 14) and Key Stage 4 (age 16). DfE report RR253</p>	Review in December after first five sessions have been delivered. In class observations of children.	RD/SENCO/PPG champion	December 2019
	Social and emotional interventions with PPG champion - Small group activity sessions.	<p>Some children would benefit from support in areas such as social skills and life skills whilst encouraging them to develop their emotional literacy and self-esteem.</p>	Feedback from class teachers and parents	PPG champion	December 2019

Raise progress levels across the school for PPG children (from their starting point on entry to Westende)	Offering 1:1 tuition for some PPG children – both in the school day and out of it	Having studied the school data over time it has become apparent that many of our PPG children do not make expected progress from their entry point.	Termly feedback meetings with class teachers and tutors. Pupil tracking.	PPG Champion	December 2019
	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.	Weekly meeting between PPG Champion and class teachers to ensure support is targeted and challenging. Pupil tracking and assessment	Class teachers and PPG Champion	December 2019
	Lego Therapy	Lego Therapy resulted in an increase in interaction, which in turn promoted the acquisition of key skills such as sharing, collaboration, conflict resolution, verbal and non-verbal communication (Owens et al., 2008).	Termly feedback meeting with Acorns staff	WW/PPG champion	December 2019
	Introduce Growth Mindset across school	Positive thinking and perseverance has a beneficial effect on children's resilience and attitude to learning. Growth mindset also helps develop meta-cognitive skills.	INSET, Weekly whole school assemblies and follow up lessons in class.	HT	December 2019

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 uniform and have the required learning resources to meet the curriculum. In addition, they will have full access to wider school opportunities.	On a case by case basis, the school will offer supports 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	Giving children access to the full school uniform allows them to feel part of the school. It also protects them from social pressures to dress a certain way. 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.	On a case by case basis, PPG champion and class 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.	PPG champion	Termly
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.	Log meeting and feedback where necessary to class teachers.	PPG Champion	Termly

Review of Expenditure			
Previous Academic Year		2018-19	
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)	<p>i) Daily conversations with an adult to extend vocabulary</p> <p>ii) Whole school focus on improving reading</p> <p>iii) Wave 1 and 2 reading interventions</p>	<p>i) BPVS scores, on average, improved by 17 months 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.</p> <p>ii) Book Talk has been embedded across the school. Children are more able to discuss texts and find evidence within the text to support their written answers.</p> <p>iii) Boys reading group ensured boys read every week. Enjoyment levels rose 1:1 reading for two year 6 pupils resulted in one achieving EXS and one GDS.</p>	<p>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.</p> <p>ii) Continue using Book Talk across the school.</p> <p>iii) Boys Reading group will continue this year. Reading support will be tailored for selected children. Explore other ways for engaging reluctant readers especially ASD pupils.</p>
B. Raise progress levels across the school for PPG children (from their starting point on entry to Westende)	<p>i) Offering 1:1 tuition for some PPG children – both in the school day and out of it</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</p> <p>v) Implement and track quality first teaching and Wave 1 interventions to meet individual's</p>	<p>i) 9 PPG pupils received 1:1 tutoring. All made significant progress, however only 2 pupils reached the required standard. (Particularly effective for those children who are on the cusp of achieving national expectation.)</p> <p>ii) 2 children received 1:1 support in maths for 1 hr per week enabling them to better access learning. 1 pupil achieved ARE.</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</p>	<p>i) Continue with tutoring for some children in order to improve both academic performance and confidence.</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</p> <p>v) Pixl interventions will run again this year but will be taught by class teachers.</p>

	<p>needs through the assess, plan, do, review cycle</p> <p>vii) Developing teacher marking strategies to identify misconceptions and to guide children on how they can improve using target setting</p>	<p>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>vii) 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>vii) Continuing</p>
<p>C. Children develop the skills to manage their social and emotional needs</p>	<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>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>Continued – now embedded in school practise.</p> <p>Continue to provide emotional and social support as and where needed.</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>