

## West Vale Primary School Pupil Premium Strategy and Impact

1. Summary information					
School	West Vale Primary School				
Academic Year	2018/19	Total PP budget	£71,580	Date of most recent PP Review	July 2019
Total number of pupils	165	Number of pupils eligible for PP	53	Date for next internal review of this strategy	July 2019

2. Attainment Y6 2018		
	<i>WVPS Pupils eligible for PP (your school)</i>	<i>WVPS Pupils not eligible for PP</i>
% achieving ARE or above in reading, writing and maths	12.5%	41.2%
% making ARE in reading (DFE school Progress Measure)	25%	58.8%
% making ARE in writing (DFE school Progress Measure)	50%	82.4%
% making ARE in maths (DFE school Progress Measure)	62.5%	58.8%
Attainment rest of the school 2018		
% achieving GLD at the end of reception	80%	66.7%
% achieving year 1 phonics screen	100%	85%
% achieving year 2 phonics re screen	100%	100%
% achieving phonics screen by the end of year 2	100%	100%
Attainment Y2 2018		
% achieving ARE or above in reading	41.7%	85.7%
% achieving ARE or above in writing	33.3%	85.7%

% achieving ARE or above in maths	50%	100%
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### Barriers to future attainment (for pupils eligible for PP, including high ability)

A	KS1
B	KS2
C	SEND
D	Attendance
E	Applying for PP

	Desired outcomes and how they will be measured	Success criteria and Impact (in bold)
A	The difference between the attainment of pupil premium and non-pupil premium pupils in KS1 SATs is diminished. Results will be monitored through pupil progress meetings and measured by the outcome of KS1 SATs 2019.	<p>Pupil Premium Pupils attainment will be in line with that of other pupils. Moderated by teacher assessment, cluster and MAT moderations.</p> <p>Regular progress meetings have been held and the PP children have been carefully tracked and monitored.</p> <p>From 2018 to 2019 in all 3 areas the gap between PP and non PP has decreased for children achieving expected.</p> <p>Reading 44% in 2018 to 22.2% in 2019 – an 21.8% difference  Writing 52.4% in 2018 to 0% in 2019 – an 52.4% difference  Mathematics 50% in 2018 to 38.9% in 2019 – an 11.1% difference</p> <p>Showing that in all 3 subjects the gap has been closed on the previous year</p>
B	The difference between the attainment of pupil premium and non-pupil premium pupils in KS2 SATs is diminished both at EXS and at GD.	<p>Pupil Premium Pupils attainment will be in line with that of other pupils. Moderated by teacher assessment, cluster and MAT moderations.</p> <p>Non PP children are still making greater progress than PP however there has been an improvement in this area since last year (see below).</p>

	Support for SEMH issues of year 6 pupils is addressed and measured using the school data and behaviour tracking systems. Results will be monitored through pupil progress meetings and measured by the outcome of KS2 SATs 2018.	Children accessing the behaviour room has fallen by 1/3 from Autumn to Spring and continue to decrease showing that children are accessing the teaching and learning in the classroom. This has been supported by the availability of the PSW. 48 % of Year 6 children have accessed the PWO since January 2019 for 1 to 1 sessions, joint friendship sessions and/or activity sessions.
C	Pupil Premium pupils with all types of SEND make expected progress given their need. Monitor and use data effectively to identify SEND pupils not making expected progress using intervention logs and reports and SPT. Contribute findings to pupil progress meetings.	Pupil Premium Pupils with SEND will progress at the same rate as non-SEND PP  Pupil Premium Pupils with SEND (11 children) who have progressed the expected 6 steps in comparison to non-SEND PP progressing at 6 steps. Reading – PP SEND – 50% non SEND 73% Writing – PP SEND – 33% non SEND 66% Maths – PPSSEND – 17% non SEND 63%
D	Increased attendance rates for pupils eligible for PP with awareness that there are a significant number of these with complex SEND needs. Attendance regularly monitored, reported and acted upon.	Pupil Premium attendance will be in line with the rest of school.  Pupil Premium attendance has risen by 3.72% school attendance is 95.13% compared with 91.41% for the same period last year. School attendance for the same period is 96.18%
E	All parents eligible will be supported to apply for Pupil Premium. Regular monitoring to ensure all parents who can apply are given the support and encouragement needed.	Uptake on PP will rise.  There has been an increase on parents taking up the pupil premium 9.2% (15 children) increase from autumn to summer. 25.8% to 35% this is continuing to rise through awareness.

EYFS GLD ANALYSIS		
PERCENTAGE PASSING THE TEST (NATIONAL AVERAGE)		
	SCHOOL 2018	SCHOOL 2019
ALL	70.6%	77.8%
PP	80%	75%
NON PP	66.7%	80%

YEAR 1 PHONICS ANALYSIS		
PERCENTAGE PASSING THE TEST (NATIONAL AVERAGE)		
	SCHOOL 2018	SCHOOL 2019
ALL	88.5%	75%
PP	100%	80%
NON PP	85%	73.3%

YEAR 2 PHONICS RE-TEST ANALYSIS		
PERCENTAGE PASSING THE TEST		
	SCHOOL 2018	SCHOOL 2019
ALL	100%	100%
PP	100%	100%
NON PP	100%	100%

YEAR 2 SATS TEST ANALYSIS							
PERCENTAGE PASSING THE TEST (last year)							
		READING		WRITING		MATHEMATICS	
		Expected +	Above	Expected +	Above	Expected +	Above
ALL	2018	<b>65.4</b>	<b>23.1</b>	<b>61.5</b>	<b>11.5</b>	<b>76.9</b>	<b>15.4</b>
	2019	62.9	0	50	0	61.5	3.8
PP	2018	41.7	0	33.3	0	50	0
	2019	75	0	50	0	50	0
NON PP	2018	85.7	42.9	85.7	21.4	100	28.6
	2019	72.2	0	50	0	61.1	5.6

YEAR 6 SATS TEST ANALYSIS					
PERCENTAGE PASSING THE TEST					
		READING	WRITING	MATHEMATICS	COMBINED
All	2018	76%	72%	72%	32%

	2019	76%	76%	80%	68%
<b>Pupil Premium</b>	2018	48%	50%	0%	0%
	2019	63%	62.5%	50%	50%
<b>Non Pupil Premium</b>	2018	47.8%	73.9%	65.2%	38.4%
	2019	82%	88.2%	94%	76%

Academic year					
2018/19					
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?
<p><b>A. KS1</b> The difference between the attainment of pupil premium and non-pupil premium pupils in KS1 SATs is diminished. Results will be monitored through pupil progress meetings and measured by the outcome of KS1 SATs 2019.</p>	<p>Quality first Teaching, differentiated tasks and quality support by TA in a vibrant and exciting learning environment. Monitor data for PP children and identify appropriate intervention Continued focus on all PP pupils to ensure a range of reactive and targeted intervention is in place Use of specific TAs to target groups/ individual pupils Increase the capacity to support pupils with SEMH/behaviour needs Highly trained TAs to deliver specific interventions across the school.</p>	<p>KS1 attainment of pupil premium pupils is negatively affected by the lack of support and engagement of parents, particularly with reading and lack of life experiences e.g. EEF Toolkit states <i>Developing effective parental involvement to improve their children's attainment is challenging however involvement is often easier to achieve with parents of very young children</i></p>	<p>Monitor engagement of parents. Reports provided to SLT by SENDCo and class teachers.</p> <p>End of each term through data submission to SLT with a half termly review on progress</p> <p>Lesson Observations/walks as per school's observation plan schedule</p> <p>6 weekly review following all interventions to ensure impact</p>	SLT	Jan 2019

	Leadership time hours identifying needs and training /supporting staff Equipment and resources Counselling sessions Assessment Manager time Courses and training				
<b>Total budgeted cost</b>					£ 10,000

<p><b>A.KS1</b> The difference between the attainment of pupil premium and non-pupil premium pupils in KS1 SATs is diminished. Results will be monitored through pupil progress meetings and measured by the outcome of KS1 SATs 2019.</p>	<p>Monitor data for PP children and identify appropriate intervention Continued focus on all PP pupils to ensure a range of reactive and targeted intervention is in place Use of specific TAs to target groups/ individual pupils Increase the capacity to support pupils with SEMH/behaviour needs Leadership time hours identifying needs and training /supporting staff Equipment and resources Counselling sessions Assessment Manager time Courses and training</p>	<p>KS1 attainment of pupil premium pupils is negatively affected by the lack of support and engagement of parents, particularly with reading and lack of life experiences e.g. EEF Toolkit states Developing effective parental involvement to improve their children's attainment is challenging however involvement is often easier to achieve with parents of very young children</p>	<p>PP pupils are identified using effective data analysis Appropriate intervention resourced Use of EEF tools and liaison with other schools to find effective interventions for PP pupils Appropriate and effective intervention developed, sourced and in place for pupils. Use of Specific TAs before and after school to provide 1 to 1 intervention. Impact to be measured and discussed with PP leader on an informal basis as required. Intervention logs used to track progress. Impact report at the end of each term by interventions staff. Pupil progress meetings The gap in attainment between PP and non-PP is continually diminishing and is comparative to the national gap. Use of a broader pastoral team resulting in marked improvements in social and emotional well-being of vulnerable pupils</p>	<p>SENDco and Assessment coordinator  Principal</p>	<p>Jan 2019</p>
Total budgeted cost					£7,000



<p><b>B. KS2</b> The difference between the attainment of pupil premium and non-pupil premium pupils in KS2 SATs is diminished both at EXS and at GD. Support for SEMH issues of year 6 pupils is addressed and measured using the school data and behaviour tracking systems. Results will be monitored through pupil progress meetings and measured by the outcome of KS2 SATs 2018.</p>	<p>Quality first Teaching, differentiated tasks and quality support by TA in a vibrant and exciting learning. Monitor data for PP children and identify appropriate intervention. Continued focus on all PP pupils to ensure a range of reactive and targeted intervention is in place Highly trained TAs to deliver specific interventions across the school. Leadership time hours identifying needs and training /supporting staff Equipment and resources Counselling sessions Assessment Manager time Courses and training Addressed and measured using the school data and behaviour tracking systems. Results will be monitored through pupil progress meetings and measured by the outcome of KS2 SATs 2018.</p> <p>Increase the capacity to support pupils with SEMH/behaviour needs</p>	<p>KS2 disaffected and unstable home lives of some pupils, particularly those in receipt of PP, has a detrimental effect on their academic progress and that of their peers. e.g. EEF Toolkit states <i>Meta-cognition and self-regulation approaches have consistently high levels of impact</i></p>	<p>End of each half term through data submission to SLT with a half termly review on progress at pupil progress meetings</p> <p>Lesson Observations/walks as per school's observation plan schedule</p> <p>Lesson Observations/walks as per school's observation plan 6 weekly review following all interventions to ensure impact</p> <p>Termly through IEP and or tracking meetings</p>	<p>SLT</p>	<p>Jan 2019 following termly data collection in Dec 2018</p>
<b>Total budgeted cost</b>					£20,000

Quality of teaching for all total budgeted cost					£40,000
<p><b>B.KS2</b> The difference between the attainment of pupil premium and non-pupil premium pupils in KS2 SATs is diminished both at EXS and at GD. Support for SEMH issues of year 6 pupils is addressed and measured using the school data and behaviour tracking systems. Results will be monitored through pupil progress meetings and measured by the outcome of KS2 SATs 2018.</p>	<p>Use of broader pastoral team Train all staff and embed Restorative Justice scheme and use of rewards system.</p>	<p>KS2 disaffected and unstable home lives of some pupils, particularly those in receipt of PP, has a detrimental effect on their academic progress and that of their peers e.g. <i>EEF toolkit SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school. DFE report 2015 Supporting the attainment of disadvantaged pupils: articulating success and good practice suggests addressing behavioural issues is a key factor to success</i></p>	<p>Appropriate intervention resourced Use of EEF tools and liaison with other schools to find effective interventions for PP pupils Appropriate and effective intervention developed, sourced and in place for pupils. Use of a broader pastoral team resulting in marked improvements in social and emotional well-being of vulnerable pupils</p>	<p>Year 6 Class teachers  Deputy/SENDco  Principal</p>	<p>Jan 2019</p>
Total budgeted cost					£13,000

<p><b>C. SEND</b> Pupil Premium pupils with all types of SEND make expected progress given their need. Monitor and use data effectively to identify SEND pupils not making expected progress using intervention logs and reports and SPT. Contribute findings to pupil progress meetings.</p>	<p>All SEND children requiring an intervention have this provided by appropriately trained and adequately resourced staff on a regular basis. Interventions recorded on school formats. Intervention logs and support plans used to record and monitor progress. Termly impact intervention reports. SEND pupils discussed at Pupil progress meetings Identified concerns are dealt with in a swift and timely manner to enable the best possible outcome for pupils. Recorded outcomes and referrals. Staff have a role model of effective practice to help support the needs of SEND pupils. Support for teaching staff on how best to meet the needs of SEND pupils particularly in writing. Teachers and support staff feel supported with identified concerns and strategies are put in place to help address all issues raised.</p>	<p>SEND PP pupils have some of the most complex SEND needs in school which impact on progress and attainment <i>SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average.</i> <i>Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better individualised instruction may be better used as an occasional supplement to usual class teaching, rather than a standard replacement.</i></p>	<p>Monitor and use data effectively to identify SEND pupils not making expected progress using intervention logs and reports and SPT. Contribute findings to pupil progress meetings.</p> <p>Use of staff meeting time to deliver training and support for teachers.</p>	<p>Teacher/SENDCo effective model of good practice</p> <p>Principal</p> <p>Assessment Co</p>	<p>Jan 2019</p>
Total budgeted cost					£4,000

	<b>Targeted support total budgeted cost</b> £24,000
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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?
<p><b>D. Attendance</b> Increased attendance rates for pupils eligible for PP with awareness that there are a significant number of these with complex SEND needs. Attendance regularly monitored, reported and acted upon.</p>	<p>Pupils attend school regularly and punctually therefore not missing the school hours which often cause them to fall behind. Increased PP pupil attendance to ensure the gap in attainment between PP and non-PP is diminished at KS1 and is comparative to the national gap. Target PP children to attend lunchtime and after school clubs</p> <ul style="list-style-type: none"> <li>- Continue to work with families to help them apply for PP funding.</li> <li>- Ensure all parents know how to apply for FSM.</li> <li>- Learning mentor maximises every opportunity for informal meetings and talks to parents.</li> <li>- Use of targeted leaflet</li> <li>- Text messages</li> <li>- Website messages</li> <li>- other incentives such as free uniform</li> </ul>	<p>We can't improve attainment for children if they are not actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step</p>	<p>Monitor impact throughout the year: Termly report to governors, Identification and referral of persistent absentees to EWO.</p> <ul style="list-style-type: none"> <li>- More PP pupils attend school regularly.</li> <li>- Improved progress measures for PP pupils.</li> <li>- implement new strategies and monitor impact throughout the year: traffic light letters half termly, first day visits, meetings with parents</li> <li>- Termly report to governors</li> <li>- Identification and referral of persistent absentees to EWO</li> <li>- Review reward system and update</li> </ul> <p>Ensure all staff are aware of pupils in each class with poor attendance</p> <ul style="list-style-type: none"> <li>- Liaise with Learning Mentor to ensure she is targeting PP pupils.</li> <li>- RT produce termly list of which pupils are attending each sports club.</li> </ul>	<p>Principal</p> <p>Deputy(SENDCo/PP/Intervention)</p>	<p>Half termly</p>

	Access to support for trips and after school clubs.		<ul style="list-style-type: none"> <li>- PP pupils targeted to attend at least one after school club.</li> <li>- Class Teachers to liaise with parents to encourage PP pupils to attend clubs.</li> </ul>		
Total budgeted cost					£2,000

<p><b>E. Applying for PP</b> All parents eligible will be supported to apply for Pupil Premium. Regular monitoring to ensure all parents who can apply are given the support and encouragement needed.</p>	<p>Continue to work with families to help them apply for PP funding. Ensure all parents know how to apply for FSM. Stall at Parents Evening School business manager informs staff of key dates Use of targeted leaflet Text messages Website messages Other incentives Access to support for trips and after school clubs</p>	<p>Most parents do not apply without school staff intervening as they find the process difficult to engage with and need constant reminders and support to do so.</p> <p>More vulnerable pupils receive the funding for which they are entitled and school can fund all support required to help diminish the difference between PP and NPP pupils at LPS.</p>	<p>School receives the pupil premium funding to which it is entitled.</p>	<p>Assistant Head (SENDCo/PP/Intervention)</p> <p>Office Admin</p> <p>PSW</p> <p>EYFS Leader</p>	<p>Jan 2019</p>
Total budgeted cost					£1220

Other approaches total budgeted cost	£ 1,980
<b>TOTAL PROJECTED BUDGETED COSTS FOR 2017/18</b>	<b>£71, 580</b>

