



Westclyst Community Primary School

Pupil Premium Report

2018 - 19



Pupil premium strategy statement – Westclyst Community Primary School

1. Summary information					
School	Westclyst Community Primary School				
Academic Year	2017 - 18 2018 - 19	Total PP budget	£3,764.00 £9,193.00	Date of most recent PP Review	
Total number of pupils 2017 - 18 2018 - 19	55 104	Number of pupils eligible for PP 2017 - 18 2018 - 19	5 11	Date for next internal review of this strategy	June 2019

2. Current attainment		
	<i>School average PP Pupils / non-PP Pupils</i>	<i>School Average All Pupils / National Average</i>
% achieving EYFS GLD	67% / 86%	85% / 71%
% achieving Phonics Yr 1	100% / 96%	95% / 82%

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.	Social & emotional needs including anxiety
B.	Speech and Language needs on entry to school that impact on literacy progress
C.	Lack of engagement and focus on learning due to parenting needs
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Low attendance due to young carer

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children to be able to self regulate with positive engagement in learning	Use of PASS assessment to identify and track positive engagement in school
B.	Early identification and implementation of target intervention programmes to support speech development, language and understanding and phonics / reading progress	Use of Speech & Language Assessments, phonics screening assessments and reading test data to ensure good progress.

C.	Parental engagement with school support services and increased engagement by children in their learning.	Attendance by parents in parenting courses / meetings with evidence of increased aspiration and engagement by parent and child with use of PASS assessments to monitor attitudes.
D.	Increased attendance by targeted children.	Good attendance

5. Planned expenditure

Academic year **2018 - 19**

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?
Access to the breadth of the curriculum and enrichment opportunities	<ul style="list-style-type: none"> • Use of Forest school & Outdoors • Range of school trips to enrich the wider curriculum • Access to music opportunities • Use of the art specialist and art studio 	<ul style="list-style-type: none"> • Increased engagement with a relevant curriculum • Opportunities for reading and writing in the wider curriculum to extend the child. 	<ul style="list-style-type: none"> • Regular curriculum review by Subject Leaders • Shared planning across schools • Leadership by Head of Curriculum 	Head of Curriculum	Termly
Access to digital resources to support teaching & learning	<ul style="list-style-type: none"> • Use of Teams and OneNote resources to access the curriculum • 1:1 Access to digital devices to support learning • Use of video as tool to support communication and access to wider curriculum • Access to learning support tools and software • Use of Home Learning Opportunities 	<ul style="list-style-type: none"> • Increased independence and self-directed learning • Pre-learning and Home learning • Personalisation of learning through assignments set for individual needs 	<ul style="list-style-type: none"> • Digital drive team who champion use of digital technologies in teaching and learning. • Modelling of best practice by lead practitioners • Staff CPD 	Lead Practitioner / SLE	Weekly
Weekly CPD opportunities for all teaching staff to develop quality teaching	<ul style="list-style-type: none"> • Staff professional development programme to develop strategies to support those with additional needs. • Develop teachers in delivering the wider curriculum 	<ul style="list-style-type: none"> • More confident and skilled teachers to raise expectations for all children • Maximises use of resources to target individual needs 	<ul style="list-style-type: none"> • Programme of staff training targeted to SIP priorities and staff needs • Regularity of training to embed practice 	Head of Schools	Weekly

Total budgeted cost					£4193
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?
Individual tutoring to support phonics and reading	<ul style="list-style-type: none"> Identify target children that need individual tutoring Track progress through regular phonics screening 	<ul style="list-style-type: none"> Rapid improvement and impact of progress in phonics 	<ul style="list-style-type: none"> Phonics training of staff Observation of phonics and reading lessons Whole school development days to coach and mentor staff 	Phonics and reading leader	Half termly
1:1 Targeted support for children with anxiety and mental health issues	<ul style="list-style-type: none"> Use of school nurse / therapist to support identified children Regular meetings with children identified 	<ul style="list-style-type: none"> Removal of anxiety increases academic engagement and focus on learning 	<ul style="list-style-type: none"> Use of PASS assessment and regular feedback by children and parents 	Head of Children's Services	Monthly
Total budgeted cost					£3000
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?
Early identification of poor attitude and barriers to learning	<ul style="list-style-type: none"> Use of standardised assessments to identify attitudes to self as a learner and to school. 	<ul style="list-style-type: none"> To ensure all children have positive engagement in their learning and are positive about themselves as a learner Increased levels of stress and anxiety are common barriers with current pressures on children 	<ul style="list-style-type: none"> Regular review of assessment outcomes to prioritise children who need support in developing their self esteem 	Head of Children's Services	Termly
Class based Communication and Language support	<ul style="list-style-type: none"> Use of teaching strategies to develop oracy and language Use of language assessments to identify need 	<ul style="list-style-type: none"> Development of language enables good communication and problem solvers. Overcome barriers to learning Support for phonics and reading progress 	<ul style="list-style-type: none"> Training of staff Analysis of need based on assessment outcomes Tracking of reading progress 	Head of Children's Services	Termly
Total budgeted cost					£2000

6. Review of expenditure				
Previous Academic Year		2017 - 18		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated 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
Access to the breadth of the curriculum and enrichment opportunities	<ul style="list-style-type: none"> • Use of Forest school & Outdoors • Range of school trips to enrich the wider curriculum • Access to music opportunities • Use of the art specialist and art studio 	Good impact. High engagement by children in learning and excellent progress on reading and literacy skills across the wider curriculum.	Approach will be continued and extended.	£3764
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated 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
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated 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