

Pupil premium strategy statement:
Name of school: West Borough Primary

I. Summary information					
School	West Borough Primary				
Academic Year	2018/19	Total PP budget	£135,110 including EYFS	Date of most recent PP Review	December 2018
Total number of pupils	488	Number of pupils eligible for PP	104	Date for next internal review of this strategy	September 2019

Current achievement												
School points based progress comparison 2016/17 and 2017/18 for Pupil Premium Children												
Year	PP Reading 2016/17	Non PP Reading 2016/17	PP Reading 2017/18	Non PP Reading 2017/18	PP Writing 2016/17	Non PP Writing 2016/17	PP Writing 2017/18	Non PP Writing 2017/18	PP Maths 2016/17	Non PP Maths 2016/17	PP Maths 2017/18	Non PP Maths 2017/18
1	4.87	5.42	3.2	5.1	4.47	5.29	3.6	5	4.6	5.45	3.8	4.9
2	5.7	6.36	5.2	6	5.5	5.32	4.8	5.8	5.7	6.42	4.7	6.1
3	4.66	5.99	5	6.1	4.01	5.5	4.2	5.6	4.59	6.29	5	6
4	6.85	7.34	4.8	6.2	4.82	7.54	4.5	6.1	6.17	6.62	5	6
5	5.9	6.22	7	6.2	6.15	6.12	6.4	6	6.29	6.32	6.8	6
6	8.12	8.62	7.2	6.9	9.31	9.56	8.2	7.1	8.44	8.15	7.9	7

For Years 2 to 6, the expectation for progress within the school is 2 steps per term (Sept – Dec, Jan – Mar, Apr – Jul); 6 steps across the year. For Year R and Year 1 it is 4 steps in an academic year. This may be different for children with SEN, dependent on individual needs.

2. 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.	PP pupils joining the school with lower communication and interaction, English and/or Maths skills than non PP peers. Oral language skills & language development in Nursery, Reception & KSI are often lower for pupils eligible for PP than for other pupils. This may slow reading/writing progress in subsequent years.
B.	PP pupils low motivation or 'availability to learn' due to lower emotional wellbeing than other pupils. Emotional issues for a proportion of PP pupils are having detrimental effects on their academic progress.
C.	PP pupils lower starting points academically and socially.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	PP pupils with attendance below 96% - Average attendance for PP pupils is currently 94.9% PP parents struggling to support their children emotionally and educationally PP pupils limited educational and life experiences due to social, cultural or financial barriers Some families and pupils (mostly eligible for PP) would benefit greatly from additional support and nurture and thereby improve overall engagement with school

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in Nursery, Reception, Key Stage 1 and lower Key Stage 2 classes to support pupils in the development of reading and writing.	Pupils eligible for PP in Nursery, Reception, KSI and lower KS2 classes make accelerated progress by the end of the year so that the % of pupils eligible for PP meeting progress expectations equals or exceeds that of non-PP pupils.
B.	Higher rates of progress in Years 2 and 3 maths for PP pupils.	Teacher assessment and Pupil Progress Meetings will identify accelerated progress in maths for PP pupils in Years 2 and 3.
C.	Higher rates of progress in Years 2, 3, 4 and 5 writing for PP pupils.	Years 2, 3, 4 and 5 pupils eligible for PP make as much progress as non-PP eligible pupils, in writing. Measured by teacher assessments and successful moderation practices established.

D.	Higher rates of progress in Years 2, 4 and 5 reading for PP pupils.	Pupil survey Years 4 and 5 will indicate that KS2 PP children are more engaged with and enthusiastic about their reading. Teacher assessment and Pupil Progress Meetings will identify improvements in performance of identified PP pupils.
E.	Increased attendance rates for PP pupils due to FLO working closely with identified families.	Reduction in the number of persistent absentees among PP pupils to below 10%. Overall PP attendance to improve in line with other pupils.
F.	PP pupils will be more emotionally ready to learn.	Pupil survey will indicate that PP children are more engaged with and enthusiastic about their learning. PP pupils will be more motivated by and engaged in learning. Pupil progress meetings will identify improvements in performance of PP pupils.
G.	To enhance the development of early writing and imaginative play in the outdoor area for children in receipt of EYPP	Progress in physical development and writing will increase for EYPP pupils

4. Planned expenditure

Academic year

2017/18

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?
A For PP children in Nursery, Reception, KS 1 and lower KS 2 with limited language skills to receive targeted interventions to ensure accelerated development of their expressive language, reading and writing skills.	To continue to employ HLTAs for Speech & Language to assess and support staff to implement strategies for identified PP children to enable them to develop their expressive language, access the curriculum and accelerate their progress in reading and writing.	Children in last academic year who were identified through assessments to have limited language skills have developed skills through specific focused interventions, thus enabling them to access the curriculum and make accelerated progress in reading and writing from their individual starting points.	High-quality provision from TAs, HLTAs. Reassessment at end of academic year.	SENCo PPI Lead HLTA	July 2019 Total budgeted cost £7,000 with and CPD included.
B, C, D To continue to run booster sessions in English and Maths (HLTAs, specialist teachers) for Years 4, 5 and 6 children to accelerate the progress and attainment of children in higher KS 2.	Early morning boosters and Easter School prior to Year 6 SATs. Early morning boosters for Year 5. Early morning boosters for Year 4 (after Year 6 SATs).	Children who attended booster sessions in the last academic year made more progress in reading and maths and reported to be more confident about assessment week. 92% made accelerated progress in reading (7+ steps) 92% made accelerated progress in maths (7+ steps)	High-quality provision from Year 6 teachers and HLTAs. Parent workshop to explain content and to encourage attendance. Sessions monitored by SLT.	Leader of Learning	July 2019 Total budgeted cost £15,000 with and CPD included.

<p>D For PP children's progress and attainment in writing to be at national average and better at end of KS 1 and KS 2</p>	<p>To enhance the teaching of writing in the school by having a Phonics Counts teacher without whole-class responsibility and a dyslexia specialist teacher. This will ensure that teachers and TAs are well trained and deployed effectively to accelerate children's progress. They will also assist in creating personalised intervention programmes to best support children's needs.</p>	<p>The attainment measures for writing in KSI for 2017-2018 were in line with reading and less than maths and all were above Kent. The attainment measures for writing in KS2 for 2017-2018 were greater than reading and less than maths and all were above Kent.</p> <table border="1" data-bbox="730 352 1113 793"> <thead> <tr> <th colspan="3">Compared to Kent</th> </tr> <tr> <th></th> <th>KSI</th> <th>KS2</th> </tr> </thead> <tbody> <tr> <td>Reading Exp +</td> <td>+2.4%</td> <td>+9.2%</td> </tr> <tr> <td>Reading High Score</td> <td>- 6.5%</td> <td>+9.7%</td> </tr> <tr> <td>Writing Exp +</td> <td>+8.8%</td> <td>+10.6%</td> </tr> <tr> <td>Writing Greater Depth</td> <td>- 0.3%</td> <td>-5.6%</td> </tr> <tr> <td>Maths Exp+</td> <td>+7.7%</td> <td>+22.3%</td> </tr> <tr> <td>Maths Greater Depth</td> <td>- 1.9%</td> <td>+5.8%</td> </tr> </tbody> </table>	Compared to Kent				KSI	KS2	Reading Exp +	+2.4%	+9.2%	Reading High Score	- 6.5%	+9.7%	Writing Exp +	+8.8%	+10.6%	Writing Greater Depth	- 0.3%	-5.6%	Maths Exp+	+7.7%	+22.3%	Maths Greater Depth	- 1.9%	+5.8%	<p>Small group writing intervention for all identified children not hitting national benchmarks at KSI in writing. Monitoring of interventions through 6 weekly reviews. Regular learning walks of writing across the school. Writing Lead to run regular training sessions and drop-in sessions. Parent workshops on writing.</p> <p>The demands of the new curriculum in writing mean that quality first teaching of writing is essential and high quality interventions will promote this. Research (John Hattie, Sutton Trust toolkit) have shown that small group interventions with highly qualified staff are effective in promoting pupil progress.</p>	<p>Writing Lead Leaders of Learning Phonics Counts Teacher Dyslexia specialist teacher</p>	<p>July 2019</p> <p>Total budgeted cost £22,750 with resources and intervention costs included.</p>
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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 ?
C For PP children with specific learning needs in Years 2 and 3 to receive targeted interventions to enable access to the curriculum at an appropriate level	Targeted Intervention Group to assess and implement strategies and interventions at an appropriate level for individual learning needs	Children in last academic year who were identified through assessments to have specific learning needs have developed skills through specific focused interventions, thus enabling them to access the curriculum at an appropriate level in maths, reading and writing from their individual starting points.	High-quality provision from TAs, HLTAs. Reassessment at end of academic year.	SENCo	July 2019 Total budgeted cost £22,750 with resources included.
E For attendance of PP pupils to be in line with national average or better.	Continue to employ a Family Liaison Officer	The FLO will work with parents and carers to improve the punctuality and attendance of children, particularly those from vulnerable groups. They will also support families to promote early engagement with the school and their children's learning. This approach is to increase the possibility of improving outcomes for children by them attending school regularly. The employment of the FLO ensures immediate follow up of absences and support for families who struggle with getting their children into school.	Line management meetings to ensure early identification of children with attendance issues. Systematic calling/texting for children who have not attended school. Workshops and parent meetings (with Governors) to promote attendance Regular review of attendance data	FLO SENCo/ Deputy Head	July 2019 Total budgeted cost £22,750 with resources included.

<p>F For PP children with emotional difficulties to receive targeted interventions to ensure they make progress in their learning.</p>	<p>To continue to employ FLO and part-time Art & Play Therapists to develop and support children's emotional, social and behavioural needs and to support the children through difficult times, e.g. transition or family difficulties. Development of targeted behavioural interventions for identified pupils. The FLO will also organise parental work alongside these interventions</p>	<p>There has been a significant reduction in the number of behavioural incidents in school over the past five years. Parents' responses and engagement have shown that they value the work that has been done with their children. 93% of parents feel that the school makes sure its pupils are well behaved. This is the highest it has ever been. The behaviour slip system used in school suggests that targeted interventions matched to specific pupils with particular needs or behavioural difficulties can be effective. The reduction in the number of pupils losing Proud of You since 2013-14 is evidence of this. Exclusions reduced from 18 missed sessions in 2013-14 to 0 in 2017-2018.</p>	<p>Line management meetings to ensure early identification of children with behavioural difficulties. Regular analysis of behavioural data and actions are put into place for key individuals. Observations of learning and behaviour of pupils through learning walks. Case Studies of pupils. Regular liaison with external agencies. Shared good practice with other local schools.</p>	<p>FLO SENCo/ Deputy Head</p>	<p>July 2019 Total budgeted cost £33,500 with resources included.</p>
<p>G For children in receipt of EYPP to have enhanced opportunities to develop their early writing and imaginative play through outdoor learning.</p>	<p>To set up purposeful role-play experiences to encourage early writing and mark-making skills.</p>	<p>The children in receipt of EYPP enter Nursery with little experience of role-play, mark-making and writing. Enhancing the outdoor area to encourage the development of these skills, promotes the importance of these in all areas for the children.</p>	<p>Promote the use of the enhanced areas through using children's interests, role modelling, peer modelling and directed activities. EYFS Lead Learning Walks.</p>	<p>Nursery Teacher/EYFS Lead, Yr R Teachers Key Workers</p>	<p>July 2019 Total budgeted cost £1,350</p>
Total budgeted cost					£60,350

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?
F Continue to develop ability of PP pupils to concentrate in the mornings. Improve attendance and punctuality.	Continue to provide breakfast for individuals who may not necessarily access this at home before school.	Pupil attendance for this group has improved significantly in previous academic year. Term 1 2016 average attendance of 8 pupils 94.63% Term 6 2018 average attendance of these pupils (all attending breakfast club) increased to 97%	Termly review of attendance and wellbeing/engagement in learning.	FLO SENCo Governors	July 2019 Total budgeted cost £6,750 with resources included.
Enable all pupils to access first hand learning experiences.	Subsidise all school trips to ensure all PP pupils access different learning experiences.	PP pupil participation in termly day visits, swimming, after school clubs, residential trips and holiday clubs. Subsidising is the fairest way to ensure all pupils participate in educational visits. Subsidies have included provision of extra staffing.	Need to promote that the visits are subsidised and offer payment plans for anyone who requires it.	FLO SENCo	July 2019 Total budgeted cost £3,250 with resources included.
Total budgeted cost					£10,000

5. Review of expenditure

Previous Academic Year

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																																														
B, C, D For children's progress and attainment in reading to be at national average and better at end of KS 1 and KS 2 (including PP pupils)	To enhance the teaching of reading in the school by having a Phonics Counts teacher without whole-class responsibility. This will ensure that teachers and TAs are well trained and deployed effectively to accelerate children's progress. They will also assist in creating personalised intervention programmes to best support children's needs.	<table border="1"> <thead> <tr> <th rowspan="2">KSI</th> <th colspan="2">School</th> <th colspan="2">Kent</th> <th>National</th> </tr> <tr> <th>All</th> <th>FSM</th> <th>All</th> <th>FSM</th> <th>All</th> </tr> </thead> <tbody> <tr> <td>Reading % expected+</td> <td>78.3</td> <td>64.3</td> <td>64.3</td> <td>61.9</td> <td>75.4</td> </tr> <tr> <td>Reading % greater depth</td> <td>33.3</td> <td>7.1</td> <td>26.5</td> <td>13.6</td> <td>25.6</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th rowspan="2">KS2</th> <th colspan="2">School</th> <th colspan="2">Kent</th> <th>National</th> </tr> <tr> <th>All</th> <th>FSM</th> <th>All</th> <th>FSM</th> <th>All</th> </tr> </thead> <tbody> <tr> <td>Reading % expected+</td> <td>81.4</td> <td>72.2</td> <td>77</td> <td>63</td> <td>75</td> </tr> <tr> <td>Reading % greater depth</td> <td>33.9</td> <td>27.8</td> <td>30</td> <td>18.1</td> <td>28</td> </tr> </tbody> </table>	KSI	School		Kent		National	All	FSM	All	FSM	All	Reading % expected+	78.3	64.3	64.3	61.9	75.4	Reading % greater depth	33.3	7.1	26.5	13.6	25.6	KS2	School		Kent		National	All	FSM	All	FSM	All	Reading % expected+	81.4	72.2	77	63	75	Reading % greater depth	33.9	27.8	30	18.1	28	<p>Improvement from previous year in progress and diminishing the difference with non PP peers in KS2 at expected +. KSI was inline with previous year for expected+ and improved for greater depth.</p> <p>Writing to be a focus across the school 2018/19 in order to ensure progression in all areas of learning.</p>	<p>Total budgeted cost £30,000 with resources and intervention costs included.</p>
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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
A For PP children with limited language skills to receive targeted interventions to ensure accelerated development of their reading and writing skills.	To continue to employ HLTA for Speech & Language to assess and implement strategies for PP children to enable them to access the curriculum and to accelerate their progress in reading and writing	Children identified through assessments to have limited language skills have developed skills through specific focused interventions, thus enabling them to make accelerated progress in reading and writing.	Early identification of specific need and regularly reviewed, appropriate interventions have enabled pupils to make accelerated progress in reading and writing from their individual starting points. Assessments and interventions to be continued this year for pupils with similar needs.	Total budgeted cost £10,000 with and CPD included.
F For PP children with emotional difficulties to receive targeted interventions to ensure they make progress in their learning.	To continue to employ full-time Behaviour Manager and FLO and part-time Art & Play Therapists to develop and support children's emotional, social and behavioural needs and to support the children through difficult times, e.g. transition or family difficulties. The Behaviour Manager develops targeted behavioural interventions for identified pupils. The FLO and Behaviour Manager also organise parental work alongside	Consistent approach towards behaviour management from all staff. IBPs and PSPs in place where appropriate to support behaviour for learning. FLO impact on parental strategies in place where appropriate, to support children being emotionally ready to learn and make progress. Continued reduction in number of pupils losing Proud of You events. Increased parental engagement in implementation of behaviour strategies and supporting implementation of consequences when required.	Forest School has positive impact on emotional wellbeing of most vulnerable children. Improvement in emotional wellbeing of child has positive impact on behaviour for learning and academic progress.	Total budgeted cost £45,000 with resources included.

<p>E For attendance of PP pupils to be in line with national average or better.</p>	<p>Continue to employ a Family Liaison Officer</p>	<p>Attendance and punctuality improved from the previous year. We achieved 95.4%, not the target of 96%, although it was inline with the previous year. The FLO and a Governor continued to work with parents and carers to improve the punctuality and attendance of children, particularly those from vulnerable groups. The majority of persistent absence families were new to the school. They also support families to promote early engagement with the school and their children's learning. This approach increases the possibility of improving outcomes for children by them attending school regularly.</p>	<p>Consistency of approach for attendance and efficient and effective implementation of support for families struggling to get their children into school has reduced the number of PP families persistently absent.</p>	<p>Total budgeted cost £30,000 with resources included.</p>
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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
<p>F Develop ability of PP pupils to concentrate in the mornings. Improve attendance and punctuality.</p>	<p>To provide breakfast for individuals who may not necessarily access this at home before school.</p>	<p>Pupil attendance and punctuality for this group of PP children has improved significantly in this academic year to 97%. The pupils are more ready to learn and are developing their ability to stay focused.</p>	<p>Funded Breakfast Club places will continue for identified PP families.</p>	<p>Total budgeted cost £8,000 with resources included.</p>

6. Additional detail

High percentage of PP pupils who are also SEN with complex needs which impact considerably on their academic achievement. 2/12 – 17% Year 1, 1/9 – 11% Year 2, 4/16 – 25% Year 3, 3/10 – 30% Year 4, 5/14 – 36% Year 5, 5/24 – 21% Year 6. Individual needs are considered and additional interventions implemented where appropriate/recommended by outside agencies.