

Westvale Primary School
Pupil Premium Plan 2019-20

Proposed spend of Pupil Premium 2019-20

Pupil Premium provides additional funding for pupils:

- who have been eligible for free school meals (FSM) at any point in the past 6 years (£1320 per child)
- who have been continuously looked after for the past six months (£2300 per child)
- for children whose parents are currently serving in the armed forces (£300 per child)

Schools are accountable for the appropriate, targeted spending of these monies to have a direct impact on the progress of disadvantaged pupils. This is evidenced in achievement data of the school.

' When pupils start school, there is a 19-month gap between the most and least advantaged pupils.'

Westvale Primary is committed to providing additional resources and enriching, life experiences to improve the academic outcomes of our disadvantaged pupils.

Pupil Premium Governor: Mr. H. Rahmani (Vice Chair)

STATISTICS 2019-20

- In school we have 124 pupils (65%) who are entitled to benefit from the additional funding.
- Each entitled pupil receives £1320 per annum.

In 2019-20 the school will receive £175,140 additional funds. This figure is subject to change once final figures are released. A proportion of the Pupil Premium is committed to maintaining the provision for disadvantaged students that is currently in place.

There are two key objectives:

- 1. Attainment in English and Maths: to improve the outcomes for FSM pupils in line with age related/National expectations. To improve the outcomes for FSM pupils through developing the quality of feedback to pupils.**
- 2. Engagement: to improve attendance, curriculum engagement and academic achievement for FSM pupils, providing curriculum enrichment opportunities and by addressing social and emotional needs.**

<p>1. Key Objective: to improve the outcomes for FSM pupils to bring attainment at least in line with age-related expectation</p>
<p>Actions: To provide additional teacher led interventions in Y6 when required. To provide additional staffing support in Y2 when required.(reducing class sizes can result in approx. +3 months additional progress for pupils on average -Education Endowment Foundation -EEF)</p> <p>To employ additional staffing (TAs) across the school to provide in class/ small group support for FSM children currently working below age-related expectation in Literacy and Numeracy.</p> <p>To employ one full time mentor and a TA to provide % of additional mentoring time for FSM pupils with emotional barriers to learning. To have access to full time mentor and LA Attendance Officer to have clear rapid response systems in place to promote good attendance.</p> <p>To employ a skilled TA to lead on positive lunchtime activities and promote good behaviour for all pupils.</p> <p>To employ a speech therapist for 1 morning fortnightly identifying, working with and assessing pupils with speech and language needs, along with our own staff, as part of 'Chatty Therapy' intervention with key focus on early intervention Reception-Y2 pupils.</p> <p>To purchase SLAs to support FSM pupils such as Learning Support teacher one day weekly delivering Reading/Writing interventions, additional Education Psychologist hours purchased to assess pupils, Counselling sessions provided by trained Counsellor in school if required.</p> <p>To release teachers out of class termly to provide quality feedback to pupils reviewing targets and next steps in small group/individually.</p> <p>Future opps to network with schools locally/nationally to maximise impact of Pupil Premium funding.</p>
<p>Spend: £130,000</p> <p>Rational: Sutton Trust/Educational Endowment Fund research - +5 months progress achieved as impact in studies completed on FSM pupils.</p> <p>Sutton Trust findings 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers.'</p>
<p>Success Criteria: A reduction in the attainment gap of FSM and non FSM pupils in all years from Sept 2019 - July 2020 in Reading, Writing, and Maths.</p>

Dates Sept 2019	Persons responsible: HT/DHT/H. Rahmani (Chair)	Monitoring and Evaluation: Tracking and monitoring data and progress of FSM pupils, pupil feedback. Early identification of needs, intervention put in place with regular reviews to ensure progress made. 3 additional TAs across school delivering additional intervention to FSM pupils to reduce the attainment gap.
<p>Action: To provide targeted, additional support staff in class/to support interventions in every year group to maximize impact on pupil progress across the school.</p> <p>To provide additional Y6 teacher hours in school when required, reducing class size.</p> <p>To provide additional staffing hours in Y2 when required, reducing class size.</p> <p>To fund additional Y6 teacher hours to provide before/lunchtime school clubs ensuring improved pupil progress.</p>		
<p>Rational:</p> <p>Additional support staff(TAs) across the school in every year group to maximize pupil progress in all areas.</p> <p>Y6 teacher to provide additional targeted intervention to support pupils to achieve results at least in line with expected national outcomes.</p> <p>Additional staffing support in Y2/in school for pupils when required.</p>		
<p>Success Criteria: Reduction of the attainment gap between FSM and non FSM in Reading, Writing, Maths.</p> <p>Pupils engage with staff and participate in the extra classes provided.</p>		
Dates: Jan-July 2020	Person responsible: KS2 Lead/DHT KS1 Lead	Monitoring and Evaluation: Tracking and monitoring of pupil data and progress across all classes and groups in school, including of those pupils involved in the additional classes. Pupil Voice to reflect impact of additional intervention.
<p>Actions: To employ one full time mentor and a TA to provide % of additional mentoring time for FSM pupils with emotional barriers to learning. To have access to full time mentor and LA Attendance Officer to have clear rapid response systems in place to promote good attendance.</p> <p>To employ a skilled TA to lead on positive lunchtime activities and promote good behaviour for all pupils.</p>		

Rational: Additional social/emotional support for FSM pupils to remove barriers to learning and ensure they are engaged to make full progress. Positive lunchtimes for all pupils. Reduction in sanctions used, increase in Gold/Green pupils across the school in line with whole school behaviour system G2BG.		
Success Criteria: Improved personal wellbeing of FSM pupils, engagement in lessons and around school. Reduction of the attainment gap between FSM pupils and non FSM pupils across the school in Reading, Writing and Maths.		
Dates: Sept 2019	Person responsible: HT	Monitoring and Evaluation: Monitor progress/engagement in class of pupils. Reduction in number of sanctions within school G2BG whole school behavior system/increase in rewards in class/at lunchtimes.
Actions: To provide additional intervention for FSM pupils from external, specialised agencies eg. Speech & Language Therapist, Educational Psychologist, Counsellor.		
Rational: Early identification of need to ensure early intervention and progress made		
Success Criteria: Early, specialised intervention from external agencies put in place if required. Reduction of the attainment gap between FSM pupils and non FSM pupils across the school in Reading, Writing and Maths.		
Dates: Sept 2019-July 2020	Persons responsible: HT/SENDco	Monitoring and Evaluation: Ensure early additional support and intervention identified and implemented. Reduction of the attainment gap between FSM pupils and non FSM pupils across the school in Reading, Writing and Maths.
Action: To release teachers out of class termly to provide quality feedback to pupils reviewing targets and next steps in small group/individually. To release teachers and teaching assistants out of class to increase knowledge/skills and access		

quality training/CPD as part of whole school plan.		
Rational: Sutton document -+8 months effective feedback.		
Success Criteria: Reduction of the attainment gap between FSM and non FSM in Reading, Writing and Maths.		
Dates: Sept 2019-July 2020	Persons responsible: HT/all teachers	Monitoring and Evaluation: Teachers to meet termly with pupils 1:1 or small group of similar ability to discuss targets set, progress and next steps. Parents to link in twice annually with feedback from meetings. Pupil feedback evidence of impact.

2. Key Objective: Engagement: To improve curriculum engagement and academic achievement for FSM pupils, providing curriculum enrichment opportunities and by addressing their social and emotional needs.
Action: To provide a variety of curriculum enhancements, opportunities and enrichments throughout the academic year, including subsidised trips and visits to promote cultural capital opportunities and increase academic achievement/engagement for FSM pupils.
Spend £50,000
Rational: Sutton document : 'the choices that schools make in allocating the money will be vital for the funding to raise pupils' attainment and aspirations.'
Success Criteria: A reduction in the attainment gap of FSM and non FSM pupils in all years from Sept 2019 - July 2020 in Reading, Writing, and Maths levels. Attainment gap between FSM and non FSM reduces. FSM students make progress in line with expectations. Increased cultural capital opportunities for FSM pupils in and outside of the school curriculum.

- Variety of curriculum enhancements provided including participation in trips, residential and other appropriate whole school performances etc.
- Whole school support to provide trips/visitors/visits to enhance curriculum topics/enrichments.
- Provision of daily subsidised breakfast club with additional staff to provide a healthy, active breakfast time/positive start to school day.
- Performing Arts opps delivered by specialist music teachers - singing across the school, recorders tuition in Y3, keyboards in Y4/enrichments.
- Items of Uniform available.
- Weekly prize incentives to encourage positive behaviors.
- Attendance rewards/incentives for attending school every day termly.

<p>Dates: Sept 2019-July 2020</p>	<p>Persons responsible: HT/DHT/all members of SLT/ HR -Chair of Governors</p>	<p>Monitoring and Evaluation: Tracking and monitoring of FSM cohort via data, pupil feedback. Number of special focus days, trips out, visits, visitors in school linked to curriculum enhancements, cultural capital opps. Improved attendance data.</p>
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