

West View Primary School
Pupil Premium
School Year 2016-2017

Background

The Pupil Premium grant is a government initiative designed to target resources on those students deemed to be from a disadvantaged background. There are several categories of pupil premium and the funding varies according to the category.

Category		Allocation per Eligible Pupil
FSM	children entitled to free school meals	£1,320
Ever 6	children who have received free school meals in the last 6 years	£1,320
CLA	children who have been looked after continuously for at least 6 months or who are looked after for one day or more, and those who are adopted from care or leave care under a special guardianship or residence order	£1,900
Forces	children with a parent in the armed services	£300

Neither the government, nor any government agencies, have dictated how the Pupil Premium money should be spent, but what is clear is that the money should be used to promote strategies, which close the attainment gap between pupils receiving Pupil Premium funding and their peers.

Our Philosophy

We are fully committed to providing opportunities for all pupils to succeed and to provide the necessary interventions to ensure that success is experienced by all. We aim to bridge the gap for Pupil Premium pupils to enable them to flourish.

Funding Allocation

Year	Pupil Premium Allocation
2016-17	£355,080
2015-16	£335,402
2014-15	£325,200
2013-14	£222,000
2012-13	£145,962
2011-12	£112,162

How we will allocate funding

- Employ additional teachers and teaching assistants to target Pupil Premium pupils during 1-1 tuition and small group interventions, and by reducing class sizes
- Provide enriching experiences such as theatre visits and residential which children would not otherwise access
- Fund the work of the Social Inclusion Manager and her team of support staff to work closely with vulnerable disadvantaged children to improve their attendance and behaviour
- Provide support for families by funding school uniforms, adult learning, transport and educational support materials to aid learning at home
- Provide off-site education (e.g. from West View Project) for vulnerable children to build self-esteem and social skills, impacting on their well-being and attendance

Detailed Description of 2016-17 Planned Expenditure

* IMPACT

EXPENDITURE		ACTIVITY	TARGET
3.8 FTE Qualified Teachers	£149,109	<p>Due to the continued success of intentionally over-staffing the school there has been no change in this structure for this academic year. We have 2 smaller classes within Y4 team and also a smaller group of pupils in Y5/6 to create smaller classes for English and Maths. In order that we can have smaller key worker groups in Reception we have taken on an additional teacher thus enabling children to be targeted more closely for specific English and Maths input and intervention.</p> <p>PPA and staff cover continue to be undertaken by additional teachers in school as a result of how successful this has been over the last few years.</p> <p>As in 2015/16, we have 2 known maternity leaves which we are planning to cover with existing staff if possible; our children learn best with adults they know and have built relationships with so by employing additional teachers this means that these temporary positions can be covered by staff who are already acquainted with and familiar to the children.</p>	<p>To improve % of children who achieve GLD for Number and Shape, Space and Measure in EY Both strands saw a massive increase from 2016 and in the case of number it was 27% improvement. (3 / 29)</p> <p>To improve on 2016 phonics screening results for disadvantaged pupils 71.4% disadvantaged pupils passed which was higher than National (slight decrease of 3% from 2016). (3)</p> <p>To improve on 2016 Y2 phonics re-sit results for disadvantaged pupils 7% increase from 2016. (3)</p> <p>Further close the gaps at KS1 between disadvantaged pupils and national others See data later in document.</p> <p>Increase the % of disadvantaged KS2 children achieving scores at the higher standard Data not yet available (awaiting ASP)</p>
3.3 FTE Support Staff	£64,142	<p>To support with some very challenging pupils we appointed new effective TAs and provided appropriate targeted CPD linked to performance management to support these pupils in being more engaged in learning and making the right choices. TAs are used to deliver interventions on a bidding system. Many of our TAs support pupils with SEND 1-1 to ensure their SEMH, Speech and language and learning needs are being met.</p>	<p>Disadvantaged children with SEMH are fully engaged in their learning and make at least expected or better than expected progress from starting points. Data not yet available</p>
Inclusion initiatives & support	£72,144	<p>Our Social Inclusion Manager continues to be crucial to the progress of our Pupil Premium children. Following the appointment of a full time Inclusion Assistant last year, this role continues to grow and develop. Pupils are taken for 1-1 sessions to help maintain their attitudes to learning. We have also employed the services of ABC (A Better Childhood) Counsellor/Play therapist for intensive 1-1 support. Due to the continued success of this role, a trainee is also being developed for ½ a day per week. A trial of a Reflection Room for those children who need additional support or time out to address their specific needs is also on</p>	<p>To improve attendance so that it is comparable or better than National Average</p> <p>To improve attitudes to learning and behaviours for learning to enable disadvantaged pupils with challenging behaviour to make expected and better than expected progress across the year OFSTED 2017 – attitudes to learning are good and pupils with behavioural difficulties are well-managed. (6)</p> <p>Parents feel highly supported in ensuring that they can help their child's learning Parent View and parent questionnaires are overwhelmingly positive. (16)</p>

Enrichment activities	£26,911	<p>Some of our children do not experience the life opportunities that many other children do. This fund considerably subsidises residential trips to London, visits to Wimbledon, Forbidden Corner, Seven Stories and Beamish and many other places in the UK such as the cinema and the theatre. There will be some variations this year with children expected to attend Robinwood to experience outdoor activities and develop teambuilding skills and stimulate their imagination. Music sessions are also changing this year with Distant Drums providing ongoing music education.</p>	<p>The enrichment experiences have a positive impact on learning in the classroom with higher engagement in English and Maths lessons OFSTED 2017 – attitudes to learning are good and pupils' relationships with adults are visibly positive. (6 / 14) The life skills learnt will impact on self-esteem and pupils' well-being. All KS2 pupils will learn to play a musical instrument Music skills have increased a great deal with more coverage of the curriculum and assessment using KPIs indicates standards are rising. (5 / 6)</p>
Support for families: School uniform, Breakfast Scheme,	£16,905	<p>Historically some Y6 pupils would previously deem it fashionable to be too mature for school uniform, so we purchase a special souvenir Y6 jumper for every child to be presented with in September. We also purchase an item of uniform for all children. For the most vulnerable families, where there is a need, we are able to provide further uniform if necessary.</p> <p>Free breakfast continues to be offered to all children in school for the 3rd consecutive year.</p>	<p>All children wear school uniform with pride. Vast majority wear full uniform and those parents who do not comply have been contacted by the SIM for a meeting to discuss its importance. Attitudes to learning and respect for the school are excellent; children consistently display our core values and they are apparent through all aspects of school life Peer review SIP visit OFSTED (6 / 25 / 26) To improve attendance so that it is comparable or better than National Average Attendance has improved in 2016-17 and is very close to National. (17) To improve punctuality of targeted children Improvements seen as a result of a designated person to oversee and address lates (Inclusion Assistant). (17)</p>
Vulnerable pupil support	£34,030	<p>Some of our pupils find the school day very challenging and long or have problems at home so can work with the West View Project, 1-1 counselling (which we have increased to 1.5 days per week this year) and team building. It also gives these challenging pupils some small group relationship building activities Following a "learning buddies" initiative by a teacher in Year 5, individual pupil mentoring will be trialed this year within the school with the aim of improving attitudes to school, attendance and behavior. There are also plans this year to work in collaboration with the Local Authority and several other primary schools to develop a behaviour unit to offer respite and temporary alternative education to pupils where required with the aim of having a short period of respite outside of school before returning. The school will also be working with the charity Beanstalk who work with pupils one-to-one to help to improve reading attainment, self-confidence and enjoyment of reading of children who are struggling or reluctant readers. The school continue with their enhanced provision of speech & language support and educational psychology services.</p>	<p>Engagement for learning is improved in all classes Peer review, SIP visit, OFSTED (6 / 20) Relationships between pupils with challenging behaviour are improved (20) Vulnerable pupils have clear direction of who they can turn to for support Case studies and success stories include keeping a Y6 boy in school who was at risk of permanent exclusion and he passed SATS (Maths at Greater Depth) (32) Number of red card incidents decrease over the year Red card incidents have decreased by 50% due to new systems, tracking and monitoring. The use of an alternative curriculum provision (Oasis) and the use of a reflection space in school has meant incidents have been de-escalated before becoming serious. (20) Children needing SALT / Educational Psychology are seen more quickly than previously (19)</p>

<p>Early Years Pupil Premium (£302.10 per PP child x 38 estimated)</p>	<p>£11,480</p>	<p>Additional staff continue to be deployed in Early Years to ensure that provision for children to establish the core key skills of English and maths is at the highest level. Additional Speech and Language therapist time has been sourced so that children who need access to this provision can have it in school.</p>	<p>Parental engagement in EY is improved. More parents in that ever before in 2016/17. (16) Progress made from Nursery baseline entry data to end of Reception, improves. Outstanding progress made across EY through use of third teacher to deliver interventions. (5 / 29) % of children working at Good Level of Development improves from 2016 Percentage increased to 65.5%. (3 / 29)</p>
<p>Total</p>	<p>£366,560 is amount of PP including EY PP / Total budgeted spend £374,721</p>	<p>NB: Please note that for many year groups, 4 out of every 5 children are entitled to Pupil Premium. Therefore, to avoid stigma and protect anonymity the governing body have agreed to top up the PP funding so that all pupils have access to the benefits of this.</p>	<p>Reviewed by Governors: June 2017</p>

Evidence

1 - SDP/Action plans, 2 – SEF, 3 - Data, 4 – LGB minutes, 5 – Tracking /data, 6 – Monitoring & Evaluation File, 7 – Teaching profile over time, 8 – Performance management documents, 9 – Safeguarding files, 10 – School website, 11 – School council records, 12 - CPD log, 13 – Policies & procedures file, 14 – children’s books, 15 – Results of pupil voice, 16 – Results of parent survey/questionnaires, 17 - Attendance data, 18 – Non-negotiable long term plans, 19 – CPOMs, 20 – Behaviour logs & monitoring logs, 21 – Roles & responsibilities documents, 22 – NQT Induction programme , 23 – ML professional journey files, 24 – Curriculum, 25 – British values displays, 26 – School vision & values statement, 27 – EYFS files, 28 – After school club registers and information, 29 – Pupil Progress Reviews, 30 – Assessment, marking & feedback policy, 31 – SLT meeting minutes, 32 – EDUKEY, 33 – Venn diagrams

Pupil Premium Impact on Attainment: Data Summary 2017

Disadvantaged children (those in receipt of the Pupil Premium Grant) perform very well again at West View Primary School. A greater proportion of our pupils reach an average (or higher) standard than nationally. 2017 data was positive.

Early Years GLD

Disadvantaged pupils Cohort	School 2017	School 2016	Difference	2016 National (GLD)
34/59	62%	53%	+9%	69.3% overall (Disadvantaged figure not published 2017)

Phonics KS1

Disadvantaged pupils Cohort	School 2017	School 2016	Difference	2017 National Disadvantaged
35/60	71%	75	-4%	70% (+1% for school compared to national)

KS1 Closing the Deprivation Gap

Disadvantaged pupils attaining **expected** levels or above at KS1 in core areas:

	2016		43:57			
	School Disadv	National Disadvant.	Difference	National all	Difference Sch dis/ NA	School gap 'all' narrower than national 'all'?
Reading	67.4%	62%	+5.4%	74%	-6.6%	Yes by 8.6%
Writing	61%	50%	+11%	66%	-5%	Yes by 6%
Maths	65%	57%	+8%	73%	-8%	Yes by 8%
RWM	58%	44%	+14%	60%	-2%	Yes by 14%

	2017		38:55			
	School Disadv	National Disadvant.	Difference	National all Pupils	Difference Sch dis/ NA	School gap 'all' narrower than national 'all'?
Reading	63.2%	62%	+1.2%	74%	-10.8%	yes by 6.1%
Writing	52.6%	53%	-0.4%	65%	-12.4%	yes by 10.1%
Maths	65.8%	60%	+5.8%	73%	-7.2%	Yes by 6%
RWM	47.4%	-	-	50.9%	-3.5%	No National data

KS2 Results: End of Y6

Disadvantaged pupils attaining **expected** levels or above at KS2 in core areas:

	2016		31:9			
	School Disadv	National Disadvant.	Difference	National all Pupils	Difference Sch dis/ NA	School gap 'all' narrower than national 'all'?
Reading	74.2%	48%	+26.2%	66%	+8.2%	Yes by 26%
Writing	84%	59%	+25%	74%	+10%	Yes by 25%
Maths	55%	53%	+2%	70%	-15%	Yes by 2%
RWM	45%	35%	+10%	53%	-8%	Yes by 10.2%
GPS	65%	56%	+9%	72%	-7%	Yes by 8.5%

	2017					
	School Disadv	National Disadvant.	Difference	National all Pupils	Difference Sch dis/ NA	School gap 'all' narrower than national 'all'?
Reading	67.5%	-	-	71%	-3.5%	
Writing	67.5%	-	-	76%	-8.5%	
Maths	67.5%	-	-	75%	-7.5%	
RWM	-	-	-	61%	-	
GPS						

It is clear to see from the data that disadvantaged pupils at West View outperform their disadvantaged peers nationally, in the majority of areas.

The gap between disadvantaged pupils and others was much narrower at West View than the national gap in:

- Phonics KS1
- KS1 in all core areas

Pupil Premium – Closing the Gap 2016 - 2017

The number of pupil premium children achieving age related expectations and above compared to the prior year.

Year 1	Prior Year	Summer 2017	Difference	Narrowing the gap
R	5	17	+12	Yes
W	5	11	+6	Yes
M	5	15	+10	Yes

Year 2	Prior Year	Summer 2017	Difference	Narrowing the gap
R	16	24	+8	Yes
W	13	21	+8	Yes
M	15	25	+10	Yes

Year 3	Prior Year	Summer 2017	Difference	Narrowing the gap
R	24	25	+1	Yes
W	12	21	+9	Yes
M	18	19	+1	Yes

Year 4	Prior Year	Summer 2017	Difference	Narrowing the gap
R	11	18	+7	Yes
W	16	15	-1	No
M	14	15	+1	Yes

Year 5	Prior Year	Summer 2017	Difference	Narrowing the gap
R	10	20	+10	Yes
W	5	7	+2	Yes
M	16	17	+1	Yes

Year 6	Prior Year	Summer 2017	Difference	Narrowing the gap
R	12	27	+15	Yes
W	4	27	+23	Yes
M	11	27	+16	Yes