

Pupil premium strategy statement (primary)

School overview⁶

High quality, inclusive teaching to create successful learners, pastoral support and equality of opportunity for pupils and families.

Weston Favell strives to achieve excellence for all its children. We are a school where everyone is welcomed, efforts are valued, ambition is nurtured and where the potential of every child is realised. We are committed to providing the highest quality education for all children regardless of background or barrier to learning, in every aspect of school life.

All children will be challenged to achieve the best possible outcomes and provided with opportunities to maximise their potential in all areas of the curriculum. Socio-economic disadvantage does not equate to 'low ability', and ability is not fixed. We believe success in learning is the best way to support disadvantaged pupils. The evidence base strongly suggests that the most effective way to improve outcomes for disadvantaged children is through excellent classroom teaching. We are committed to developing children as independent learners through developing life skills of resilience and perseverance. Strong relationships are valued in all aspects of school life. All children need opportunities to enrich their lives through experience and we endeavour to make sure that where children are unable to access these through home the opportunities are provided for them by school. Although financial support is provided for schools, specifically for children who qualify for Pupil Premium, outstanding educational outcomes for these children are best achieved through ensuring outstanding practice in classrooms throughout the school. In this way, all vulnerable children achieve the best possible outcomes according to their starting points.

At Weston Favell Primary School, we understand we need to address the needs of all learners, including those that we may identify as vulnerable, but who do not receive the Pupil Premium funding.

In summary our strategy is to provide high quality, inclusive teaching to create successful learners, pastoral support and equality of opportunity for pupils and families

1. Summary information					
School	Weston Favell CE Primary School				
Academic Year	2019-2021	Total PP budget	£78.400	Date of most recent PP Review	July 2019
Total number of pupils	420	Number of pupils eligible for PP	47	Date for next internal review of this strategy	December 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>National Average for all pupils</i>
% achieving in reading, writing and maths		65%
% making progress in reading		73%
% making progress in writing		78%
% making progress in maths		79%

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.	A significant number of our PP children have cognitive and social/emotional additional needs. 52%	
B.	MA PP in KS2 are not making sustained progress particularly in reading.	
C.	13% of PP children also identified as having SEND	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Emotional well-being. 26% of our PP children are adopted from care or in kinship care. 50% have involvement from our Pastoral Team.	
4. Desired outcomes of PP Strategy at Weston Favell CE Primary		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>To narrow the attainment gap between children eligible for Pupil Premium and Non Pupil Premium for all children to achieve age related expectations or exceed expectations in all core subjects.</p> <p>Measured Through:</p> <ul style="list-style-type: none"> • Termly Pupil Progress Meetings with class teachers/ SLT and SENCO. • Monitoring of school Reading Action Plan with Reading Lead/PP Lead to include 'book looks', lesson visits, pupil voice • Data outcomes • Progress made through implementation of interventions 	<ul style="list-style-type: none"> -Class teachers and TA's work together to identify and support underachieving learners. -Resources appropriately allocated, support underachieving learners -Targeted strategies are carefully tracked and monitored to ensure impact is being achieved -Evidence that all children have access to FQT which is supported through training by Subject Leads and External Specialists. -Gaps between PP and Non PP children are narrowed. -Evidence that 'gaps' in PP children's learning have been identified, and that those 'gaps' have been targeted through 1:1, small group work or class teachers and TA's are checking in with children regularly during lessons.
B.	<p>To develop the 'whole child,' building emotional resilience and self-esteem leading to an ability to achieve flourish in the world around them, whatever the circumstance.</p> <p>Measured Through:</p> <ul style="list-style-type: none"> • Pupil, staff, and parent voice • PASS data following interventions • Boxhall data following intervention • Assessment data • Level of Need data 	<ul style="list-style-type: none"> -Evidence of identification of vulnerable pupils through the use of PASS. -Evidence of impact of Nurture Group show opportunities for readiness for learning and increased attainment through use of Boxall Profiles. -Groups and 1:1 intervention in place to support disadvantaged children -All staff make appropriate referrals to FSW's -Early Intervention Hub supports families to improve outcomes -PASS informs staff about children's wellbeing; targeted support meets the needs of children who have emotional barriers to learning. -Work with Post Adoption Team to support the needs of PLAC children where appropriate and has an impact on child and family well-being.
C.	<p>Provide all children with a knowledge rich curriculum, which enables all children to have improved reading comprehension.</p> <p>Higher rates of progress and attainment across KS2 specifically in reading for pupils eligible for PP.</p>	<p>Evidence of wide range of vocabulary in children's written work and conversation.</p> <p>Children's subject knowledge is increased, greater acquisition of vocabulary results in improved reading comprehension</p> <p>End of KS2 data to demonstrate that the majority of pupils in KS2 who are eligible for PP make rapid progress and attain at least in line with the national PP children.</p>

5. Planned expenditure

Academic year **2019-2020 - £74,000 2020-2021 - TBC**

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?
<p>Gaps between PP/Non-PP pupils narrows throughout the year. By the end of KS2 data demonstrates that children eligible for PP have maintained progress and their attainment is in line with national non PP children in maths and reading.</p>	<p>Quality First Teaching</p> <p>Direct feedback during lessons</p> <p>Collaborative Learning</p> <p>Mastery Learning</p> <p>Structured Phonics and Spellings</p> <p>Reading Comprehension</p> <p>Small group tuition</p> <p>Behaviour interventions</p> <p>Question level analysis to identify gaps in learning and inform planning.</p> <p>Early identification of gaps in learning to provide focus for regular intervention to enable children to maintain good levels of progress.</p> <p>Run booster sessions in English and Maths in Year 6.</p> <p>Intervention groups to enable children to 'Keep Up not Catch Up' with the curriculum.</p>	<p>EEF state that 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. '</p> <p>EEF 2019'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils '</p> <p>EEF research indicates that one to one and small group work which is well matched to specific children can be of particular</p>	<p>Phase Leaders/Subject Leads using non contact time to monitor progress through lesson drop ins, book looks and talking to children. Feedback to include TA's on Monday am team meetings to ensure all staff aware of classroom strategies.</p> <p>Phase Leaders to discuss outcome at weekly SLT/LLT.</p> <p>Tracking of progress through outcomes of x2 termly assessments.</p> <p>Regular training sessions with TA's and teachers. Modelled lessons for reading and writing</p> <p>High quality training for identified interventions for all TA's.</p> <p>Parent information evenings – maths/reading/phonics/</p> <p>Use of phonic tracker to track all children underachieving in reading.</p> <p>Pupil Premium meeting with PP governor</p>	<p>All teachers</p> <p>All teachers</p> <p>All teachers</p> <p>JF</p> <p>EB</p> <p>All teachers</p> <p>MV</p> <p>All teachers</p> <p>Subject Leads</p> <p>JL – maths</p> <p>EB – Reading</p> <p>JF – Phonics</p> <p>All teachers</p> <p>KR</p> <p>JL/JH/JF</p>	<p>December 2019</p> <p>April 2020</p> <p>July 2020</p>

<p>Provide a knowledge rich curriculum. Higher rates of progress and attainment across KS2 specifically in Reading for pupils eligible for PP</p>	<p>-Development of a Knowledge rich curriculum which is well structured -Units planned by teams of staff to support the delivery of the curriculum -Knowledge Organisers provided to engage parents with children’s learning -CPD – Cognitive Science -Embed the vocabulary strategy -provide a wider curriculum which is rich and rigorous and enables children to develop background knowledge essential for understanding and comprehension. Reading Strategy embedded throughout school. FQT 1:1 and small group work provided by TA/CT. -CPD to develop fluency and stamina in reading -rich text to be used across curriculum</p>	<p>EEF – Pupil Premium Guide 2019 states that</p> <ul style="list-style-type: none"> • language acquisition must be a high priority in schools, with explicit strategies for extending vocabulary as well as a language rich environment; • careful selection of language to be taught • activities to extend pupils’ expressive and receptive vocabulary should relate to current topics, with opportunities to practise using new vocabulary; • language teaching should develop breadth (vocabulary size) and depth (understanding and use in context). <p>“Our disadvantaged students can now access the curriculum effectively and confidently, in contrast to previous years before the interventions were “adopted. Secure knowledge of vocabulary provides children with greater level of skill to access knowledge rich curriculum. Recent Ofsted research defined a ‘knowledge-rich’ approach as one in which curriculum leaders are clear on the <u>“invaluable knowledge they want their pupils to know”</u>”.</p>	<p>-SLT/subject leads to monitor the impact of the new curriculum -Governor monitoring -Pupil Progress meetings -Learning Walks -Pupil Voice/Parent Voice Book looks</p>	<p>Subject Leads MV/JR/LE TLPO Teaching, Learning and Pupil Outcome Committee</p>	
<p>To develop the ‘whole child,’ building emotional resilience and self-esteem leading to an ability to achieve flourish in the world around them, whatever the circumstance.</p>	<p>-3 FSW’s available to develop and support children’s emotional, social and behavioural needs and to support children through challenging times. -Nurture Group to support children with social and emotional difficulties. -PASS survey carried out with all KS2 pupils -support provided for families through early Intervention Hub. -OT support for self-regulation</p>	<p>EEF – Metacognition and self-regulation – High impact for low cost. Based on extensive research. August 2018</p>	<p>Use of Year Group meetings to ensure early identification of children with behavioural /social issues. Use of PASS data to monitor impact of interventions and work undertaken. Observations of learning and behaviour of pupils through learning walks. Regular liaison with external agencies. Termly Pupil Progress Meetings Safeguarding meetings to monitor emotional well-being of individual children. Monitoring of intervention groups</p>	<p>Phase Leaders KH All teachers VW/NM/EW</p>	<p>December 2019 April 2020 July 2020</p>

					Total budgeted cost
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?
Gaps between PP/Non-PP pupils narrows throughout the year. By the end of KS2 data demonstrates that children eligible for PP have maintained progress and their attainment is in line with national non PP children in maths and reading.	Small group tuition 1:1 intervention Direct feedback during lessons Behaviour Interventions Phonics Reading Comprehension Small Group Tuition CPD in maths/reading	EEF research +4 months EEF research +5 months EEF research +8 months EEF Research +3 months EEF Research +4 months EEF Research +5 months EEF Research +4 months EEF - Immediate/direct feedback improves outcomes. Barriers to learning quickly identified and addressed. Additional practice provided. (EEF – Feedback High Impact for very low cost)	Weekly year group meetings to include discussions around focus groups in class. Reviews at Pupil Progress Meetings Termly data analysis SENCO monitoring EP/OT review meetings and updated monitoring to measure impact of interventions. Subject Leaders monitor impact of CPD and strategies. Weekly release for reading, writing, maths subject leads to ensure regular monitoring takes place. Subject leads feedback at SLT/LLT meetings.	MV All teachers KR EB/RS/JF/JL	December 2019 April 2020 July 2020
To develop the 'whole child,' building emotional resilience and self-esteem leading to an ability to achieve flourish in the world around them, whatever the circumstance.	Small Group Intervention 1:1 intervention Behaviour Intervention Nurture Group (10 evidence based components from EEF Toolkit identified and addressed through Nurture Groups) FSW support	EEF research +4 months EEF research +5 months EEF research +3 months EEF research +4 months External factors identified to ensure Readiness for Learning.	Intervention groups monitored Monitoring of provision by FSW's Fortnightly safeguarding meetings to share concerns/update on interventions PASS survey baseline score and retest following interventions Impact of online behaviours monitored and strategies shared by Computing Lead at safeguarding meetings. Weekly Year Group staff meetings to monitor, identify individual children who need additional support.	KR AM/SH	December 2019 April 2020 July 2020

Higher rates of progress and attainment across KS2 specifically in Reading for pupils eligible for PP	Small group tuition. FQT Switch On Reading Intervention	EEf suggests that both specific programmes that involved either one to one or small group tuition had an average impact of five additional months' progress. Additional tuition will be additional to, but also explicitly linked with classroom teaching, and teachers will monitor progress to ensure the additional support is having an impact. FQT – EEF research suggests that the most effective way to improve outcomes for disadvantaged children is through excellent classroom teaching. -Commissioned support ensures children's barriers identified and programmes put in place to support. Parents provided with strategies/advice to support children at home.	-Regular reviews and feedback at end of weekly sessions. Evaluation and knowledge will be built into the following weeks' sessions. -Pupil Premium meeting following data analysis -Intervention Groups monitored -TA training -Book Looks -Learning Walks CPD opportunities for all staff; sharing of excellent teaching practice.	JL LE JB RS MV PH KR	Weekly in PPA, termly in PPM. SLT/LLT meetings. Data analysis
---	---	---	---	--	---

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?
To ensure that all children can take part in high quality extra-curricular experiences. Ensure equality of access to all PP children.	Use of PP individual allocation of £200 towards targeted extra-curricular clubs, music lessons and residential trips. Provide opportunities to develop cultural capital and enrichment. Increase participation in activities with a particular focus on sports, music, the Arts.	Residential experiences involve collaborative learning experiences with a high level of physical and often emotional challenge, including practical problem-solving, explicit reflection and discussion of thinking. Adventure learning shows positive benefits on academic learning and wider outcomes such as self-confidence. Inclusion, emotional well-being, equal opportunities All children need opportunities to enrich their lives through experience. Where children unable to access these through home, school to endeavour to provide these. Cultural capital and enrichment provides experiences which develop language and understanding.	Monitoring of PP children's involvement in clubs, music to ensure/encourage take up of opportunities. Pupil Premium Governor and PP Lead meet to discuss/monitor involvement and opportunities offered.	MV MV/PH	December 2019 April 2020 July 2020

Children to build healthy lifestyles.	Change for Life Yoga Club Breakfast Club	Positive benefits on self-confidence, which has had positive impact upon academic learning. Inclusion, emotional well-being, equal opportunities.	Monitoring of impact upon children's well-being and self-confidence.	Class Teachers MV	PPM Meetings
Additional information					
Understanding and identifying vulnerable learners	At WFPS we understand we need to address the needs of all learners, including those that we may identify as vulnerable, but who do not receive the Pupil Premium funding. Unknown children – destined for disadvantage – Ofsted 2019, notes that:				