

Pupil premium strategy statement

1. Summary information					
School	Westminster CE Primary Academy				
Academic Year	2017-18	Total PP budget	£ 316,380	Date of most recent PP Review	
Total number of pupils	633	Number of pupils eligible for PP	228 (36%)	Date for next internal review of this strategy	Spring 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	36%	36% (67%)
% making progress in reading	-2.1	-1.6
% making progress in writing	1.1	-2.3
% making progress in maths	-0.5	-0.8

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.	At end of KSI, 47% of disadvantaged pupils reached ARE in reading compared to 76% nationally.
B.	At end of KSI, 43% of disadvantaged pupils reached ARE in writing compared to 68% nationally
C.	At end of KSI, 46% of disadvantaged pupils reached ARE in maths compared to 75% nationally.
D.	Y1 phonics, 79% of disadvantaged pupils achieved expected standard in phonics compared to 81% nationally.
E.	Y2 phonics, 86% of disadvantaged of pupils achieved expected standard in phonics compared 92% nationally.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
F.	Mobility – lowest quintile for stability (78.7% compared to 85.7% national)
G.	Attendance 95.25% for pupil premium pupils against 96% of other pupils nationally, PA for disadvantaged pupils (11% compared to other nationally (2016) was 6.2%)

H.	82% of children are EAL and an increasing number are new to English and arrive through mainly into KS1 without any prior schooling or significant gaps of over 2 terms in their schooling.
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve outcomes in reading at KS1	70% of PP pupils will meet ARE in reading at end of KS1
B.	Improve outcomes in writing at KS1	70% of PP pupils will meet ARE in writing at end of KS1
C.	Improve outcomes in maths at KS1 Improve proportion of pupils who were at ARE at end of reception who achieve greater depth.	65% of PP pupils will meet ARE in maths at end of KS1 5% PP to be exceeding in the prime areas and reading, writing and maths
D.	Improve proportion of pupils meeting expected standard in phonics in Y1	60% of disadvantaged to meet ARE in phonics
E.	Improve proportion of pupils meeting expected standard in phonics in Y2	87% of disadvantaged pupils to meet expected standards
F.	Improve number of children who stay at school throughout KS2	85% of pupils remain in school
G.	Reduce the number of disadvantaged pupils who are persistently absent	99% of PP PA, 96% overall attendance for disadvantaged pupils
H.	Improve outcomes for pupils who are N2E	10% of N2E children will achieve ELG. 80% of N2E children will achieve the required standard in phonics by the end of Y2 50% of N2E pupils who joined the school during KS1 will meet ARE by the end of Y2
I.	Continue to improve oracy, sequential memory and knowledge retention	80% PP met ELG in CLL compared to 86% nationally

5. Planned expenditure

Academic year

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?
Improve outcomes in reading and writing at KSI	<p>Guided reading, Vocab training CPD</p> <p>Investment in guided reading training – including reciprocal reading and cracking comprehension.</p> <p>Least able children have one to one reading with an adult at least twice a week.</p> <p>Benchmarking used to check pupils are on instructional texts.</p> <p>Writing planning is reviewed by lead practitioner to ensure it meets the new expectations.</p> <p>Introduce story mapping, oral repetition of the story and boxing up as a strategy to improve oracy, vocabulary and grammatical structure.</p> <p>One group to have provision based learning opportunity to develop English and communication skills.</p> <p>Introduce rapid writing for key pupils.</p> <p>Ensure that pupils who have achieved ELG are secure and this is moderated and evidenced.</p>	<p>CPD was delivered in 2016-17 but there has been inconsistency and some inadequate teaching that has now been addressed.. Ensure pupils are accessing texts at an instructional level.</p> <p>Teachers were unclear about how the new curriculum for writing should be approached and need further training to ensure that inconsistency is reduced and the quality of teaching is at least good in all Y1&2 classes.</p> <p>Many children and N2E or have missed EYFS stage. CLL strategies need to be experienced to develop talk.</p>	<p>Introduce in staff meetings, learning walks to quality check the teaching.</p> <p>Year group reviews. Tracking of different groups of pupils from their different starting points.</p> <p>Cross phase and cross year moderation. Portfolio of agreed exemplification. Moderation of writing.</p> <p>Key staff to attend the reciprocal reading training and the Talk for Writing. Key staff ot visit best practice schools.</p>	<p>Suzy Beck Lisa Woollard Elizabeth Pawson</p>	<p>Throughout the year and at assessment points</p> <p>November 2017 February 2018 June 2018</p>

Improve outcomes in maths at KSI	Audit interventions that have been used CPD on challenging the more able, problem solving and reasoning. Ensure that pupils who have achieved ELG are secure and this is moderated and evidenced.	Pupils who are emerging from EYFS and KSI need further support to get to ARE. Pupils who were at expected are not being targeted to work at greater depth by the end of KSI Pupils need to develop resilience and stamina when facing a problem they need to grapple with. ELG have been awarded without the evidence that they are secure.	Learning walks, pupil progress reviews, tracking.	Claire Pendery Eliz Pawson	Throughout the year and at assessment points November 2016 February 2017 June 2017
Improve the proportion of pupils meeting expected standard in phonics.	Ensure consistency in the teaching of phonics (including in EYFS). Regular screening takes place and outcomes analysed. Planning is carefully mapped to ensure pupils all experience at least Stage 5 phonics. EYFS pupils to be benchmarked and that those who have reached ELG in reading are at least on pink.	We need to improve the consistency to impact on outcomes. This was identified in the BPIP review. Need to decrease the proportion of children who score just below the expected standard by tailoring intervention more carefully. Need to ensure that a larger proportion of pupils are ready for KSI and therefore can make the progress needed to pass the phonics screening.	Lesson observations, learning walks and screening tests. Best practice to be identified and observed by weaker teachers. Mock screening test in April to identify any pupils at risk of not passing.	Lisa Woollard Suzy Beck Elizabeth Pawson	Throughout the year and at assessment points November 2016 February 2017 June 2017
Improve engagement in school and enjoyment through enriching the curriculum. A,B,C,F,G	Provide subsidised curriculum trips, KS2 residential, drama workshops, theatre company to broaden experiences of children. Holiday activity days. After school clubs	BD3 is in the IDACI 10% most deprived neighbourhoods. 3918 out of 32844 for Income Deprivation Affecting Children Pupils do not have broader experiences out of the school area. Enrichment evidenced as essential to improve outcomes for pupils in reading and writing.	Log of trips and enrichment Schedule of clubs	SLT	Termly
Raise Attainment in KS2	Additional staffing Y6 SLT leads for year groups Booster groups Revision Guides Reading materials Drama Workshops Assessment tool	Pupils are making near national progress but to raise outcomes we need to accelerate progress particularly in reading.	Learning walks Pupil progress reviews	NW CG	Continuously and half termly for assessment points.

Reduce mobility throughout school	Survey parents regarding introduction of an after school club. Provide breakfast club for parents who work, struggle to get their children to school. Log why pupils are removed off roll.	Pupils who are in school for the full key stage make better progress. School vulnerable to late pupils to be added to roll from other schools who have not necessarily provided the support required to meet ARE.	Reduction in mobility NOR = PAN	NW LH Jade New CEL	Termly
Targeted Budget Cost					£170,000
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?
Improve outcomes at KSI and 2	TAs trained in benchmarking and 20:20 Train teachers and TAs in first class at number and success in arithmetic. CPD sessions to enhance small group work and 1:1 Ed Psych time to help develop whole school strategies.	New TA and HLTAs to receive appropriate training to ensure they have impact Ensure that high quality intervention is targeted, research based and focussed on raising outcomes. With long term impact.	Learning walks Pupil Progress reviews Lesson Observation Book scrutiny CPD folder Ed Psych report	EP NP	Termly
Improve attendance on a Friday	Friday afternoon club Communication to parents about the importance of attendance on a Friday Attendance challenge and rewards Use of the minibus to collect repeat offenders to emphasise to parents the need for their child to attend.	Strategic targeting of certain pupils ensures that attendance improves, Use of minibus ensures pupils do attend and key message emphasised. Challenge has an impact on key pupils and targets year on year issues.	Monitoring by SLT	NW LH Jade	Half Termly
Total budgeted cost					£56,000
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?
Improve attendance	Strategic team challenge parents to bring children into school. Attendance challenges/rewards Identify cohorts to monitor and frequency. Provide uniform to encourage pupils to engage fully Breakfast club Vulnerable families are supported through CAFS Employ ESW Family Link worker	We can't raise attainment whilst attendance is stubbornly low. Too many pupils who are attending below 95% by targeting key groups greater impact on attendance figures reported to DFE	Tracking attendance for whole school and groups on a regular basis. Half termly monitoring	NW LH SLT	Half termly
Improve behaviour and uniform	Behaviour mentor Uniform vouchers to FSM pupils Weekly monitoring	Focus and raised awareness to increase expectations Parents have reported that they like the consistency and that it supports them at home.	Log Learning walks	LC NWHalf termly	
Budgeted cost					£90,380
Total budgeted cost					£316,380

Pupil premium strategy statement 2016-17 Review

6. Summary information					
School	Westminster CE Primary Academy				
Academic Year	2016-17	Total PP budget	£311,520	Date of most recent PP Review	
Total number of pupils	639	Number of pupils eligible for PP	186 (29%)	Final Review September 2017	

7. Current attainment				
	Pupils eligible for PP (your school)		Pupils not eligible for PP (national average)	
	2015-16	2016-17	2015-16	2016-17
% achieving in reading, writing and maths	25%	38%	44%	34%
% making progress in reading	-1.76	-2.1	-0.33	-1.59
% making progress in writing	-0.63	1.1	0.12	-2.33
% making progress in maths	0.26	-0.47	0.24	-0.82

8. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	At end of KSI, 44% of disadvantaged pupils reached ARE in reading compared to 62% nationally.
B.	At end of KSI, 44% of disadvantaged pupils reached ARE in writing compared to 53% nationally
C.	At end of KSI, 48% of disadvantaged pupils reached ARE in maths compared to 60% nationally.
D.	Y1 phonics, 71% of disadvantaged pupils achieved expected standard in phonics compared to 70% nationally.
E.	Y2 phonics, 86% of disadvantaged of pupils achieved expected standard in phonics compared 86% nationally.
External barriers (issues which also require action outside school, such as low attendance rates)	
F.	Mobility – lowest quintile for stability (78.7% compared to 85.7% national)
G.	Attendance 97% for pupil premium pupils against 95.7% of other pupils nationally We secured a 2% increase in the attendance of our pupil premium children. PA for our disadvantaged pupils has been nearly halved. 11% compared to 18% 2015-16

H.	83% of children are EAL and an increasing number are new to English and arrive through mainly into KS1 without any prior schooling.	
9. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
J.	Improve outcomes in reading at KS1	65% (60% PP) of pupils will meet ARE in reading at end of KS1 Not achieved but 10 children on tract to achieve ARE left part way through the year and those who replaced them had either been out of school or were new to the country and had no English.
K.	Improve outcomes in writing at KS1	55% (44% PP) of pupils will meet ARE in writing at end of KS1 PP – 43% achieved expected level in writing.
L.	Improve outcomes in maths at KS1 Improve proportion of pupils who were at ARE at end of reception who achieve greater depth.	68% (63%) of pupils will meet ARE in maths at end of K Not achieved but 10 children on tract to achieve ARE left part way through the year and those who replaced them had either been out of school or were new to the country and had no English. SI
M.	Improve proportion of pupils meeting expected standard in phonics in Y1	81% of disadvantaged to meet ARE in phonics 75% of our disadvantaged pupils did achieve the expected standard.
N.	Improve proportion of pupils meeting expected standard in phonics in Y2	85% of disadvantaged pupils to meet expected standards Target achieved
O.	Improve number of children who stay at school throughout KS2	85% of pupils remain in school
P.	Reduce the number of disadvantaged pupils who are persistently absent	10% of PP PA, 96% overall attendance for disadvantaged pupils
Q.	Improve outcomes for pupils who are N2E	10% of N2E children will achieve ELG. 80% of N2E children will achieve the required standard in phonics by the end of Y2 80% of N2E pupils who joined the school during KS1 will meet Awaiting data
R.	Improve oracy, sequential memory and knowledge retention	30% pupils only emerging at CLL compared to 16% nationally 2016-17 76% of disadvantaged pupils secure at CLL

10. Planned expenditure

Academic year

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.

iv. 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
Improve outcomes in reading and writing at KSI	Guided reading, Vocab training CPD Investment in guided reading books Writing coaching and planning with a lead practitioner.	Impact on pupils who have remained in school, but mobility issues meant that 10 pupils who were on track to meet ARE left mid-year and new pupils were N2E or had been out of school for several months. Additionally, a long term staff absence impacted the overall results.	Some issues with compliance to reading strategy. Books took a while to set up and be issued. Continue this year as now embedded and staff can hit the ground running with the strategies. Schemes of work are now complete and compliant to national curriculum expectations, new class texts bought and staff have better experience to build on so quality of teaching and expectations should be higher. Monitoring to check compliance to weekly vocab training. More thorough and regular compliance checks to take place by designated SLT lead.	£1k SB TLR £15 k HLTA
Improve outcomes in maths at KSI	Audit interventions that have been used Max Marvellous maths to be introduced. CPD on challenging the more able, problem solving and reasoning.	As above	White Rose maths planning now being implemented and will continue. A pilot was abandoned mid-December, so adherence to WR will enable pupils to make better progress. TAs to be trained in Numbers count and success in arithmetic to challenge for able. Further training on challenging more able and problem solving More thorough and regular compliance checks to take place by designated SLT lead.	£1k TLR CP

Improve the proportion of pupils meeting expected standard in phonics.	Ensure all new staff have phonics training and that all staff have reminder so that approach is consistent. Regular screening takes place. Planning is carefully mapped to ensure pupils all experience at least Stage 5 phonics.	Some improvement and an increase in the proportion achieving expected standard by the end of Y2. Mobility issues meant that some Y1 pupils started mid way through the year with very little English.	Issue with Y1 NQT – staffing in KSI has been improved. New screening tool used to monitor progress and help staff to identify specific issues for each child Lexia used as a daily intervention for those chi who are at risk of failing the screening test. 1:1 support identified for additional daily phonics.	£1k Lexia £32k HLTA/TA support
Improve engagement in school and enjoyment through enriching the curriculum. A,B,C,F,G	Provide subsidised curriculum trips, KS2 residential, drama workshops, theatre company to broaden experiences of children. Holiday activity days. After school clubs	Good engagement and improved attendance.	Continue with rewards, trips and holiday support.	£40k
Raise Attainment in KS2	Additional staffing Y6 and 4 Booster groups Revision Guides Reading materials Drama Workshops Assessment tool	Some improvement in writing. 10 pupils narrowly missed out on achieving ARE.	Continue as before – hit the ground running Delay getting the books in place last year Introduce whole class comprehension More regular compliance checks RQT New staff in Y6 to ensure higher expectations Further training on TAs to deliver better Guided reading session.	£80k Additional teacher 0.6 2 x HLTA 1 x L3
Reduce mobility throughout school	Survey parents regarding introduction of an after school club. Provide breakfast club for parents who work, struggle to get their children to school. Log why pupils are removed off roll.	Mobility in EY and KSI continues to be cause for concern. Pupils are located in BD3 if they are new to the country, asylum seekers or refugees but tend to move due to housing issues to be closer to their families.	Crime issues in area mean that parents prefer to move out of the area. Some reduction in mobility but it is still way above national particularly in KSI and EY. Parent questionnaires are very positive about the school and only choose to leave due to DV, crime or housing issues.	Inclusion Team and staffing £15k
Targetted cost £168,143				£168K

v. 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	
Improve outcomes at KSI and 2	<p>TAs trained in benchmarking and 20:20</p> <p>Train teachers and TAs in first class at number and success in arithmetic.</p> <p>CPD sessions to enhance small group work and 1:1</p> <p>Ed Psych time to help develop whole school strategies.</p>	Disappointing results this year, however now the strategies are in place from the very beginning of the year, impact should be greater.	<p>TA to come out of class and are timetabled by the AP Inclusion to ensure intervention is prioritised</p> <p>Compliance checks and reviews to commence</p> <p>Appointment of AP Inclusion means that we now have a cohesive approach and purposeful tailored intervention. .</p>		
Improve attendance on a Friday	<p>Friday afternoon club</p> <p>Communication to parents about the importance of attendance on a Friday</p> <p>Attendance challenge and rewards</p> <p>Use of the minibus to collect repeat offenders to emphasise to parents the need for their child to attend.</p>	2% increase in attendance on a Friday – still below national.	Continue with strategies for improving attendance. Hot meal, rewards, keeping it visible.		
Total cost				£65,000	
vi. 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	
Improve attendance	<p>Strategic team challenge parents to bring children into school.</p> <p>Attendance challenges/rewards</p>	<p>2% increase in attendance and now nearly at national.</p> <p>PA has decreased by 6%</p>	<p>Strategies work but we need to simplify rewards. Continue with walking bus and minibus.</p> <p>First day calling must be completed</p>		

	Identify cohorts to monitor and frequency. Provide uniform to encourage pupils to engage fully Breakfast club Vulnerable families are supported through CAFS Employ ESW Family Link worker		by 9.30am		
Improve behaviour and uniform	Behaviour mentor Uniform vouchers to FSM pupils Weekly monitoring	Much improved uniform Behaviour good Some issues with Y6 boys and Y3 boys. Police involved and Y3 improved.	Further ember the reward system and the star of the week.		
				Cost	£90K
				Total budgeted cost	£323k