



Upton Westlea Primary School

SSIP 2017-18

*Priority: To ensure best value of the Pupil Premium in order to close the gap between disadvantaged and others.*

September 2017 - July 2018

Pupil Premium

**Responsibility of:**

Responsibility of the Teaching and Learning Sub Committee

Lead member of staff & governor: Responsibility of the Leadership and Management Committee: Dr A Thorp

Lead members of staff: Mrs Carruthers, Mrs Holmes, Mrs Grimshaw  
With the support of all staff and governors.

**Every Child Matters  
Outcome:**

- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Be Healthy

**Link to Children and Young People's  
Plan 2012-2016**

Narrowing the gap for children who live in more disadvantaged areas in terms of educational / vocational achievement.

### School's position:

For the financial year 2016-17 the Pupil Premium allocation for school was £70,120. When writing this action plan the allocation for 2017-18 was not yet known.

The Headteacher has raised the profile of Pupil Premium / Disadvantaged children by appointing a Pupil Premium lead who is also the SENCO. They have worked closely together since the OFSTED in September 2015 to ensure the needs of the disadvantaged children are met. Examples of work done include:

- Producing an up to date Pupil Premium policy
- Reporting to Governors regularly about the progress of disadvantaged children and the way the Pupil Premium money is used
- A thorough analysis of the reasons for underachievement, a context sheet has been devised for each class.
- An audit and discussion of all the school's interventions. New interventions have been purchased including Beat Dyslexia, IDL, FirstClass@Number1 and Fast Forward Grammar.
- Pupil Progress meetings now ensure time to discuss Pupil Premium children who are not making the expected attainment and progress and how they can be supported.
- Detailed provision map of all new interventions based on Pupil Progress meeting discussions.
- Extra training to support day to day teaching as well as class based interventions
- Extra staff appointments
- Staff have a raised awareness of those Pupil Premium children in their class. (All classes have a Pupil Premium folder)
- Additional money has been used to employ a Learning Mentor / Family Support worker to ensure that the children are supported with their emotional development as well as their academic development.
- Lunchtime nurture groups have been established as have homework clubs for disadvantaged children in KS2.
- The role of TAs has been completely changed in the afternoons. TAs now provide regular interventions and are taking ownership of the groups they are working with, their expertise are now being fully utilized.
- Interventions from TAs are observed and pupil opinions are asked as to whether the interventions are helping and whether they are effective.
- The Headteacher and Pupil Premium lead complete IMPACT statements on the Pupil Premium register - interventions are constantly monitored to ensure effectiveness.

As a result of the above and much more the recent Pupil Premium review identified school as a case study for good practice.

*'Interventions and progress of PP pupils is now closely linked and TAs are held to account for impact that their support has on the progress and attainment of the children'*

*'Attainment gaps are closing for some but not all year groups. More time is required to analyse the impact that the interventions may have on progress and attainment though this is being closely monitored to ensure that no intervention time or strategy is 'wasted''*

*'Class teachers are more aware of the children in the class who are PP children ..... Targets for all children are ambitious including PP children,.'*

*'Funding is directed well towards academic intervention activity as well as a range of strategies to focus upon meeting social and emotional needs'*  
*'The Headteacher has been in post since September 2015 and has already had an enormous impact on the organisation and leadership of the school.'*  
 A Teaching and Learning review in December 2016 identified the impact of the above strategies:  
*'Disadvantaged pupils now make progress which is as good or better compared to disadvantaged pupils from similar starting points'.*

Reception Data 2016-2017

	ELG Expected GLD
All	66.7%
Disadvantaged	60%
Forces	60%

Phonics Results Data 2016-2017

	% Pass
All	67%
Disadvantaged	33%
Forces	40%

Year 2 Data Summer 2017

	Writing				Reading					Mathematics				
	40.7%		59.3%		44.4%			55.5%		40.7%		59.2%		
All	7.4%	33.3%	51.9%	7.4%	3.7%	7.4%	33.3%	44.4%	11.1%	3.7%	3.7%	33.3%	44.4%	14.8%
	2/27	9/27	14/27	2/27	1/27	2/27	9/27	12/27	3/27	1/27	1/27	9/27	12/27	4/27
D	12.5%	37.5%	50%		12.5%	0%	62.5%	25%		12.5%		50%	25%	12.5%
	1/8	3/8	4/8		1/8	0/8	5/8	2/8		1/8		4/8	2/8	1/8
Forces		50%	50%				33.3%	66.6%				16.7%	83.3%	
		3/6	3/6				2/6	4/6				1/6	5/6	
Non-Mobile		15.4%	69.2%	15.4%		7.7%	15.4%	53.8%	23.1%			30.8%	46.2%	23.1%
		2/13	9/13	2/13		1/13	2/13	7/13	3/13			4/13	6/13	3/13

The end of KS2 results for 2017:

	Writing					Reading					Mathematics				
	32.1%			67.7%		29%			71%		25.8%			74.1%	
All	6.4% 2/31	6.4% 2/31	19.3% 6/31	54.8% 17/31	12.9% 4/31	6.4% 2/31	3.2% 1/31	19.4% 6/31	58.1% 18/31	12.9% 4/31	6.4% 2/31		19.4% 6/31	51.6% 16/31	22.5% 7/31
D	10% 1/10	20% 2/10	10% 1/10	60% 6/10		10% 1/10	10% 1/10	20% 2/10	60% 6/10		10% 1/10		20% 2/10	60% 6/10	10% 1/10
Forces			25% 1/4	75% 3/4				25% 1/4	75% 3/4				25% 1/4	75% 3/4	
Non-Mobile		25% 2/8	12.5% 1/8	50% 4/8	12.5% 1/8		12.5% 1/8	37.5% 3/8	37.5% 3/8	12.5% 1/8			25% 2/8	62.5% 5/8	12.5% 1/8

	2013	2014	2015	Due to the changes it is difficult to compare 2016 data with previous years.	2016 % figures	2017	
<b>All Subjects</b>							
Disadvantaged pupils	14.3	13.6	15.0			42.9%	9 children 69.1%
Other pupils	15.9 (-1.6)	17.6 (-4.0)	17.1 (-2.1)			46.7%	22 children 70.9%
National Others	16.3 (-2.0)	16.4 (-2.8)	16.6 (-1.6)			53%	61%

	2013	2014	2015	Due to the changes it is difficult to compare 2016 data with previous years.	2016		2017		
					Scale Scored average figures	% figures	Scale Scored average figures	% figures	
<b>Reading</b>									
Disadvantaged pupils	15.0	15.0	15.0			101.5	57.1%		67%
Other pupils	16.7 (-1.7)	18.2 (-3.2)	17.9 (-2.9)			101.1	53.3%		73%
National Others	16.8 (-1.8)	17.0 (-2.0)	17.1 (-2.1)		103	66.0%	104	71%	

	2013	2014	2015	Due to the changes it is difficult to compare 2016 data with previous years.	2016 % figures	2017	
<b>Writing</b>							
Disadvantaged pupils	13.8	12.8	15.0			71.0%	67%
Other pupils	15.2 (-1.4)	16.7 (-3.9)	16.1 (-1.1)			66.7%	73%
National Others	15.5 (-1.7)	15.6 (-2.8)	15.8 (-0.8)			74%	76%

	2013	2014	2015	Due to the changes it is difficult to compare 2016 data with previous years.	2016		2017	
					Scale Scored average figures	% figures	Scale Scored average figures	% figures
<b>Maths</b>								
Disadvantaged pupils	14.2	13.0	15.0		101.5	57.1%		78%
Other pupils	15.8 (-1.6)	17.8 (-4.8)	17.4 (-2.4)		102.5	66.7%		73%
National Others	16.5 (-2.3)	16.7 (-3.7)	16.9 (-1.9)		103	70%	104	75%

Review of PP Spending 2016/17		
Strategy and EEF impact figure	Outcomes and Impact	Continue or Discontinue
TA's in class (EEF +1 Month)	Improved support during lessons, increased confidence and social skills. Learning walks highlight support must be linked to independence.	C
Targeted Interventions based on Gaps in Learning	Regular (half-termly) pupil progress meetings which tailor support where children need it focusing on gaps in learning.	C
One to One Support TA (EEF +5 months)	Targeted at children who are well below age related progress. Consistent regular support. Regular discussions with teacher to support learning in the classroom.	C
Early Years Interventions (EEF + 6 months) Elklan, Well Comm, LOLA, Phonics	Reduce gaps based on early intervention, regular and daily over learning. Well qualified staff ( Elklan training and Well Comm training). Good quality provision with positive relationships between staff and children.	C
Learning Mentor -Behaviour Interventions, Nurture Groups (EEF +4 months) Sensory Room/time with Learning Mentor for Vulnerable children	Working with individual children and their families to overcome barriers to success. Support based on children's emotional well -being, effective learning through promoting positive behaviour and encouraging good attendance .. Improved confidence, motivation and children have more chance of success. Focused on social and emotional aspects of learning to support academic achievement.	C Can be difficult to evaluate these interventions.
Extending school time (EEF +2 months)	Children are ready to learn and time used to improve key skills.	C
Phonics training (EEF +4 months)	Training has been successful in raising the attainment of pupils with the Year 1 phonics test results for Pupil Premium children are *** passed the test.	
Homework club (EEF +2 months)	Effective parental involvement and good quality homework, which has been built upon within school, has been the focus.	C
Horse Riding (EEF + 3 months)	Wider outcomes (communication, self- confidence, resilience, perseverance) for the children diagnosed with Autism which includes PP children in Eden.	C
Small group tuition/Booster groups(EEF + 4 months)	Targeted to meet individual children's needs. Led by teaching staff who focused exclusively on small groups of learners.	C

**September 2015-16**

Category	No. of Pupils	Amount per pupil (£)	Allocation (£)
Ever 6 - FSM	56	1,320	73,920
Ever 5 - Service Children	26	300	7,800
Post - LAC (adopted from care)	2	1,900	3,800
			<b>£85,520</b>

**September 2016-17**

For the financial year 2016-17 the Pupil Premium allocation has decreased to £70,120.

Category	No. of Pupils	Amount per pupil (£)	Allocation (£)
Ever 6 - FSM	45	1,320	60,720
Ever 5 - Service Children	25	300	7,500
Post - LAC (adopted from care)	1	1900	1,900
	<b>71</b>		<b>£70,120</b>

**School's current position:****September 2017-18**

For the financial year 2017-18 the Pupil Premium allocation has decreased to

Category	No. of Pupils	Amount per pupil (£)	Allocation (£)
Ever 6 - FSM		1,320	
Ever 5 - Service Children		300	
Post - LAC (adopted from care)		1900	

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The aim of the action plan is to:

1. Close the gap in attainment and progress between the Disadvantaged and 'Others' both within school and in comparison to national.
2. Ensure Governors are able to identify BEST VALUE in the allocation of the Pupil Premium funding.

2016-2017 Data clearly show that the gap is closing (Reading & Writing) and reduced significantly in (Maths) for Key Stage 2 but the data for Key Stage 1 is showing a gap still exists and needs to be addressed.

**Target position:**

- There will be no negative gap in performance between those disadvantaged children and not disadvantaged within school.
- The gap between those disadvantaged children in school and those not disadvantaged at a national level will close.
- Our pupils will have their opportunities extended and their aspirations raised.

**Impact on pupils:**

The allocation for the Pupil Premium children has decreased for our school. However, this does not change our desire and motivation to ensure the gap between these children will be reduced. We will strive to raise the standards for all our pupils including the disadvantaged pupils whilst broadening their opportunities and raising their aspirations. As a school we are constantly striving to move the school forward and make worthwhile decisions based on effective evidence based practice. We will continue to use the EEF toolkit for support and any other accredited research. Disadvantaged pupils will not have their performance hindered in any way because of their family circumstances. They will have the same opportunities as their better off peers and the same chances to fulfil their potential in every aspect of school life.

**Success criteria:**

External monitoring will judge school's work in this area as at least 'Good' and the target position outlined above will be met.

Actions	Person responsible	Update			Time scale	Resource Needs / Costs	Monitoring
		<i>How close are you to the stated outcomes? Rag Rate (Red, Yellow Green)</i>					
1. All staff to identify the disadvantaged children in their class and report on their	Class teachers	Aut	Spr	Sum	Friday 15 <sup>th</sup> Sept 2017	N/A	SLT in pupil progress

<p>progress in pupil progress meetings.</p> <ul style="list-style-type: none"> <li>Complete 'Potential Barriers to Learning Forms' for all classes.</li> </ul>							meetings and through work scrutiny. Leadership and Management Sub committee Dr A Thorp
<p>2. Use new tracking system to support the data collection and analysis of Pupil Premium (P.21 Robust tracking-Supporting the attainment of disadvantaged pupils: articulating success and good practice Research report Nov 2015)</p>	Class teachers KC/VF/CH				Friday 13 <sup>th</sup> October 2017	COST OF School Pupil Tracker Online	SLT
<p>3. Establish the new intervention programme that meets the needs of all pupil premium children - FSM, Forces, CLA.</p>	KC, CH, JP, DG				Friday 15 <sup>th</sup> September 2017	Management time	SLT
<p>4. Re-organise Clubs to suit children's needs, target PP.</p>	CH, CJ				Fri 16 <sup>th</sup> Sept 2017	Cost of clubs-Karate, Multi skills	SLT
<p>5. Continue with reward systems for good attendance. Include setting individual targets for persistent absence and lateness pupils and those at risk of being excluded - improve attendance to 96% (links to rewards.)</p>	KC, DG				Fri 20 <sup>th</sup> Oct 2017	£660 (11 x £10 per half term)	SLT
<p>6. Booster tuition for targeted groups of children out of school hours.</p>	Staff				1st Dec 2017	£5500	SLT
<p>7. Provide Homework club for disadvantaged pupils in KS2 to provide supported self-study for those pupils who struggle to study in the home environment.</p>	CHa, JW					£5000	SLT



8. Challenge staff at PPM 's particularly about the progress and attainment of disadvantaged pupils.	SLT ALL staff				Fri 15 <sup>th</sup> December 2017	N/A	Leadership and Management sub committee
9. Use EEF Toolkit to support outcomes and impact and any other accredited research. E.g Effective Feedback, Growth Mindset.	CH, VF				Ongoing	N/A	SLT
10. Produce a more detailed report regarding how Pupil Premium money is spent and the impact it is having. (Termly)	CH				Termly	N/A	Leadership and Management sub committee Dr. A Thorp
11. Review interventions regularly monitoring purpose, relevance, pupil voice and progress made.	CH, JP,DG				Half termly	N/A	SLT
12. Maths and English leads to monitor progress of disadvantaged and ensure close monitoring across the school each half term. - Literacy - Numeracy	CHa VF All staff				Fri 15 <sup>th</sup> Dec Fri 2 <sup>nd</sup> March Fr 13 <sup>th</sup> July 2018	N/A	Leadership and Management sub committee
14. Use of additional TA (HW) to support children who are not reading regularly at home. 'Reading' helpers (parents) in each class to support children who are not regularly heard at home.	All staff				Friday 27 <sup>th</sup> October	N/A	SLT
15. Learning Mentor to support disadvantaged children.- Nurture room	KC/DG				Ongoing	£20,585.88 £1500	Leadership and Management sub committee
16. Continue lunchtime nurture groups inc.	KC DG, AL, CH				As	£1500	SLT

-Breakfast Club -Art Therapy - Social skills groups					required		

Evaluation of the Actions: Oct Dec March April July

1.

**Review:**

This action plan and the success or otherwise of the particular actions will be reviewed by the Head Teacher every month.

This action plan and the success or otherwise of the particular events will be reviewed by the Teaching and Learning Sub Committee each half term.

It will be reviewed by the entire Governing Body at least once per year.