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|  | <p style="text-align: center;">Upton Westlea Primary School</p> <p style="text-align: center;">SSIP 2019-20</p> <p style="text-align: center;"><i>Priority: To ensure best value of the Pupil Premium in order to close the gap between disadvantaged and others.</i></p> | <p style="text-align: center;">September 2019 - July 2020</p> <p style="text-align: center;">Pupil Premium</p> |
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| <p>Responsibility of:</p> <p>Responsibility of the Resources Sub Committee</p> <p>Lead member of staff & governor: Mrs K Carruthers, Mrs V Field, Mrs C Holmes, Mrs D Grimshaw, Mr B Crilley</p> <p>With the support of all staff and governors.</p> | <p>Every Child Matters Outcome:</p> <ul style="list-style-type: none"> • Stay safe • Enjoy and achieve • Make a positive contribution • Be Healthy | <p>Link to Children and Young People's Plan 2015-2019</p> <p>To promote and improve the emotional health and well being of children, young people and their families</p> <p>To continually develop and improve the way we work so that outcomes for ALL children improve.</p> |
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What is Pupil Premium?

The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. The funding is aimed at addressing the current underlying inequalities that exist between children from disadvantaged backgrounds and their more affluent peers.

This funding is allocated to schools on the basis of the number of pupils who have been eligible for Free School Meals at any point over the last six years, children who have been 'looked after' for more than six months, children who have left local authority care or children of service personnel.

The DfE has given schools the freedom to use the Pupil Premium as we see fit, based on the knowledge of the children in our care.

Pupil Premium Funding:

For the financial year 2019-20 we have received £56,160 Pupil Premium funding which is significantly lower than previous years.

Nature of support:

At Upton Westlea we continue to use the additional funding to support a variety of strategies to best meet the needs of each individual child for whom the grant funding was allocated including:

- High quality inclusive teaching
- Pupils taught in groups with other children who are working at a similar level
- Focused support from skilled teaching assistants both in class and in small groups
- Individual tuition by experienced teachers or teaching assistants tailored to the individual learners perceived needs e.g. KS1 & KS2 booster groups - Reading and Maths
- Intervention strategy support from teaching assistants e.g. IDL, FirstClass@Number2 Maths Intervention, Inferences etc.
- Carefully targeted resources including sensory equipment
- Personalised support including pastoral support for individual pupils and their families to meet their needs. Individual support packages of support for emotional wellbeing e.g. Next Step Cards, Motivational Interviewing.
- Individual assessments for those PP children with specific needs e.g. Dyslexia Assessments
- Participation in sporting and creative activities.
- Outdoor resources and activities e.g. Horse riding
- Breakfast club and After School club activities and programmes
- Attendance awards

All interventions and support are highly targeted over a period of time, according to need and impact tracked.

Children's progress and attainment is tracked and monitored carefully to ensure they achieve their full potential. Regular monitoring and evaluation is key to ensure effectiveness of expenditure.

The identified Governor for Pupil Premium is Mr B Crilley.

EYFS Data 2018-19

| | GLD | | Reading | | Writing | | Maths | |
|-------------------|---------|----------|---------|----------|---------|----------|---------|----------|
| | Westlea | National | Westlea | National | Westlea | National | Westlea | National |
| All children (20) | 55% | 72% | 55% | 77% | 55% | 74% | 55% | 80% |
| PP children | | | | | | | | |
| Difference | | | | | | | | |

KS1 Data 2018-19 Expected Standard

| | Reading | | Writing | | Maths | |
|-------------------|---------|----------|---------|----------|---------|----------|
| | Westlea | National | Westlea | National | Westlea | National |
| All children (30) | 73% | 75% | 60% | 69% | 63% | 76% |
| PP children | | | | | | |
| Difference | | | | | | |

KS2 Data 2018-19 Expected Standard

| | Reading | | Writing | | Maths | |
|-------------------|---------|----------|---------|----------|---------|----------|
| | Westlea | National | Westlea | National | Westlea | National |
| All children (26) | 73% | 73% | 77% | 79% | 73% | 79% |
| PP children (9) | 44% | 62% | 56% | 69% | 67% | 67% |
| Difference | -29% | -11% | -21% | -10% | -6% | -12% |

KS2 2018-19 RWM Combined

| | Westlea Expected + | National Expected + | Westlea GDS | National GDS |
|--------------|--------------------|---------------------|-------------|--------------|
| All children | 62% | 65% | 8% | 11% |
| PP children | 44% | 51% | 0% | 5% |

| Review of PP Spending 2018-19 | | |
|--------------------------------|--|-------------------------|
| 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. | C |

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| | Learning walks highlight support must be linked to independence. | |
| 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 |
| Extending school time (EEF +2 months) | Children are ready to learn and time used to improve key skills. | 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 and in the mainstream classrooms. | 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 |

School's current position:

September 2019-20

For the financial year 2019-20 the Pupil Premium allocation is

| Category | No. of Pupils | Amount per pupil (£) | Allocation (£) |
|--------------------------------|---------------|----------------------|----------------|
| Ever 6 - FSM | 33 | 1,320 | 43,560 |
| Ever 5 - Service Children | 42 | 300 | 12,600 |
| Post - LAC (adopted from care) | 0 | 0 | 0 |
| | 75 | | £56,160 |

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.

Target position:

- There will be a reduction in the 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> | | | | | |
| | | Aut | Spr | Sum | | | |
| Objective 1: To provide personalised, targeted intervention for pupils, enhancing Quality First Teaching to enable every pupil deemed to be disadvantaged to make at least expected progress and be on track for achieving age related expectations or above by the end of Year 6. | | | | | | | |
| 1. All staff to identify the disadvantaged children in their class. <ul style="list-style-type: none"> • Complete 'Potential Barriers to Learning Forms' for all classes. • Complete Pupil Premium Register adding any additional support. | Teachers | | | | 13 th Sept '19 13 th Dec '19 27 th Mar '19 6 th July '19 | N/A | Resources Sub Committee |
| | | | | | 13 th Sept '19 13 th Dec '19 27 th Mar '19 6 th July '19 | | SLT |

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| 2. Analyse half termly / termly assessments and on-going formative assessments to identify gaps in knowledge. | Teachers SLT | | | | Oct 2019 Dec 2019 Feb 2020 Apr 2020 May 2020 July 2020 | Pupil Progress Meetings Discussions Book scrutinies Assessments | Resources Sub Committee SLT |
| 3. Provide focused specialist TA support outside the classroom either 1 to 1 or small groups. | JP, PH, JR, | | | | On-going | TA Salaries | Resources Sub Committee SLT |
| 4. Provide focused TA support within lessons to enhance Quality First Teaching and provide pastoral support to ensure engagement in learning. | Teaching Assistants | | | | On-going | TA Salaries | Resources Sub Committee SLT |
| 5. Provide the opportunity for 1 to 1 reading. | KC (+Bobby) Parent helpers | | | | On-going | | Resources Sub Committee SLT |
| 6. Provide focused phonic support to close the gap between PP children and their peers. | LD, LMc, SB | | | | On-going | TA Salaries | Resources Sub Committee SLT |
| 7. Record and evaluate support sessions for individual students. | Teachers Teaching Assistants | | | | On-going | TA time and salaries | Resources Sub Committee SLT |
| Objective 2: To provide personalised targeted pastoral support for individual PP pupils to enable them to be happy, secure and fully engaged in school and supported (where appropriate) outside school. | | | | | | | |
| 7. Provide focused specialist TA pastoral support to determine support and provide according to individual / class need. | DG | | | | On-going | TA Salaries | Resources Sub Committee SLT |
| 8. Record and evaluate every support session on an individual pastoral plan or through C-POMs. | DG | | | | On-going | TA time and salaries | Resources Sub Committee SLT |
| 9. Provide relevant in-house intervention to meet | DG, JP | | | | On-going | TA Salaries | Resources |

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| the social and emotional needs of PP pupils e.g. Next Step cards, Volcano in my Tummy, Motivational Interviewing. | | | | | | | Sub Committee SLT |
| 10. Involve outside agencies to support social and emotional needs e.g. Play Therapy, Outreach etc. | Outside agencies | | | | On-going | | Resources Sub Committee SLT |
| 11. Improve the attendance of identified pupils. Work closely with other services to support children and families inc. Attendance officer at Upton High | KC, DG, Upton High | | | | On-going | Attendance awards £300 Upton High liaison | Resources Sub Committee SLT |
| 12. Work alongside families to reduce a range of barriers to learning including language skills, emotional and family support. | DG, KC | | | | On-going | | Resources Sub Committee SLT |
| Objective 3: To ensure that all PP pupils have exposure to various life experiences that they may not receive without that funding. | | | | | | | |
| 13. Provide a range of extra-curricular clubs encouraging and prioritising PP pupil attendance (Target children to ensure that they get a good experience at school.) | AN | | | | Sept 2019 Jan 2020 Apr 2020 | PE and Sports Premium resources | Resources Sub Committee SLT |
| 14. Provide school trips partially funded by the school for all year groups to ensure that the children get a wider understanding of the world and the curriculum. To access additional funding for residential trips (Chairman's Trust) | Teachers KC, DG | | | | On-going | Chairman's Trust | Resources Sub Committee SLT |
| 15. Provide targeted trips for PP pupils to widen their knowledge of key areas of interest. | Teachers KC, DG | | | | On-going | | Resources Sub Committee SLT |

Evaluation of the Actions: Oct

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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 Resources Sub Committee each term.

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