

## **Pupil Premium Report 2015 – 16**

The pupil premium is an allocation of funding from central government to narrow attainment gaps between pupils from low income families and their peers. The amount received by each school is dependent on the number of children who are eligible for free school meals (FSM), who are Children in Care (ChIC) or children of members of the Armed Forces. The pupil premium funding is used to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

The value of the Premium in 2015 -16 was £1,320 per pupil.

### Context of the School

Westgate Primary School is a community school located near the centre of Dartford in Kent, and is part of the Cygnus Academies Trust. We are a one form entry primary school catering for children from Reception to Year 6. Our school vision statement, "A Place of Excellence", reflects the high expectations we have for all in our school community. As a result Westgate is a place where children are taught how to learn through engaging in an inclusive, broad and balanced creative curriculum. At Westgate, everyone is respected and valued as an individual and children can expect to achieve an extremely high standard of education during their time with us. We are determined that all children should reach their full potential irrespective of starting point or background.

Our curriculum is designed by our school for our school. We have identified areas that many of our children have found challenging and areas that we want our children to be able to use throughout their lives. By using our curriculum to develop these skills we hope to give our children the best possible chance to be successful in their future working lives. Pupil Premium funding represents a significant part of our budget and we are committed to ensuring that it is used to maximum effect.

### Objectives of the Pupil Premium

Our key objective when allocating the spending of the pupil premium grant is to narrow and close the gaps in achievement between all groups of children including those who have additional SEND needs or who are already attaining high levels. However, we recognise that not all pupils who are socially disadvantaged are registered to qualify for free school meals and we reserve the right to allocate the funding to support any pupil or group of pupils the school has legitimately identified as being socially disadvantaged. The majority of any group will be made up of pupils eligible for free school meals.

The national trend in attainment levels for FSM children is lower than those who do not receive free school meals. Through targeted interventions together with quality first teaching in class we have strived to reduce this gap. For the FSM children who start school with low attainment on entry, our focus is for them to make accelerated progress to ensure they are Secondary ready by the time they leave us in Year 6.

### How will the money be used at Westgate Primary School?

At Westgate Primary School we look at how the money is best spent by considering the individual needs of each child. There is a broad range of uses for the money but when we consider how best it is to be used, the only criteria is that it must support the school in raising the child's academic achievement so they are at least in line with their peers. The range of provision includes:

- Small group work with an experienced teacher focused on overcoming gaps in learning support in reading, writing and maths. eg Year 6 booster groups before and after school.

- Additional support in the Early Years for early intervention programmes
- Intervention coordinator to ensure appropriate provision of support across the school.
- Curriculum enrichment activities eg working with the local Grammar School on projects for enrichment in Art and writing.
- Funding for counselling and well-being programmes
- Technology to support pupils accessing the curriculum
- Targeting able children on FSM to achieve above expected outcomes at the end of KS1 and KS2

Together with these initiatives there is a great emphasis on high quality provision within the classroom including:

- Personalised learning for children through careful use of Learning Challenges in all subjects.
- Children are given sufficient time to respond to marking comments in order to make further progress and deepen their understanding of the work.
- Self- assessment against the Learning Challenges takes place after each lesson.
- Ace weeks provide opportunities for collaborative learning to demonstrate that concepts which have been taught can be used and applied independently.
- Daily opportunities are given for children to reflect on their own learning and work with their peers
- Weekly opportunities are provided for parents/carers to discuss their children's learning with the pupils.

### Reporting

The attainment and progress of Pupil Progress children is monitored closely by teaching staff and the Senior Leadership team. All staff are involved in the analysis of data, and discussions during Pupil Progress meetings identify any concerns and the actions being taken to address them.

Regular reports will be provided to the Governing body in relation to Pupil Premium expenditure and impact.

At the end of the academic year, the governors of the school will ensure there is an annual statement to parents, published on the school website, regarding how the Pupil Premium funding has been used to address the issues of 'narrowing the gap' for socially disadvantaged pupils. This will be undertaken within the requirements published by the Department for Education.

It will be the responsibility of the Head teacher or a delegated member of staff to include information in the annual report to governors. The report will include:

- Information relating to how the funding was allocated and spent
- The objectives and outcomes of the provision
- A statement about the progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.