# Pupil premium report for Westgate Primary School

## 2019 -20

| SUMMARY INFORMATION | | | |
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| Date of most recent pupil premium review: | Sept 2018 | Date of next pupil premium review: | Sept 2020 |
| Total number of pupils: | 240 | Total pupil premium budget: | £61,673 |
| Number of pupils eligible for pupil premium: | 41 | Amount of pupil premium received per child: | £1,320 |

## STRATEGY STATEMENT

The school places an emphasis on achievement for all pupils, addressing the needs of individual pupils, using evidence in decision-making and responsive leadership as this is seen to be a key to raising standards for disadvantaged pupils (Supporting the Attainment of Disadvantaged Pupils - NFER report)

The use of the Pupil premium grant is based on the needs of the pupils as assessed against the barriers that are perceived to hinder their learning and any other general or SEND needs. The perceived barriers are:

· Speech and language issues including poor communication skills and limited vocabulary

· Lack of parental engagement

· Low aspirations for the present and future

· Poor fine motor skills

· EAL issues

Through consistent practice at Westgate, we have seen the benefit of small, focused groups of children arranged to address specific issues for set time periods. These groups are led both by teachers and teaching assistants. In some cases, children have more specific one to one support in class as well as working with others in these groups.

Teacher assessment is used to determine the needs of individual children and the programmes of learning to meet these needs are devised by the teacher based on these assessments.

Regular reporting to parents and formal and informal discussion enable teachers to keep parents informed about their children's attainment and progress. Parents are encouraged to support their children at home through regular reading for example. The overall aims of our pupil premium strategy are to reduce the attainment gap between disadvantaged pupils and their peers and raise attainment across the school. We also aim to improve the life chances of out disadvantaged pupils by giving them exposure to a wide range of experiences both inside and outside school through trips, visitors workshops etc

## Barriers to learning

| BARRIERS TO FUTURE ATTAINMENT | |
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| Academic barriers: | |
| A | Speech and language issues including poor communication skills and limited vocabulary |
| B | Poor fine motor skills |
| C | EAL issues |

| ADDITIONAL BARRIERS | |
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| External barriers | |
| D | Lack of parental engagement |
| E | Low aspirations for the present and future |

| INTENDED OUTCOMES | | |
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| Specific outcomes | | Success criteria |
| A | Development of wider working vocabulary | Evidenced through written work in English and across the curriculum. |
| B | Rapid progress in acquisition of English. | EAL children rapidly become more confident with both spoken and written English. |
| C | Improved handwriting through development of fine motor skills. | Evidenced through written work showing neat, consistent style of handwriting by start of KS2 for the majority of pupils. |

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| D | Enhanced aspirations for children of all ages. | Evidence in work for Aspirations topic at the start of the year; contributions to class and school debates as part of our assembly strategy. |

## Planned expenditure for year 2018 - 19

| ACADEMIC YEAR | | | | | |
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| Quality of teaching for all | | | | | |
| Action | Intended outcome | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? | Staff lead | When will you review this? |
| In class support where appropriate – given by both teachers and TAs | Close gaps between PP and non PP pupils in maths and English so PP pupils attain in line with their peers, including more able pupils.<br><br>In particular, pupils show progress in developing recognition of sounds and words to read, improved basic writing skills and improved understanding of key concepts in maths. | Shown to improve learning for all children without disruption to learning across the curriculum. | Regular monitoring of lessons and books by SLT. | SLT | Term 5/6 |

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| Focus on acquisition of both technical and non-technical vocabulary across the curriculum including reading and core subjects. | Children are more confident about using a wider range of words in their writing; in reading they have a range of strategies to enable them to work out the meaning s of unknown words | We have moved away from a dependence on dictionaries when reading for example, so that children can develop a greater understanding of what they are reading.<br>For all written work, word banks are available so that children can become more fluent with a wider vocabulary. | Regular monitoring of lessons and books by SLT. | All staff | Term 5/6 |
| Daily feedback and collaborative learning with mixed ability groups and pairs. | Develop confidence and enable all pupils to benefit from peer collaboration | Shown to be effective ways to enable disadvantaged pupils to increase their attainment (EEF Teaching and learning toolkit) | Regular monitoring of lessons and books by SLT. | All staff | Term 5/6 |
| Emphasis on structured and systematic approach to the teaching and learning of reading from use of Read Write Inc programme in EYFS and KS1 through to whole class immersive reading in KS2 | Being able to read fluently and with understanding is key to making progress in all other curriculum areas, | Shown to be a key way to enable disadvantaged pupils to increase their attainment (EEF Teaching and learning toolkit) | Regular monitoring of lessons and books by SLT. | All staff | Term 5/6 |
| | | | | Total budgeted cost: | n/a |
| Targeted support | | | | | |
| **These were the intended plans, but they were not completed due to Covid 19** | | | | | |
| Action | Intended outcome | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? | Staff lead | Cost |

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| <u>Pixl</u><br>Subscription to intervention provision that includes resources and activities designed to rapidly close the gap between PP children and others and to extend the more able PP children. | Diagnosis of gaps in understanding can be achieved rapidly and then customised intervention programmes can be used with small groups. Includes LA and HA pupils. | | Extend the use of PIXL resources across the school including bi-termly use of diagnostic assessment resources | | £2675 |
| <u>Interventions</u><br>Targeted small group work focusing on reading, writing, maths or social skills in all year groups. | Close the gap between disadvantaged pupils and their peers; raise attainment and progress for all pupils across the curriculum. | Groups have been shown to be effective in the past. | Progress and attainment for the groups are monitored weekly by the class teacher and termly by SLT and SENCO. | All staff | £18 650 |
| <u>Speech Link</u><br>Identify early speech and language difficulties with targeted actions to support children with speech difficulties | Pupils are able to make progress in English, including reading and writing | Some pupils need early intervention with their speech and communication skills in order to make appropriate progress in all areas of the curriculum. | EYFS teachers and SENCO share results which are used for future planning | CJ, HT, AC | £864 |

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| Year 6<br>Separate groups for HA pupils in Year 6 in English and Maths 3 times per week | This enables class teacher and TA to focus on basic skills and improving attainment and progress for remaining pupils in Year 6. This will help to close gaps between PP and non PP so lower achieving PP pupils attain in line with their peers. | The wide spread of ability in Year 6 makes effective differentiation across the class more difficult with 30 children | Shared planning between Y6 teacher and additional teacher and TA; daily liaising about progress | RG/JE/KM | £10,500 |
| Reading/maths boosters<br>Before and after school reading/maths groups for Y6 pupils | Improve reading confidence and fluency and basic maths skills to be better prepared for SATs. | Some of the LA pupils benefit from very small group tuition. | Liaison between TA and class teacher | KM | £18,251 |
| Emotional support<br>TA available for part of lunchtimes to support social development of vulnerable children. New activity CJ | Vulnerable pupils are more able to achieve their potential in academic areas and can therefore make progress more in line with non PP peers | Vulnerable pupils were confident about completing SATs tests | Liaison between CD and class teacher | CD | £1789 |
| Easter School<br>Targeted support for year 6 pupils to review and receive 1:1/1:5 focused support | Increase in pupils achieving end of stage expectations – gap between PP and non PP pupils narrowed. | This will cover the Easter break period to enable children to maintain their confidence and fluency in all areas | Pupil progress discussions between RG and DT | RG | £2000 |

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| <u>Extra-curricular activities</u><br>Targeted pupils to receive allocated places in some after-school activities eg cooking club<br>Discounted cost to all after school activities for all PP pupils | PP pupils are able to access wider experiences and develop greater skill sets including increased self-confidence. | PP children are often reluctant to attend after school activities due to the cost | Monitor the uptake of club places termly and continue to invite PP pupils individually. | JE | £500 |
| To prepare Year 6 children for the day and ensure they have had breakfast and are in school on time | Develop social skills and reduce anxiety; pupils are better prepared for the SATs tests. | | Pupil voice during the SATs week will reflect the fact most pupils feel calm and relaxed and will be ready to work having eaten breakfast. | RG | £150 |
| <u>Trips/visits</u><br>Subsidised payment is available for PP parents to cover the cost of more expensive trips including Y6 residential. | Increased opportunities for out of school life experiences available to all pupils. | As limited life experience is one of the barriers to learning at Westgate, this should enable PP children to take part in these important enrichment activities | Termly monitoring by PP lead | JE | £500 |
| Pupil Premium Leader Contingency Fund | If all interventions and supports have not resulted in appropriate progress, a fund is available for the PP Lead (HoS) to source bespoke resources. | Any eligible pupil not making sufficient progress, deemed by the HT as needing further bespoke resources. | Continuous monitoring by PP Lead | JE | £2,000 |
| | | | | Total budgeted cost: | £57879 |
| The remaining £3794 would have been budgeted later in the year for new initiatives but this could not happen due to Covid 19 | | | | | |

# Assessment information (2019 assessments)

| YEAR 1 PHONICS SCREENING CHECK | | |
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| Pupils eligible for PP | Pupils not eligible for PP | National average |
| No assessment due to Covid 19 | | |

| END OF KS1 | | | |
|---|---|---|---|
| | Pupils eligible for PP | Pupils not eligible for PP | |
| No assessment due to Covid 19 | | School average | National average |

| END OF KS2 | | | | | |
|---|---|---|---|---|---|
| | | | | | |
| No assessment due to Covid 19 | School % eligible for PP | National % eligible for PP | School pupils not eligible for PP | School % (all pupils) | National average (all pupils) |