

## 1. Summary Information

<b>Academic Year</b>	2017-2018	<b>Total PP budget</b>	£45,560	<b>Date of most recent PP Review</b>	Sept 2017
<b>Total number of pupils Sept</b>	212 (+ 35 Nursery)	<b>Number of pupils eligible</b>	29 YR-Y6 +1 YN EYPP	<b>Date for next internal review of this strategy</b>	Sept 2018

## 2. Current Attainment

### EYFS 2017 Westgate

Percentage achieving a **Good Level of Development** in Early Years Foundation Stage

Total Average Points 2017

	<b>2014 (4)*</b>	<b>2015 (2)</b>	<b>2016 (2)</b>	<b>2017 (3)</b>		<b>2017 (3)</b>
Pupil Premium	25%	0%	50%	66.7%*	PP TAP	30.7
Non-PP	41.8%	67.9%	67.9%	66.7%	Non-PP TAP	36.1
Gap	-16.8%	-67.9%	-17.9%	0.0%	Gap	-5.4

\* 2014 figures do not include Pupil Premium children adopted from care, but only FSM eligibility, so direct comparisons cannot be made.

- Results vary significantly year on year and relate to individual learner needs.
- The 2017 figures above include a child who became eligible for Free School Meals shortly before the end of the academic year, and who did not achieve GLD.

## KS1

### Phonics Y1 Westgate

	2015 School (2)	2015 National	2016 School (2)	2016 National	2017 School (3)	2017 National
PP	50%	66%	50% ←	70%	67% ↑	Not yet available
Non-PP	88%	80%	89%	83%	93%	84%
Gap	-38%	-14%	-39% ↓	-13%	-26% ↑	Not yet available

Arrows indicate comparisons with previous year's figures (↑= improvement; ←= no change; ↓= deteriorated).

The one PP child who did not pass the phonics test this year still scored highly and is expected to pass in Y2. They have narrowed the gap between them and their peers but it is not yet closed.

- **Target for improvement:** to ensure all PP children pass the Phonics screening test, through targeted intervention, in 2018.

### Key Stage 1 Results 2017 Westgate

	LA Leeds	National All	School PP	School Not PP	National Not PP	National PP	School PP gap
children at expected standard in reading, writing & mathematics	53.9%	63.7%	50%↑	75.0%	67.5%	48.9%	-25.0%↓
children at expected standard in reading	68.2%	75.5%	100% ↑	89.3%	79.0%	62.9%	+11% ↑
children at expected standard in writing	58.5%	68.2%	50% ↑	78.6%	71.9%	54.0%	-29% ↑
children at expected standard in maths	67.7%	75.1%	50% ↑	89.3%	78.6%	62.1%	-39% ↓
high level of attainment in reading, writing and maths	7.3%	11%	0%←	7.1%	12.5%	4.8%	-7.1%

Arrows indicate comparisons with previous year's figures (↑= improvement; ←= no change; ↓= deteriorated).

The one PP child who did not reach the expected standard has narrowed the gap between themselves and their peers but still has a way to go. They accessed structured interventions for English and maths which had a positive impact on key areas, but not enough to close the gap in writing and maths. Any gaps are equivalent to less than 1 pupil.

- **Target for improvement:** To increase impact of Quality First Teaching and targeted intervention, by identifying gaps in learning and using same day intervention, where appropriate.

## KS2

### Key Stage 2 Results 2017 Westgate

	LA	National All	School PP	School Not PP	National Not PP	National PP	School PP gap
Children at expected standard in reading, writing & mathematics	55.1%	61.1%	0.0% ↓	42.3%	67.1%	46.7%	-42.3% ←
Children at expected standard in reading	66.4%	71.5%	40.0% ↑	73.1%	76.7%	59.1%	-33.1% ↑
Children at expected standard in writing	69.4%	76.3%	0.0% ↓	46.2%	81.0%	65.3%	-46.2% ↑
Children at expected standard in mathematics	70.5%	74.9%	40.0% ↑	65.4%	79.9%	62.6%	-25.4% ↑
Children at expected standard in Grammar, Punctuation & Spelling	73.7%	76.9%	80.0% ↑	80.8%	81.5%	65.7%	-0.8% ↑
Average progress in reading	+0.1	0.0	-0.2 ↑	-0.6	+0.3	-0.8	-0.4 ↑
Average progress in writing	-0.6	0.0	-9.1 ↓	-6.0	+0.1	-0.4	-3.1 ↓
Average progress in mathematics	+0.2	0.0	-3.3 ↑	-1.6	+0.2	-0.7	-1.7 ↑
High level of attainment in reading, writing & mathematics	6.6%	8.6%	0.0% ←	7.7%	10.7%	3.5%	-7.7% ↑
Average scaled score in reading	103.1	104.1	101.8 ↑	105.4	105.3	101.3	-3.6 ↑
Average scaled score in mathematics	103.4	104.2	99.0 ↑	103.6	105.2	101.5	-4.6 ↑
Average scaled score in Grammar, Punctuation & Spelling	105.2	106	101.0 ↑	105.8	106.9	103.5	-4.8 ↑

Arrows indicate comparisons with previous year's figures (↑= improvement; ←= no change; ↓= deteriorated)

The school gap in average scaled score has narrowed in every measure except for combined RWM expected standard. However this is in part due to lower overall attainment in this cohort this year, and still remains a target for further improvement.

**Target for improvement:** To raise achievement across the board and in particular in writing and mathematics.

### 3.Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

#### Overall Rationale:

Presenting issue Main Barriers	Action	Cost	How will impact be measured?	Actual Impact
Under-achievement in mathematics in KS2	<ul style="list-style-type: none"> <li>Success@Arithmetic intervention in upper KS2- delivery x 2 by level 2 TAs (4 pupils)</li> <li>1stclass@number2 intervention in Y3 (1 pupil)</li> <li>Power of 2 1:1 intervention KS2 (5 pupils)</li> <li>Plus1 1:1 intervention KS1/ lower KS2 (3 pupils)</li> </ul>	S@A delivery <b>£ 2193</b> 1stclass@number 2 delivery <b>£ 731</b> Power of 2/ Plus1 delivery & resourcing <b>£ 2760</b>	Entry and exit data based on Sandwell Early Numeracy Test (1stC@N) and Progress in Maths (S@A) Progress data; end of year outcomes; CEM data in Sept 2018	
Under-achievement in Phonics in EYFS	<ul style="list-style-type: none"> <li>Phonics intervention in Reception (1 child)</li> </ul>	<b>£ 352</b>	Progress data; end of year outcomes	
Under-achievement in Reading & Writing in KS1	<ul style="list-style-type: none"> <li>Delivery of FFT Wave 3 Literacy intervention KS1 (4 pupils)</li> </ul>	<b>£ 340</b>	Progress data; end of year outcomes; CEM data in Sept 2018	
Under-achievement in Reading in KS2	<ul style="list-style-type: none"> <li>Training and delivery of new KS2 inference reading intervention</li> </ul>	<b>£ 2000 TBC</b>	Progress data; end of year outcomes; CEM data in Sept 2018	
Under-achievement in Writing in KS2	<ul style="list-style-type: none"> <li>Delivery of 1stclass@number Dragon Hunters Y4 (3 pupils)</li> <li>Delivery of 1stclass@writing Pirate Crew Y3 (2 pupils)</li> <li>Delivery of FFT Write Away Together Y6 (2 pupils)</li> </ul>	1stclass@writing DH delivery <b>£ 731</b> 1stclass@writing PC delivery <b>£ 1462</b> FFT WAT delivery <b>£ 108</b>	Progress data; end of year outcomes; CEM data in Sept 2018	

<b>Presenting issue Main Barriers</b>	<b>Action</b>	<b>Cost</b>	<b>How will impact be measured?</b>	<b>Actual Impact</b>
Access to the curriculum; lower attainment levels than non-PP peers	<ul style="list-style-type: none"> <li>Contribution to cost of support staff for targeted TA deployment; in-lesson support and intervention; same day intervention in core subjects Linked to following issue &amp; action below)</li> </ul>	<b>£ 21039 TBC</b>	Progress data; end of year outcomes; CEM data in Sept 2018	
Learned helplessness: some children are reluctant to learn independently/ can rely on adult help in the classroom	<ul style="list-style-type: none"> <li>Peer observations for teachers and TAs focusing on PP learning behaviours and teaching strategies</li> <li>Training day development work for all staff</li> </ul>	<b>£ 2000</b>	Reduction in the dependency on adult support; PP children showing better resilience; gaps begin to narrow	
Complex SEMH, attachment, SEN and family needs. There is a higher incidence of PP children needing support from counselling, family support, SaLT, compared to non-PP peers	<ul style="list-style-type: none"> <li>Contribution to Cluster work to enable us to access: <ul style="list-style-type: none"> <li>TaMHS counselling</li> <li>Traded Speech &amp; Language Therapy time</li> <li>Parent Support Adviser</li> </ul> </li> </ul>	<b>£ 4400 (2/3 of total cost)</b>	Entry and exit data for TaMHS counselling (SDQ scores); Observable increase in children's emotional wellbeing Progress assessed with SaLT; Progress assessed with PSA leading to fewer difficulties at home	
Social, Emotional & Mental Health: many of our Pupil Premium children have difficulties connected to attachment and/ or family instability	<ul style="list-style-type: none"> <li>Targeted support from Learning Mentor; contribution to LM salary</li> </ul>	<b>£ 8644 (2/3 of total cost)</b>	Improvements in confidence, self-esteem, peer relationships, as observed by staff. Entry and exit assessments (Targeted Emotional Literacy)	

Presenting issue Main Barriers	Action	Cost	How will impact be measured?	Actual Impact
Many Pupil Premium children have reduced access to a broad range of extra-curricular and leisure activities	<ul style="list-style-type: none"> <li>Subsidised access to Y5 and Y6 residential as required to ensure full participation</li> <li>Time to liaise with families and providers to ensure PP children access discounted holiday activities and extra-curricular clubs (10 hours per annum)</li> </ul>	Residential subsidy £ <b>300 TBC</b> Holiday activities bookings/ extra-curricular activity co-ordination £ <b>500</b>	Did all PP children participate in residential in Y5/6? Rate of participation in subsidised holiday activities Increase take up of extra-curricular activities Proportion of PP: non-PP participation in extra-curricular activities compared to school population.	