



# Westgate Primary School

# Pupil Premium Spend Strategy

## 1. Summary Information

<b>Academic Year</b>	2018-2019	<b>Total PP budget (financial year 2018-19)</b>	£46,668	<b>Date of most recent PP Review</b>	Sept 2018
<b>Total number of pupils Sept 2018</b>	212 (+ 22 Nursery)	<b>Number of pupils eligible for PP Sept 2018</b>	30 YR-Y6 +2 YN EYPP	<b>Date for next internal review of this strategy</b>	Sept 2019

## 2. Current Attainment

### EYFS 2018 Westgate

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

Total Average Points 2018

	2015 (2)	2016 (2)	2017 (3)	2018 (1)		2018 (1)
Pupil Premium	0%	50%	66.7%*	0%	PP TAP	23
Non-PP	67.9%	67.9%	66.7%	75.9%	Non-PP TAP	35.5
Gap	-67.9%	-17.9%	0.0%	-75.9%	Gap	12.5

Colour-coding indicates comparisons with previous year's figures (**improvement**; **no change**; **deteriorated**).

- Results vary significantly year on year and relate to individual learner needs.

**KS1****Phonics Y1 Westgate**

	2015 School (2)	2015 National	2016 School (2)	2016 National	2017 School (3)	2017 National	2018 School (3)	2018 National
<b>PP</b>	50%	66%	50%	70%	67%	68%	100%	71.7%
<b>Non-PP</b>	88%	80%	89%	83%	93%	83%	85.2%	85.0%
<b>Gap</b>	-38%	-14%	-39%	-13%	-26%	-15%	+14.8%	-13.3%

Colour-coding indicates comparisons with previous year's figures (**improvement**; **no change**; **deteriorated**).

- Standards in phonics are high.
- Targeted intervention work for lower attaining PP children has had positive impact in 2017-18.

**Key Stage 1 Results 2018 Westgate**

	LA Leeds	National All	School PP (4)	School Not PP (26)	National Not PP	National PP	School PP gap
children at expected standard in reading, writing & mathematics	58%	65.3%	25%	75%	69.3%	50.2%	-50%
children at expected standard in reading	69.3%	75.4%	50%	91.7%	78.9%	62.5%	-41.7%
children at expected standard in writing	62.8%	69.9%	25%	79.2%	73.8%	55.4%	-44.9%
children at expected standard in maths	70.6%	76.1%	75%	83.3%	79.6%	62.8%	-11.7%
high level of attainment in reading, writing and maths	8.1%	11.7%	0%	12.5%	13.3%	5.3%	-12.5%

Colour-coding indicates comparisons with previous year's figures (**improvement**; **no change**; **deteriorated**).

- **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 2018 Westgate**

	LA	National All	School PP (3)	School Not PP (25)	National Not PP	National PP	School PP gap
Children at expected standard in reading, writing & mathematics	59.6%	64.4%	66.7%	69.2%	70.4%	50.6%	-2.5%
Children at expected standard in reading	71.0%	75.3%	100%	92%	80.1%	64.2%	+8%
Children at expected standard in writing	73.3%	78.3%	66.7%	73.1%	83.1%	67.4%	-6.4%
Children at expected standard in mathematics	71.3%	75.6%	66.7%	96.2%	80.7%	63.8%	-29.5%
Children at expected standard in Grammar, Punctuation & Spelling	73.7%	73.8%	66.7%	100%	82.3%	66.8%	-33.3%
High level of attainment in reading, writing & mathematics	8.9%	9.9%	0.0%	15.4%	12.2%	4.4%	-15.4%
<i>Average progress in reading</i>	+0.2	0.0	+8.98	+2.73	+0.3	-0.6	+6.25
<i>Average progress in writing</i>	0.0	0.0	-2.83	-1.24	+0.2	-0.5	-1.59
<i>Average progress in mathematics</i>	0.2	0.0	-0.02	+1.26	+0.3	-0.6	-1.28
Average scaled score in reading	104.3	105.1	113.0	109.0	106.1	102.6	+4.0
Average scaled score in mathematics	103.6	104.4	103.3	106.8	105.4	101.9	-3.5
Average scaled score in Grammar, Punctuation & Spelling	105.4	106.2	104.3	109.9	107.2	103.6	-5.6

Colour-coding indicates comparisons with previous year's figures (**improvement**; **no change**; **deteriorated**)

- Outcomes for PP children have improved across the board in terms of standards and progress, in comparison with previous years.
- Where the school PP gap has increased, this is due to greater improvements for non-PP children than for PP children.
- PP outcomes are closely linked to additional learning needs (or lack thereof).

**Targets for improvement:**

- To narrow the gap further between PP outcomes and non-PP outcomes in all subjects.
- To increase progress in writing and mathematics for PP children to bring it in line with reading and mathematics progress for non-PP children.
- To improve progress for PP children with additional needs.

### 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*)

#### Pupil Premium Summary

At the start of this academic year, across Y1-Y6:

- 60.7% of PP children were at the expected standard or above in Reading, with 14.3% at greater depth
- 42.9% of PP children were at the expected standard or above in Writing, with 3.6% at greater depth
- 50% of PP children were at the expected standard or above in Mathematics, with 3.5% at greater depth
- 28.6% of PP children were at the expected standard in all of Reading, Writing and Mathematics, with 3.5% at greater depth in all three subjects.
- 32.1% of PP children are or have previously been looked after by the local authority
- 53.6% of PP children have had previous contact with Children’s Social Work Services
- 39.3% of PP children are identified as having SEND, with 10.7% having an Education, Health & Care Plan.
- At the end of 2017-18, PP attendance stood at 94.58%, with 9.38% of PP children being classed as persistently absent (attendance of below 90%).

#### Overarching issues for the Pupil Premium cohort

	Identified Issue	Desired Outcomes	Success Criteria
<b>A</b>	Underachievement in Writing in KS2	<ul style="list-style-type: none"> <li>• More PP children reach the expected standard in writing by the end of the academic year</li> </ul>	Work in books shows that : <ul style="list-style-type: none"> <li>• PP children are using punctuation increasingly accurately</li> <li>• PP children complete extended pieces of writing, demonstrating an increasing use of key genre features</li> <li>• PP children demonstrate increased stamina when writing-writing for longer while maintaining control of grammar, punctuation and coherence.</li> <li>• PP children are improving the fluency and legibility of their handwriting.</li> <li>• At the end of KS2, PP children achieve their target grade.</li> </ul>
<b>B</b>	Underachievement in Reading in KS2	<ul style="list-style-type: none"> <li>• More PP children reach the expected standard in Reading by the end of the academic year</li> </ul>	<ul style="list-style-type: none"> <li>• PP children demonstrate improved ability to infer meaning</li> <li>• PP children demonstrate increased fluency when reading</li> <li>• PP children are able to locate information in texts to answer questions accurately and provide evidence for their opinions.</li> <li>• At the end of KS2, PP children achieve their target grade.</li> </ul>

<b>C</b>	Underachievement in Maths in KS2	<ul style="list-style-type: none"> <li>• More PP children reach the expected standard in Mathematics by the end of the academic year</li> </ul>	<ul style="list-style-type: none"> <li>• PP children demonstrate increased fluency in recalling and using key number fact eg multiplication and division facts</li> <li>• PP children</li> <li>• At the end of KS2, PP children achieve their target grade.</li> </ul>
<b>D</b>	Underachievement in Phonics in EYFS/ KS1	<ul style="list-style-type: none"> <li>• More PP children reach the expected standard in writing by the end of the academic year</li> <li>• PP children are able to access age-appropriate reading books</li> </ul>	<ul style="list-style-type: none"> <li>• PP children at the end of Reception meet the expected standard in Reading in the EYFSP</li> <li>• All PP children pass the Phonics check in Y1, and if they have not, do so by the end of KS1</li> </ul>
<b>E</b>	Limited resilience and self-confidence	<ul style="list-style-type: none"> <li>• Identified PP children demonstrate increased</li> </ul>	<ul style="list-style-type: none"> <li>• PP children strengthen their peer relationships</li> <li>• PP children reduce distress and anxiety observed in the classroom when faced with challenge.</li> </ul>
<b>F</b>	Attendance	<ul style="list-style-type: none"> <li>• The percentage of PP children classed as being persistently absent falls to be at least in line with that of non-PP children at Westgate</li> <li>• Overall attendance for PP children improves so that it is broadly in line with non-PP children at Westgate</li> <li>• PP children with better attendance make better progress</li> </ul>	<ul style="list-style-type: none"> <li>• Target PP children improve their attendance compared to 2017-18</li> </ul>
<b>G</b>	Additional learning needs due to SEND	<ul style="list-style-type: none"> <li>• PP children identified as having SEND receive appropriate support</li> <li>• PP children with SEND fulfil their potential</li> </ul>	<ul style="list-style-type: none"> <li>• PP children in receipt of FFI High Needs Top Funding, with or without an EHCP, achieve or make good progress towards the targets set out in their annual reviews</li> <li>• PP children with SEND participate fully in a broad and balanced curriculum</li> <li>• PP children with SEND achieve the targets set in their learning passports</li> <li>• PP children with SEND make good progress in their area(s) of difficulty</li> <li>• Where possible, the gap between PP SEND children's attainment and that of their peers is narrowed</li> </ul>

<b>Presenting issue Main Barriers</b>	<b>Action</b>	<b>Cost</b>	<b>How will impact be measured?</b>	<b>Actual Impact</b>
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 (1 pupil Y4; 2 pupils Y5; 5 pupils Y6)</li> <li>• Plus1 1:1 intervention KS1/ lower KS2 (3 pupils)</li> </ul>	S@A delivery <b>£ 1462</b> 1stclass@number 2 delivery <b>£ 731</b> Power of 2/ Plus1 delivery & resourcing <b>£ 1462</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;	Y3: Subitising substituted for 1stclass@number. Progress seen but EXS not achieved. Y4: SEN/ complex needs prevented from reaching EXS but progress made Y5: SEN/ complex needs prevented from reaching EXS but progress made Y6: SEN/ complex needs prevented from reaching EXS but one pupil achieved progress score of +12
Under-achievement in Phonics in EYFS	<ul style="list-style-type: none"> <li>• Phonics intervention in Year 1 (1 child)</li> </ul>	<b>£ 352</b>	Progress data; end of year outcomes	The child did not pass the Phonics Check, despite making progress over the year.
Under-achievement in Reading & Writing in KS1	<ul style="list-style-type: none"> <li>• Delivery of FFT Wave 3 Literacy intervention KS1 (2 pupils)</li> </ul>	<b>£ 340</b>	Progress data; end of year outcomes;	By the end of Y2, all PP children had passed the phonics check. 2/3 of PP children achieved at least EXS in reading and writing.
Under-achievement in Reading in KS2	<ul style="list-style-type: none"> <li>• Delivery of KS2 inference reading intervention (1 pupil Y3; 1 pupil Y4; 2 pupils Y5; 1 pupil Y6)</li> </ul>	<b>£ 2000 TBC</b>	Progress data; end of year outcomes;	Both Y5 pupils reached EXS in reading. SEN/ complex needs prevented the other children from reaching EXS but all made progress with inference through the intervention.

<b>Presenting issue Main Barriers</b>	<b>Action</b>	<b>Cost</b>	<b>How will impact be measured?</b>	<b>Actual Impact</b>
Under-achievement in Writing in KS2	<ul style="list-style-type: none"> <li>• Delivery of 1stclass@number Dragon Hunters Y4 (1 pupil)</li> <li>• Delivery of 1stclass@writing Pirate Crew Y3 (3 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>£ 731</b> FFT WAT delivery <b>£ 108</b>	Progress data; end of year outcomes;	SEN/ complex needs prevented from reaching EXS but progress made
Under-achievement in Writing in KS2	<ul style="list-style-type: none"> <li>• Delivery of Fine Motor Control intervention (2 pupils Y3)</li> </ul>	<b>£340</b>		Observable improvement in handwriting, letter formation and pencil control.
Under-achievement in Writing in KS2	<ul style="list-style-type: none"> <li>• Delivery of handwriting intervention (3 pupils Y3; 2 pupils Y4)</li> </ul>	<b>£340</b>		Observable improvement in handwriting, letter formation and pencil control.
Access to the curriculum; lower attainment levels than non-PP peers; learned helplessness	<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>£ 23684 TBC</b> (equivalent to an average of c 2 hours per week per PP child)	Progress data; end of year outcomes; dispositions and attitudes to learning	Improvement in outcomes for writing for pupils in Y2; standards in RWM maintained in Y4; improvement in RM but deterioration in W in Y5; standards in RWM maintained in Y6. Dispositions and attitudes to learning continue to vary according to individuals.

Presenting issue Main Barriers	Action	Cost	How will impact be measured?	Actual Impact
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>	£ 4943 (2/3 of total cost)	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	TaMHS exit data for every pupil that has accessed it shows improvement in SDQ scores. Sustained improvement in wellbeing, eg reduction in anxiety, for children who accessed counselling. One child referred on for further therapeutic work. SaLT records indicate continuing progress made.
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>	£ 8644 (2/3 of total cost)	Improvements in confidence, self-esteem, peer relationships, as observed by staff. Entry and exit assessments (Targeted Emotional Literacy)	Attendance for PP children shows improvement compared to 2017-18. Introduction of sensory integration intervention group for KS2 supporting ongoing development (difficult to quantify) following access to training.
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 £ 300 TBC Holiday activities bookings/ extra-curricular activity co-ordination £ 500 TBC	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.	All children participated in both residential. Issues with communication about holiday activities and a reduction in the number of subsidised places available had a negative impact on overall take up of subsidised places (11 children, 41 days compared with 15 children, 96 days in 2017-18)