

1. Summary Information

Academic Year	2019-2020	Total PP budget (financial year 2019-20)	£48,720	Date of most recent PP Review	Sept 2019
Total number of pupils Sept 2019	207 (+ 30 Nursery)	Number of pupils eligible for PP Sept 2019	30 YR-Y6 +3 YN EYPP	Date for next internal review of this strategy	Sept 2020

2. Current Attainment

EYFS 2019 Westgate

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

Total Average Points 2019

	2016 (2)	2017 (3)	2018 (1)	2019 (3)		2019
Pupil Premium	50%	66.7%*	0%	100%	PP TAP	36.5
Non-PP	67.9%	66.7%	75.9%	81.5%	Non-PP TAP	35.7
Gap	-17.9%	0.0%	-75.9%	+18.5%	Gap	+0.8

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.
- None of the children had additional learning needs in 2018-19.

KS1**Phonics Y1 Westgate**

	2016 School (2)	2016 National	2017 School (3)	2017 National	2018 School (3)	2018 National	2019 School (1)	2019 National
PP	50%	70%	67%	68%	100%	71.7%	0%	70.4%
Non-PP	89%	83%	93%	83%	85.2%	85.0%	86.2%	84.4%
Gap	-39%	-13%	-26%	-15%	+14.8%	-13.3%	-86.2%	-13.7%

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

- Standards in phonics are high overall.
- One child with SEND did not reach the standard in 2019, despite additional targeted support.

Key Stage 1 Results 2019 Westgate

	LA Leeds	National All	School PP (3)	School Not PP (27)	National Not PP	National PP	School PP gap
children at expected standard in reading, writing & mathematics	59.5%	64.9%	33.3%	70.4%	68.9%	49.8%	-37.1%
children at expected standard in reading	70.0%	74.9%	66.7%	81.5%	78.4%	61.8%	-14.8%
children at expected standard in writing	63.5%	69.2%	66.7%	77.8%	73.1%	54.7%	-11.1%
children at expected standard in maths	70.6%	24.1%	33.3%	85.2%	79.2%	62.2%	-51.9%
high level of attainment in reading, writing and maths	8.5%	11.2%	0%	18.5%	12.8%	5.0%	-18.5%

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

- Target for improvement:**
- The gap between PP and non-PP children is less than 1 pupil in reading and writing. The gap in writing has narrowed.

KS2

Key Stage 2 Results 2019 Westgate ***

	LA	National All	School PP (7)	School Not PP (25)	National Not PP	National PP	School PP gap
Children at expected standard in reading, writing & mathematics	60.6%	64.9%	28.6%	84.0%	70.8%	51.2%	-55.4%
Children at expected standard in reading	69.1%	73.2%	42.9%	88.0%	78.1%	61.9%	-45.1%
Children at expected standard in writing	73.9%	78.5%	28.6%	88.0%	83.2%	67.6%	-59.4%
Children at expected standard in mathematics	75.5%	78.7%	28.6%	96.0%	83.7%	67.2%	-67.4%
Children at expected standard in Grammar, Punctuation & Spelling	75.2%	78.0%	42.9%	88.0%	82.7%	67.2%	-45.1%
High level of attainment in reading, writing & mathematics	9.8%	10.5%	0.0%	28.0%	13.0%	4.7%	-28.0%
Average progress in reading	+0.14	0.0	-1.61	+1.83	+0.31	-0.65	-3.44
Average progress in writing	+0.15	0.0	-3.57	+0.47	+0.26	-0.51	-4.04
Average progress in mathematics	+0.50	0.0	-0.26	+2.06	+0.36	-0.73	-2.32
Average scaled score in reading	103.5	104.4	103.5	108.1	105.5	101.9	-4.6
Average scaled score in mathematics	104.6	105.0	100.6	108.8	106.1	102.5	-8.2
Average scaled score in Grammar, Punctuation & Spelling	105.8	106.3	96.7	107.6	107.4	103.7	-10.9

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

- Outcomes for PP children have declined across the board in terms of standards and progress, in comparison with previous years.
- PP outcomes are closely linked to additional learning needs (or lack thereof). Out of a cohort of 7, 4 had significant learning or emotional health needs which had a great impact on children's learning and progress. 3 out of 7 children were disapplied from some or all of the end of KS2 tests as a result. This is a cohort-specific issue.

Targets for improvement:

- To ensure that this is not replicated in years where children do not have significant SEND impacting on their progress, so that we can 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:

- **70.4%** of PP children were at the expected standard or above in Reading, with **14.8%** at greater depth
- **44.4%** of PP children were at the expected standard or above in Writing, with **7.4%** at greater depth
- **63.0%** of PP children were at the expected standard or above in Mathematics, with **3.7%** at greater depth
- **37.0%** of PP children were at the expected standard in all of Reading, Writing and Mathematics, with **3.7%** at greater depth in all three subjects.
- **25.9%** of PP children are or have previously been looked after by the local authority
- **40.7%** of PP children have had previous contact with Children's Social Work Services
- **22.2%** of PP children are identified as having SEND, with **7.4%** having an Education, Health & Care Plan.
- At the end of 2018-19, PP attendance stood at **97.3%**, with **3.1%** of PP children being classed as persistently absent (attendance of below 90%).
- Overall across school, more PP children are reaching the expected standards over time and have good attendance, and fewer children have an identified SEND.
- However, a gap remains between overall outcomes for PP children and non-PP children. This reflects the higher incidence of SEND, attendance issues and/or CSWC involvement within this cohort.

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

Overarching issues for the Pupil Premium cohort ***

	Identified Issue	Desired Outcomes	Success Criteria
A	Underachievement in Writing in KS1/2	<ul style="list-style-type: none"> • More PP children reach the expected standard in writing by the end of the academic year 	Work in books shows that : <ul style="list-style-type: none"> • PP children are using punctuation increasingly accurately • PP children complete extended pieces of writing, demonstrating an increasing use of key genre features • PP children demonstrate increased stamina when writing- writing for longer while maintaining control of grammar, punctuation and coherence. • PP children are improving the fluency and legibility of their handwriting. • At the end of KS1/2, PP children achieve their target grade.

	Identified Issue	Desired Outcomes	Success Criteria
B	Underachievement in Reading in KS1/2	<ul style="list-style-type: none"> More PP children reach the expected standard in Reading by the end of the academic year 	<ul style="list-style-type: none"> PP children demonstrate improved ability to infer meaning PP children demonstrate increased fluency when reading PP children are able to locate information in texts to answer questions accurately and provide evidence for their opinions. At the end of KS1/2, PP children achieve their target grade.
C	Underachievement in Maths in KS1/2	<ul style="list-style-type: none"> More PP children reach the expected standard in Mathematics by the end of the academic year 	<ul style="list-style-type: none"> PP children demonstrate increased fluency in recalling and using key number fact eg addition/ subtraction pairs, multiplication and division facts PP children demonstrate increased ability to reason using existing knowledge At the end of KS1/2, PP children achieve their target grade.
D	Underachievement in Phonics in EYFS/ KS1	<ul style="list-style-type: none"> More PP children reach the expected standard in reading/ writing by the end of the academic year PP children are able to access age-appropriate reading books 	<ul style="list-style-type: none"> PP children at the end of Reception meet the expected standard in reading/ writing in the EYFSP All PP children pass the Phonics check in Y1, and if they have not, do so by the end of KS1
E	Limited resilience and self-confidence	<ul style="list-style-type: none"> Identified PP children demonstrate increased ability to manage challenge in a range of subjects 	<ul style="list-style-type: none"> PP children strengthen their peer relationships PP children reduce distress and anxiety observed in the classroom when faced with challenge.
F	Attendance	<ul style="list-style-type: none"> 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 Overall attendance for PP children improves so that it is broadly in line with non-PP children at Westgate PP children with better attendance make better progress 	<ul style="list-style-type: none"> Target PP children improve their attendance compared to 2018-19

	Identified Issue	Desired Outcomes	Success Criteria
G	Additional learning needs due to SEND	<ul style="list-style-type: none"> PP children identified as having SEND receive appropriate support PP children with SEND fulfil their potential 	<ul style="list-style-type: none"> 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 PP children with SEND participate fully in a broad and balanced curriculum PP children with SEND achieve the targets set in their learning passports PP children with SEND make good progress in their area(s) of difficulty Where possible, the gap between PP SEND children's attainment and that of their peers is narrowed
H	Additional Social, Emotional & Mental Health (SEMH) needs	<ul style="list-style-type: none"> The impact of PP children's SEMH needs on learning reduces over time. PP children develop strategies, with and without support, to manage their SEMH needs over time. 	<ul style="list-style-type: none"> PP with SEMH needs are supported to be included in lessons. PP children with SEMH needs have adjustments made to accommodate and support their needs. Over time, the impact of SEMH needs on their learning and peer relationships reduces Less time is spent out of lessons
I	Access to extra-curricular/enrichment activities	<ul style="list-style-type: none"> PP children's learning, social and emotional development is enriched through extra-curricular activities 	<ul style="list-style-type: none"> PP children access subsidised holiday activities within the cluster PP children access extra-curricular activities at school

Identified Issue(s)	Action	Cost	Actual Impact
A	<ul style="list-style-type: none"> 1stclass@number Dragon Hunters Y4 and 1stclass@writing Pirate Crew Y3 Delivery of FFT Write Away Together Y6 Handwriting interventions FFT Wave 3 KS1 	1stclass@writing DH delivery £ 731 1stclass@writing PC delivery £ 731 FFT WAT delivery £ 108 Handwriting KS1 £108 Handwriting KS2 £108 FFT Wave 3 KS1 £731	These interventions could not be completed due to the lockdown. All children accessing the provision made progress while the interventions were delivered.

Identified Issue(s)	Action	Cost	Actual Impact
B	<ul style="list-style-type: none"> KS2 Inference reading intervention KS1/2 Targeted reading support 	Y3 Inference £731 Y4 Inference £731 Targeted Reading support £216	These interventions could not be completed due to the lockdown. All children accessing the provision made progress while the interventions were delivered.
C	<ul style="list-style-type: none"> KS2 Subitising interventions KS2 Power of 2 KS2 Dynamo Maths 	Subitising £1462 Power of 2 £731 + £66 Dynamo £ 272	These interventions could not be completed due to the lockdown. All children accessing the provision made progress while the interventions were delivered.
D	<ul style="list-style-type: none"> Reception Phonics Intervention KS1 Phonics interventions 	Rec £731 KS1 £731	These interventions could not be completed due to the lockdown. All children accessing the provision made progress while the interventions were delivered. The phonics check in Nov 2020 delivered our highest ever outcomes.
ABCDEG	<ul style="list-style-type: none"> 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 & action below) Contribution to enhanced staffing for PP children with SEND, particularly SEMH needs 	£ 22562 TBC (equivalent to an average of c 2 hours per week per PP child)	Children with high tariff SEMH continued to be successfully included in mainstream classrooms. One pupil has transferred to specialist provision. Lockdown limited impact of other measures.
FGH	<ul style="list-style-type: none"> Targeted support from Learning Mentor; contribution to LM salary 	£ 11570 (2/3 of total cost)	Learning Mentor continued to support key PP families during Lockdown.
GH	<ul style="list-style-type: none"> Contribution to Cluster work to enable us to access: <ul style="list-style-type: none"> TaMHS counselling Traded Speech & Language Therapy time Parent Support Adviser 	£ 5060 (2/3 of total cost)	Good progress for all pupils/families accessing these specialist resources until disrupted by lockdown.

Identified Issue(s)	Action	Cost	Actual Impact
H	<ul style="list-style-type: none"> Whole staff training on: <ul style="list-style-type: none"> Zones of Regulation Attachment Theory 	£540	Significant impact at the start of Autumn 2020: rapid improvement in children emotional wellbeing and mental health. Children and adults now using a common language to talk about their mental health and wellbeing, and develop strategies to manage this.
I	<ul style="list-style-type: none"> Subsidised access to Y5 and Y6 residential as required to ensure full participation Time to liaise with families and providers to ensure PP children access discounted holiday activities and extra-curricular clubs 	Residential subsidy £ 300 TBC Holiday activities bookings/ extra-curricular activity co-ordination £ 500	Residentials were unable to go ahead due to lockdown. 12 subsidised holiday activity places were accessed by PP children prior to lockdown.

The impact of Pupil Premium funding was severely limited by the national lockdown in 2020, across many priority areas.