

# Westwood with Iford Primary School: Pupil Premium Strategy Statement 2018-19

1. Summary information						
<b>School</b>	Westwood with Iford					
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£17,160		<b>Date of most recent PP Review</b>	November 2018
<b>Total number of pupils</b>	100	<b>Number of pupils eligible for PP</b>	12	FSM	6	<b>Date for next internal review of this strategy</b>
				Ever 6	6	

## **Pupil Premium Statement**

This academic year the pupil premium grant is £17,160, following our review of disadvantaged learner’s needs and barriers to learning the grant has been assigned to the following initiatives and interventions that will support these pupils by improving progress and outcomes of pupils:

### Summary of needs analysis 2018/2019

- 42% require an intervention for underperformance.
- 25% require enrichment activities.

### The funding has been allocated to the following:

1. A proportion of funding for Teaching Assistants working directly with disadvantaged learners in the classroom.
2. A proportion of funding for Emotional literacy support, Well-being interventions.
3. A proportion of funding for Teaching Assistants working 1:1 with disadvantaged learner on interventions
4. A small proportion of funding will support the purchase of learning resources and intervention program for Mathematics.
5. A small proportion of funding to enhance the curriculum.

## 2. Current attainment 2018

	<i>Pupils eligible for PP (Westwood) (1 child)</i>	<i>All pupils (Westwood) (18 children)</i>	<i>Pupils eligible for PP (National)</i>	<i>All pupils (National)</i>
<b>End of Key Stage 2 Results (2018)</b>	PP is compared to all children nationally and not compared just to PP children nationally.			
% of pupils achieving age related expectations Reading	0	83%	80%	75%
% of pupils achieving a higher standard in Reading	0	33%	32%	27%
% of pupils achieving age related expectations Writing	0	89%	83%	78%
% of pupils achieving a higher standard in Writing	0	11%	24%	19%
% of pupils achieving age related expectations Maths	0	72%	81%	76%
% of pupils achieving a higher standard in Maths	0	33%	28%	24%

% of pupils achieving age related expectations Reading, writing and maths	0	67%	70%	64%
% of pupils a higher standard in Reading, writing and maths	0	6%	12%	10%

<b>End of Key Stage 1 Results (2018)</b>	<i>Pupils eligible for PP (Westwood) (3)</i>	All Pupils (Westwood) (15 children)	<i>Pupils eligible for PP (National)</i>	<i>All pupils (National)</i>
% of pupils achieving age related expectations Reading	33%	80%	79%	75%
% of pupils achieving greater depth in Reading	0	20%	29%	26%
% of pupils achieving age related expectations Writing	33%	80%	74%	70%
%of pupils achieving greater depth in Writing	0	13%	18%	16%
% of pupils achieving age related expectations Maths	33%	80%	79%	76%
%of pupils achieving greater depth in Maths	0	20%	24%	22%
<b>Progress from KS1- KS2 (1 child) (2018)</b>				
Progress Score for Reading	-1.14	-0.14	0	0
Progress Score for Writing	6.24	-0.67	0	0
Progress Score for Maths	0.45	-1.34	0	0

<b>Barriers to future attainment (for pupils eligible for PP)</b>	
<b>Internal Barriers</b>	
A	Progress in reading for some PP children
B	Progress in writing for some PP children
C	Developing fluency with maths facts and the ability to apply mental strategies for some PP children.
D	Difficulty with social and emotional aspects of learning and self-regulation for some PP children.
<b>External Barriers</b>	
E	Parental engagement with school-based activities

<b>Desired Outcomes</b>		
	<b>Desired outcomes and how they will be measured</b>	<b>Success criteria</b>
A	Improve children's word recognition and use of phonics when decoding words in order to become more fluent readers.	In reading, disadvantaged children will make at least expected progress in year, in line with peers and will narrow gaps in learning. In school tracking will monitor the progress of these children and ensure they are on track.
B	Improve children's writing fluency, including the use of word building, accurate spelling and writing presentation.	In writing, disadvantaged children will make at least expected progress in year, in line with peers and will narrow gaps in learning. In school tracking will monitor the progress of these children and ensure they are on track.
C	Developing fluency with maths facts and the ability to apply mental strategies for some PP children.	Progress of disadvantaged learners in maths will be at least expected in year, in line with peers and will narrow gaps in learning. In school tracking will monitor the progress of these children and ensure they are on track.
D	Develop personal skills and qualities that will support pupils with emotional aspects of school life, including support in playground situations, self-regulation and raising their aspirations in learning.	Pupils are given access to regular ELSA sessions in order to develop skills and strategies for managing a range of social situations.
E	Improve parental engagement in school-based activities i.e parent workshops, parents consultations,	All parents of PP children will attend at least 1 parent's workshop.

## Planned expenditure

Academic year

2018/19

The school spends beyond the pupil premium budget to provide support for disadvantaged pupils.

Funding will be spent on:	What is the evidence and rationale for this choice? <small>(Based on our school statistics)</small>	Chosen Approach	Staff lead	Evaluation
<p>Improve children's word recognition and use of phonics when decoding words in order to become more fluent readers.</p> <p>Improve children's writing fluency, including the use of word building, accurate spelling and writing presentation.</p> <p>Improve children's fluency with Maths facts and their ability to reason, problems solve and communicate mathematically, enabling them to become successful mathematics particularly higher ability children.</p>	<p>PP children make less progress than other children 42% require an intervention for underperformance. Less PP attain at a higher standard compared to national.</p>	<p>1:1 interventions Handwriting and writing sessions with TA. Regular reading with Teacher/an adult. 100wc and blog writing activities to engage writers. Use of TT rockstars Use of practical apparatus across the school. Designated Maths interventions with specialist TA. Use of models and images to support learning Use of concrete, pictorial, abstract approach to teaching mathematics Use of reasoning across all abilities.</p>	<p><b>Teacher and TA led</b></p>	
<p>Develop personal skills and qualities that will support pupils with emotional aspects of school life, including support in playground situations, self- regulation and raising their aspirations in learning.</p>	<p>25% of disadvantaged require welfare support 66% of these children require an intervention for underperformance.</p>	<p>Regular ELSA sessions to focus on building emotional resilience and strategies for managing social situations.</p>	<p><b>KS2 ELSA</b></p>	
<p>Parental engagement in school life</p>	<p>A number of parents of PP children do not engage and support school-led curriculum activities for developing children's learning.</p>	<p>Parental workshops – phonics, Mathematics, reading, Meet the Teacher</p>	<p><b>Subject Leaders/HT</b></p>	