

Westwood with Iford Primary School: Pupil Premium Strategy Statement 2019-20

1. Summary information							
School	Westwood with Iford						
Academic Year	2019/20	Total PP budget	£14,520			Date of most recent PP Review	July 2020
Total number of pupils	97	Number of pupils eligible for PP	11	FSM	6	Date for next internal review of this strategy	New strategy for 2020/21
				Ever 6	5		

Pupil Premium Statement

This academic year the pupil premium grant is £14,520, 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 2019/20

- 45% require an intervention for underperformance
- 27% 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 2019

	<i>Pupils eligible for PP (Westwood) (2 children)</i>	<i>All pupils (Westwood) (15 children)</i>	<i>Pupils eligible for PP (National)</i>	<i>All pupils (National)</i>
End of Key Stage 2 Results (2019)	PP is compared to all children nationally and not compared just to PP children nationally.			
% of pupils achieving age related expectations Reading	100%	73%	62%	73.1%
% of pupils achieving a higher standard in Reading	50%	27%	4.7%	26.9%
% of pupils achieving age related expectations Writing	100%	93%	67.8%	78.4%
% of pupils achieving a higher standard in Writing	0	27%	11.3%	20.1%
% of pupils achieving age related expectations Maths	100%	87%	67.2%	78.6%
% of pupils achieving a higher standard in Maths	100%	27%	15.6%	26.6%

% of pupils achieving age related expectations Reading, writing and maths	100%	73%	51.3%	64.8%
% of pupils a higher standard in Reading, writing and maths	0	7%	4.7%	20.5%

End of Key Stage 1 Results (2019)	<i>Pupils eligible for PP (Westwood)</i> (0)	All Pupils (Westwood) (17 children)	<i>Pupils eligible for PP (National)</i>	<i>All pupils (National)</i>
% of pupils achieving age related expectations Reading	n/a	77%	79%	75%
% of pupils achieving greater depth in Reading	n/a	24%	29%	25.1%
% of pupils achieving age related expectations Writing	n/a	71%	74%	69.3%
%of pupils achieving greater depth in Writing	n/a	12%	18%	14.8%
% of pupils achieving age related expectations Maths	n/a	82%	79%	75.7%
%of pupils achieving greater depth in Maths	n/a	18%	24%	21.8%
Progress from KS1- KS2 (2 children) (2019)				
Progress Score for Reading	5.53	-1.66	Not yet available	0.0
Progress Score for Writing	1.04	0.67	Not yet available	0.0
Progress Score for Maths	6.09	-0.90	Not yet available	0.0

Barriers to future attainment (for pupils eligible for PP)	
Internal Barriers	
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.
External Barriers	
E	Parental engagement with school-based activities

Desired Outcomes		
	Desired outcomes and how they will be measured	Success criteria
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

2019/20

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
<ul style="list-style-type: none"> • Improve children's word recognition and use of phonics when decoding words in order to become more fluent readers. • Improve children's writing fluency, including the use of word building, accurate spelling and writing presentation. • 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>PP children make less progress than other children 45% require an intervention for underperformance.</p>	<p>1:1 interventions Handwriting and writing sessions with TA/reading and writing interventions. 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>Teacher and TA led</p>	<p>Up until lockdown and the impact of Covid-19 a clear strategy was in place to support reading and writing in school. Subsequently, staff have worked hard to provide a comprehensive offering for remote learning, which was supported by the majority of parents in the work carried out at home. As a result, staff saw regular work returned across the curriculum from that which was set. Those children who were able to attend school have also benefitted from the work carried out by staff in class during the summer.</p>
<ul style="list-style-type: none"> • 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>27% of disadvantaged require welfare support 66% of these children require an intervention for Narrowing gap in attainment.</p>	<p>Regular ELSA sessions to focus on building emotional resilience and strategies for managing social situations.</p>	<p>KS1&2 ELSA</p>	<p>As a school we have worked hard to support the maintenance and development of wellbeing, mental health and personal skills, both in those children who were able to attend school and by working remotely. Staff have had regular contact with</p>

				pupils by email to parents and through telephone calls to support children's wellbeing at a difficult time.
<ul style="list-style-type: none"> Parental engagement in school life 	A number of parents of PP children do not engage and support school-led curriculum activities for developing children's learning.	Parental workshops – phonics, Mathematics, reading, Meet the Teacher	Subject Leaders/HT	Staff have engaged with parents of PP children and some doorstep visits have been carried out at a social distance by the HT for those parents not engaging fully in school provided activities.