

Pupil Premium Strategy Statement

1. Summary information					
School	Westhead Lathom St. James C.E. Primary School				
Academic Year	2016/17	Total PP budget	£13,040	Date of most recent PP Review	Oct 16
Total number of pupils	86 +15	Number of pupils eligible for PP	6 FSM, 3 Ever6 2 LAC	Date for next internal review of this strategy	Sep 17

2. Current attainment		
	<i>Pupils eligible for PP at Westhead end of KS2 1/7= 14.2%</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving Level 4b or above in reading, writing & maths (or equivalent)	0%	75%
% making at least 2 levels of progress in reading (or equivalent)	2C to 94- school tracking 0/1 0% - Inspection Dashboard tracking	92%
% making at least 2 levels of progress in writing (or equivalent)	2C to 94- school tracking 0/1 0% - Inspection Dashboard	95%
% making at least 2 levels of progress in maths (or equivalent)	2B to 103- school tracking 1/1 100% Inspection Dashboard	91%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Oral language skills on entry to school are lower for pupils eligible for PP than other pupils
B.	Slow or late development is sometimes evident in children eligible for PP
C.	Practising reading at home and completion of homework is often lower for children eligible for PP
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance is lower than other children for some pupils eligible for PP. Although this is improving.
E.	Erratic home organisation and emotionally distressing experiences more common for children eligible for PP
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	Success criteria
A improve oral language skills for pupils on-entry to pre-school and/or school for pupils eligible for PP. Training staff, using Talk Boost	Pupils eligible for PP in pre-school and/or Reception make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
B improve attendance for all children and those children eligible for PP in particular by working closely with attendance consultant and parents. Early identification.	Attendance rates to improve and persistent absence to decrease for pupils eligible for PP
C ensure there is a high focus for reading and reading at home. All PP children to have free access to Homework Club	Pupils eligible for PP read and complete homework more often at home
D provide early intervention for identified children	The 'gap' is narrowed between pupils eligible for PP and other pupils children

5. Planned expenditure	
• Academic year	2016/17 - £13,040
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies	
i. Quality of teaching for all	

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase the percentage of children eligible for pupil premium who are working at expected levels	Guided group work in sustained writing at least weekly Individual, Guided and Shared reading dependent on the needs of children in each cohort. Class novels in KS2. Guided Maths work focussing on number and problem solving	Sustained writing and Guided group writing has proved to be extremely beneficial for all children. Improvements have proved to be rapid for the majority of children. 'Talk for writing' and increased frequency of 'Big Write' has many benefits in EYFS and KS1. Reading has a high focus throughout school. Small guided group work ensures that misconceptions are tackled straight away and new skills are consolidated	Pupil progress meetings each term will be used to measure the impact for individual children in each cohort. The impact of Pupil Premium will be evaluated. Provision map will detail intervention required each term.	AA	December 2106 March 2017, June 2017
All staff to differentiate work for all levels of ability in each class, in particular the pupil premium children	All staff to use the KLIPs to assess progress against and inform the next steps in children's learning	Assessment for learning and regular assessment ensures that the teachers know the developmental needs for each child	Monitoring of the curriculum by subject leaders in English and Mathematics alongside the Headteacher. This is included in the School Improvement Plan.	All teaching staff	December 2106 March 2017, June 2017

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved oral language skills for children in Early Years and Key Stage 1	Speech games Talk Boost Small group work focussing on speaking and listening/taking turns/social skills	Children often lack confidence and find it easier to speak in small groups. Speaking and listening skills need to be consolidated in small groups. Social skills games and taking turns encourages children to wait for responses. Circle time in the Early Years and KS1 has had an impact.	Lesson, group observations will take place throughout the school year	DP, SC, JG	December 2106 March 2017, June 2017

Early intervention for identified children	Focussed intervention and consolidation of skills especially in reading, phonics, writing and maths	Pupil progress meetings review each child's progress each term. This informs future intervention and staff priority areas. Quality first teaching and targeted support has an impact on learners at that point.	The SENCO works alongside teaching staff to prioritise targeted intervention.	AA, SC	December 2106 March 2017, June 2017
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved attendance for all pupils	Monitor attendance of all pupils. Follow up quickly on the first day of absence.	Children need to be at school on time each day to ensure they receive quality first teaching.	Headteacher will monitor regularly, particularly vulnerable children or those with persistent absence.	AA, LT	December 2106 March 2017, June 2017
Improved focus on reading at home and completion of homework	A number of children have been identified as requiring 1:1 reading. Parents will be asked to support as well as at school.	Children who read regularly have increased vocabulary and have a greater awareness of grammar in the written word. This has an impact on the majority of the areas of the curriculum.	Class teachers will monitor those children who are reading at home. 1:1 targeted individual reading to be monitored by SENCO.	AR, SH	December 2106 March 2017, June 2017
i, ii and iii Total budgeted cost					£13 040

6. Review of expenditure				
Previous Academic Year		2015/16 - £15 520		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Improved attainment and progress of all pupils, particularly targeted children in receipt of PP	Small guided group work focussing on the groups specific needs	Some identified children made rapid progress, particularly in KS2. They benefited from guided group work in writing and mathematics. The gap has 'narrowed' between the attainment of some children in receipt of PP and those who are not. They are now broadly overall at age related expectations in reading and maths.	This was extremely beneficial. We will repeat this where practically possible.	£6 000
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Intervention for targeted children	1:1/1:2 intervention for reading, spelling and Maths	Some identified children made rapid progress, especially in reading. These children were not necessarily in receipt of PP.	Targeted support had many benefits for all children involved. We will continue this approach throughout school.	£5 000
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To ensure all children are included in school activities and their family's needs are met	Provide additional support for families: Pupil Uniform Washing After-School Clubs School trips	All children were included in the daily life of the school and benefitted from these experiences.	We will continue this where the budget allows	£1 000

To ensure that all children have the opportunity to complete their homework in an environment that is supportive and conducive to concentration	Provide free homework Club to all PP children	All PP children invited and most attended Rapid progress in some subjects for some PP children, esp. reading.	We will continue this where the budget allows	£3 000
Increased Attendance for all pupils	Attendance awards for all children: Weekly Termly Annually Response on first day of absence	This has had a great impact on attendance over the last three years. We saw a rise in the attendance rates last year.	We will continue this focus. Social and emotional support is often required for PP and vulnerable families. We have developed good relationships with parents who feel confident to approach school if funding is an issue.	£520
Total cost of i, ii and iii				£15 520

7. Additional detail

Refer to records in school:
Lancashire Pupil Tracker
School half-termly tracking
Provision Mapping
Teacher's records of intervention programmes
After school club attendance records and wages bill

