

Annex 2c: Pupil premium strategy statement (primary) 3 YEAR PLAN

1. Summary information					
School	WEST GREEN PRIMARY				
Academic Year	2019/20	Total PP budget	60,040	Date of most recent PP Review	n/a
Total number of pupils	208	Number of pupils eligible for PP	44	Date for next internal review of this strategy	Reviewed September 2020
2. Key Stage 2 results 2020					
			<i>Pupils eligible for PP (your school)</i>	<i>COHORT</i>	
<p>Due to COVID 19 all schools were in lockdown from 23rd March 2020 and tests were not taken - test results are not applicable</p> <p>% attainment scaled score 100+ (Reading, Writing & Maths)</p>			N/A	N/A	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers					
A.	Oral language skills in KS1 and KS2 are lower for pupils eligible for PP than other pupils.				
B.	Maths and English skills in KS2 are lower for pupils eligible for PP than other pupils.				
C.	Emotional barriers to learning, intervention and support ensures a positive impact on emotional well-being and readiness to learn				
External barriers					
D.	Lack of parental funding for school trips				
4. Desired outcomes				Success criteria	
A.	Pupils will be on track to meet age related expectations reading			PP children achieve the same or higher than non PP children and where there are gaps PP children are making accelerated progress to close the gap.	

B.	Pupils will be on track to meet age related expectations writing	PP children achieve the same or higher than non PP children and where there are gaps PP children are making accelerated progress to close the gap.
C.	Pupils will be on track to meet age related expectations maths	PP children achieve the same or higher than non PP children and where there are gaps PP children are making accelerated progress to close the gap.
D.	Enable all PP children to experience a rich curriculum which includes learning outside the classroom	All children to be able to attend school trips and residential activities.

5. Planned expenditure

Academic year

2019/20

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	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All pupils will be on track to meet age related expectations	<p>To provide dedicated support within the classrooms and through small group intervention and 1:1 support.</p> <p>Personalised learning – to enable pupils to ‘keep up’ with their peers in maths, writing and reading.</p> <p>Class pupil premium provision maps to identify individual needs and show detailed support and provision for each child.</p>	<p>Highly qualified staff to work alongside the class teacher in providing focus and support and enable practices that will stretch and encourage pupils.</p> <p>Class provision maps.</p>	<p>Continuous monitoring of progress, with regular pupil progress meetings, assessment and review of provision.</p> <p>Review at pupil progress meetings.</p>	Headteacher/ Deputy Headteacher	<p>Reviewed: September 2020</p> <p>Personalised support was provided in class from September to March, but due to the covid lockdown, no impact data is available.</p> <p>During lockdown home learning and virtual support via Class Dojo was made available to all pupils.</p> <p>Class reader books were sent home and this was part of the home learning support.</p>

September 2019

Total budgeted cost					Apportioned part of £54,760
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?
PP children are at least in line with the attainment of non PP children	Dedicated full time TA for pupil premium children ; To provide in class support and bespoke intervention for PP children. to run daily lunchtime clubs for PP children focusing on maths, reading and writing skills support social skills during break time	Children's barriers to learning identified through tracking and performance	Continuous monitoring of progress, with regular pupil progress meetings, assessment and review of provision.	Deputy Headteacher	Reviewed: September 2020 Personalised support was provided in class from September to March, but due to the covid lockdown, no impact data is available. Some pupil premium children attended school throughout lockdown including Easter and May holidays. Children returned in greater numbers towards the summer, and teachers resumed more personalised approaches.

<p>PP children Reading age will be above chronological age. reading fluency, reading speed and reading comprehension will improve</p>	<p>TA /teacher intervention using Wordblaze scheme</p>	<p>Salford reading test and attainment data</p>	<p>Continuous monitoring of progress, with regular pupil progress meetings, assessment and review of provision. Salford reading test score at end of year</p>	<p>Deputy Headteacher and SENCO</p>	<p>Review: September 2020</p> <p>Personalised support was provided in class from September to March, but due to the covid lockdown, no impact data is available.</p> <p>Salford reading test conducted in September 2020 and this allows for comparison with 2019 data to identify gaps in learning.</p>
<p>Improve oral language skills in EYFS, KS1 & KS2 - PP children achieve the same or higher than non PP children</p>	<p>Welcome screening Autumn 19 EYFS and year1</p> <p>Read Write Inc phonics 20 mins daily, phonic intervention for PP to ensure phonic screening pass</p> <p>Y6 guided reading sessions</p> <p>.</p>	<p>Gaps in speech and language identified Targeted support for children needing intervention to increase progress and attainment of learners</p> <p>Small ability groups lead by teacher/TA</p> <p>3x 30 min weekly teacher/TA</p>	<p>Speech and language on going assessments</p> <p>RWI assessment Phonic screening 4x year</p> <p>Continuous monitoring of progress, with half-termly pupil progress meetings, assessment and review of provision.</p>	<p>KS1 Leader/Deputy Headteacher</p>	<p>Review: September 2020</p> <p>Speech and language support was started in the Autumn and early Spring but stopped once lockdown commenced. Targeted catch –up will address this area.</p>

To ensure that EAL pupils who receive pupil premium achieve in line with others in their year group	Provide dedicated EAL support through small group interventions and 1:1 support	Targeted support for children needing intervention to increase progress and attainment of learners	Monitoring of progress via pupil progress meetings and regular meetings with the EAL Learning Support Assistant.	Deputy Headteacher	Review: September 2020 EAL support was started in the Autumn and early Spring but stopped once lockdown commenced. Targeted catch –up will address this area.
To ensure Year 6 attainment is in line with national expectations	Year 6 group work on reading, comprehension, writing and maths skills	Personalised and small group learning to target the needs of all learners in reading, writing and maths.	Monitor progress via pupil progress meetings and data analysis.	Deputy Headteacher	Review: September 2020 Successful Year 6 intervention was run prior to lockdown. During lockdown the Y6 teacher maintained close contact with the class through class dojo and phone calls. Two year 6 classes were created in order to allow the maximum number of pupils to return to school in June/July and address gaps in learning and prepare them for secondary school.
Total budgeted cost					AppORTioned part of £54,760
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?

To break down emotional barriers to learning	To provide dedicated professional support of a counsellor - Your Space Therapies	Specific therapy sessions enable the breakdown of emotional barriers to learning and have a positive impact on emotional well-being.	Monitoring of progress for these pupils and their engagement to learning	Deputy Headteacher	<p>Review: September 2020</p> <p>Prior to lockdown, priority was given to PP children in after school clubs.</p> <p>During lockdown, counselling support continued via telephone and zoom meetings.</p>
To enable all pupils to participate in outside learning activities, enrichment courses and after school clubs	Proactively offer after school clubs to pupil premium children and give priority for when clubs are oversubscribed. For all children to experience enrichment activities away from the classroom and also residential trips	To give children opportunities to engage in activities outside of their experience and foster aspirations	<p>Monitoring of progress for these pupils and their engagement to learning and relationship building.</p> <p>There will be a record of children who have not attended clubs and we will be contacting parents to promote take up and attendance.</p>	Headteacher	<p>Regular phone calls to home were conducted by teachers and calls to SEN pupils and vulnerable pupils were conducted by SENCo and Deputy Headteacher.</p> <p>Key children and families needing extra support were identified by SLT and bespoke approaches to liaising with social services, police and others were adopted where needed.</p> <p>Lunch hampers were sent home and then vouchers were organised on a weekly basis to provide lunchtime food for pupil premium children.</p>
To enable pupils the opportunity to learn a musical instrument – guitar, drumming and piano	Sussex Academy of Music and West Sussex Music tutors	To give children opportunities to engage in activities outside of their experience and foster aspirations	<p>Monitoring of progress for these pupils and their engagement to learning and relationship building.</p> <p>There will be a record of children who have not attended clubs and we will be contacting parents to promote take up and attendance.</p>	Headteacher	<p>Any parents that identified issues with government vouchers were supported directly by the school in providing alternative voucher provision.</p>

<p>To enable pupils to attend lunchtime clubs including reading, maths skills, spelling games, social support</p>	<p>30 minutes daily with PP LSA</p>	<p>To develop basic literacy, numeracy social skills</p>	<p>monitor club attendance targeting children who have specific needs monitoring attainment data</p>	<p>PP LSA DHT</p>	<p>Reviewed: September 2020 Club was successful and well attended prior to lockdown.</p>
<p>Funds available to provide additional teacher support to vulnerable pupils, clothing or other basic needs</p>	<p>Funds to ensure that pupils have a readiness to learn. This could include help with school uniform or breakfast needs</p>	<p>To ensure children are fit to learn and are on an equal footing to other learners</p>	<p>Monitoring of progress for these pupils and their engagement to learning and readiness to learn</p>	<p>Deputy Headteacher</p>	<p>Reviewed: September 2020 The school provided £50 per eligible pupil to those parents that requested support for school uniform. The school purchased a supply of winter coats that were on hand for pupils that needed them.</p>
<p>To increase attendance for PP children</p>	<p>Admin assistant to follow absence policy (phone call) alert SLT to follow up. Refer to Early Help if necessary</p>	<p>To ensure children are at school and on time</p>	<p>Monitor attendance</p>	<p>Deputy Headteacher</p>	<p>Review: September 2020 Attendance was good prior to lockdown and key families' attendance was addressed successfully. Vulnerable and Pupil Premium families were targeted during lockdown and some successfully persuaded to attend school.</p>

Total budgeted cost

£5,280