

# West Tytherley CE Primary School - Pupil Premium Strategy Statement



1. Summary information							
<b>School</b>	West Tytherley CE Primary School (8503169)						
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>		£8815	<b>Date of most recent PP Review</b>		Dec 2019
<b>Total number of pupils</b>	59	<b>Number of pupils eligible for PP</b>		8 (13.5%) inc 2 PLAC (3.3%)	<b>Date for next review of strategy</b>		Dec 2020
<b>Cohorts</b>	<b>YR:</b> 0 FSM	<b>Y1:</b> 1 FSM 1 PLAC	<b>Y2:</b> 0 FSM	<b>Y3:</b> 2 FSM 1 PLAC	<b>Y4:</b> 0 FSM	<b>Y5:</b> 2 FSM	<b>Y6:</b> 1 FSM

## The Use of the Pupil Premium

The Pupil Premium is additional funding for publicly funded school in England to raise the attainment of disadvantaged pupils and diminish the gap between them and their peers. It is allocated to children from low income families who are currently known to be eligible for Free School Meals (FSM), Looked after Children, children adopted from care and Service Forces children. It also includes pupils who have been eligible for FSM at any point in the last six years (known as Ever 6 FSM measure).

Schools are free to spend the Pupil Premium as they see fit. However, we are held accountable as to how we have used the additional funding to support these pupils and are also required to publish this information online. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium and the extra support that they receive.

From September 2019, Pupil Premium funding was £1,320 per pupils. School also receive funding of up to £2,300 for Looked after Children and those adopted from care and £300 for Service Forces children.

2. Previous Attainment (July 2019)						
	Pupils eligible for PP		Pupils not eligible for PP		Disadvantage Gap	
	School	National	School	National	School Gap	National Gap
<i>** There were no pupils eligible for Pupil Premium in KS2</i>						
<b>% achieving ARE or above in reading, writing and maths</b>	-	-	63%	65%	-	-
<b>% achieving ARE or above in reading</b>	-	-	88%	73%	-	-

Average scaled score in reading	-	-	110	104	-	-
% achieving ARE or above in writing	-	-	88%	78%	-	-
% achieving ARE or above in GPS	-	-	75%	78%	-	-
Average scaled score in GPS	-	-	108	106	-	-
% achieving ARE or above in maths	-	-	75%	79%	-	-
Average scaled score in maths	-	-	105	105	-	-

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	Progress in Maths- held back due to a lack of fluency and conceptual understanding
B.	Progress in Reading – limited phonic understanding, fluency and comprehension – also not heard read aloud at home
C.	Lacking social and emotional resilience
D.	Lack of parental engagement with school – attending parent’s meetings, supporting learning at home
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
E.	Low Attendance rate
F.	Poor vocabulary – children have a limited set of life experiences, opportunities for discussion and routines around reading.

4. Desired Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<b>Improved rates of progress in maths</b> through Quality First Teaching, (bar modelling, CPA visual representations and resources, number & tables fluency) alongside conferencing and provision of additional intervention support.	Improved progress and attainment data. Gaps closing for PP and Non PP. Improved conceptual and procedural understanding in maths. Pupils able to visualise problems and explain their thinking clearly. Number and tables fluency is improved.
B.	<b>Improved rates of progress in reading</b> through: a. regular and accurate assessment/tracking of progress in RWI b. establish a wider range of phonically decodable texts to support	Improved progress and attainment data in reading. Gaps closing for PP and Non PP. Access to books that are correctly matched are promoting confidence and progress. Pupils able to use phonics to decode and read for meaning.

	learners c. 'Fresh Start' intervention programme d. encourage regular reading at home	More positive routines for reading at home established with parents.
<b>C.</b>	<b>Improved positive mindset and self-belief.</b> Pupils see themselves as good learners through pupil conferencing, mentoring and ELSA	Responses to pupil conferencing and mentoring discussions positive. More able to 'have a go' and learn from their mistakes. Can recognise their areas for improvement and develop resilience in learning. Can recognise the skills of being a good learner, are able to reflect on this personally, set themselves goals to achieve and feel proud of their success.
<b>D.</b>	<b>Increase parental engagement in school and in their child's learning</b>	Parents more engaged with school at events, parent consultation and regular communication. Teachers engaging proactively and positively with Parents. Homework focuses upon practice of basic skills, with an adult at home hearing children read aloud on a frequent basis.
<b>E.</b>	<b>Improved attendance monitored by class teacher and headteacher</b>	At least 95% attendance overall and significantly increased rates of attendance for PP as a group and individually.
<b>F.</b>	<b>Improved vocabulary range and increased expectation and opportunities for children to express themselves to others.</b>	Pupils will develop a wider vocabulary that they are able to access. Pupils will be able to reflect on experiences and recall them clearly Pupil are able to explain their ideas clearly using appropriate vocabulary.

5. Planned expenditure					
Academic year		2019-2020			
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.					
<b>i. Quality of teaching for all</b>					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
<b>Improved rates of progress in maths</b> through Quality First Teaching, (bar modelling, CPA visual	Embed CPA representation (concrete-pictorial-abstract) including bar modelling. Provide staff CPD to support CPA to all staff.	Whole school improvement priority. Data shows that both attainment and progress in Maths for both PP and non-PP children is weaker than	Maths manager to monitor this development. Pupil conferencing and teacher observations will provide evidence.	Math Lead	Feb 2020  April 2020

representations and resources, number & tables fluency) alongside conferencing and provision of additional intervention support.		national.			
	Improve accessibility to concrete resources that will support conceptual understanding.	Using concrete resources can help children to visualise concepts and support their mathematical thinking. Making resources easily accessible will encourage independence.	Maths manager to develop toolkits and provide CPD for staff on their use. Maths manager to later monitor how the toolkits are used by children to support maths.	Math Lead & Staff	Feb 2020 June 2020
	Regular practice and teaching of tables through the regular use of Times Tables Rockstars.	Whole school improvement priority. Success in SATS and within the Y4 multiplication check, fluent knowledge of tables needs to be secured. Children are weak at remembering facts and needs regular practice.	Staff meeting to develop techniques to teach, practice and apply. Maths manager to monitor provision and carry out pupil conferencing	Math Lead & Staff	Jan 2020 Mar 2020
<b>Improved rates of progress in reading</b>	Ensure that pupil's reading is regularly and accurately assessed, and their progress in RWI is tracked.	A rigorous system for assessing pupils reading is required to ensure that they are making good progress and that the pace of learning is appropriate within the RWI intervention.	English manager / SENCo to monitor implementation and impact of this intervention.	English Lead & Staff	Jan 2020 Mar 2020
	Establish a 'Fresh Start' intervention programme to support those pupils who most need to catch up with their peers. Purchase of resources is required.	To better support those pupils who require additional intervention in reading, so that they are able to read as fluently as their peers. (Ofsted)	English manager / SENCo to monitor implementation and impact of this intervention.	English Lead	Mar 2020 May 2020
	Invest in a wider range of phonically decodable texts to support learners, so that texts are correctly matched are promoting confidence and progress.	The school had noticed that, following the RWI scheme, there school did not have sufficient structured reading resources to support the progression towards being a 'free reader'. Ofsted also	English manager / SENCo to monitor implementation and impact of this intervention.	English Lead & SENCo	Mar 2020 May 2020

		highlighted the need for texts to be correctly matched to the pupils ability.			
	Engage with parents to promote reading and positive routines of reading at home – a parental workshop and information.	Parents would benefit from knowing how we teach phonics and how we can best support reading as the children move through the school.	English manager and EYFS lead	English Lead	Nov 2019
<b>Improved vocabulary range and increased expectation and opportunities for children to express themselves to others.</b>	Funding will pay for some trips and experiences to build on this.	Along with other strategies to develop pupils' vocabulary and increase opportunities for expression, our PP children do not have many different experiences and therefore have limited cultural capital.	Headteacher and staff	Head	April 2020
Management Release for Maths Lead (£400); Maths Toolkits (£200); Maths CPD for Staff (£500) plus staff meetings; Management Release for English Lead (£400); Times Tables Rockstars online subscription (£80); Investment in 'Fresh Start' resources (£294); Investment in 'All Stars' complete pack & Ks2 mixed (£716); Investment in Structure Reading Resources linked to RWI scheme (£1400); Payment for school trips and experiences (£200)				<b>Total budgeted cost £4190</b>	

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review</b>
<b>Improved positive mindset and self-belief.</b> Pupils see themselves as good learners through pupil conferencing, mentoring and ELSA	Increase ELSA support for individual PP pupils	Emotional literacy support helps children who struggle with social and emotional areas. Children learn strategies for managing their own emotions better and therefore are able to apply themselves more successfully to their learning within the classroom.	Refresher training for ELSA. Release for programme.	ELSA	April 2020

<b>Improve engagement in learning and play in line with peers</b>	Provide adult support for specific PLAC in Year 1 class - to engage in learning activities and interact socially	Some pupils in Early Years have required additional support in enabling them to learn as part of the class – engaging in learning and interacting with others appropriately. Helping them to access learning opportunities and experience - enabling them to make progress.	Class Observation Monitoring of progress (PPMs) Feedback from adults to teacher	Early Years Lead	July 2020
<b>Improved attendance</b>	1. Emphasise the attendance policy with all parents including PP families; 2. provide information about the impact of school absence; 3. Monitoring attendance rates and communicate these to parents by letter and discussion 4. Apply consequences if attendance doesn't improve	Attendance across the school needs to be improved. However, this is especially the case with disadvantaged families. The school needs to be more insistent and rigorous in its approach.	Monitoring time and carrying out formal procedures.	All staff; Admin & Headteacher	July 2020
Release for ELSA training (£600); Staffing cost to support LAC (£3945)				<b>Total budgeted cost £4545</b>	
<b>Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review</b>
<b>Increase parental engagement in school and in their child's learning</b>	Engage and communicate. Increase workshops and opportunities to get involved. Focus on Reading and phonics.	Engage parents to support childrens' reading. Become more involved in school life. Have aspirational goals. Goal attendance of 95%+.	Plan and deliver workshops on aspects of the curriculum. Analyse attendance half termly. Parent surveys.	English Admin staff	Feb 2020  June 2020
Release for teacher to prepare and deliver workshop				<b>Total budgeted cost £80</b>	

<b>6. Review of expenditure</b>				
<b>Previous Academic Year 2018-19</b>		<b>£4600</b> (representing 5 pupil premium children and 2 looked after pupil)		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

		for PP, if appropriate.		
<b>Involved pupils in wider educational opportunities</b>	Subsidised breakfast club	Attendance increased due to breakfast club involvement.	This supports families on a very practical level as well as ensuring that good routines are established. Only problem is when they do not turn up and the administrator of this can be difficult to manage.	£360
	Subsidised residential visits and extra-curricular clubs	Increase pupil engagement in clubs outside school. Self-confidence increased. Children really benefitted from being able to attend residential – in their learning and personally.	Some children are prevented from attending after-school clubs due to transport issues. Good to focus approach on individual children rather than a whole-sale application.	£1130

<b>Improve rates of progress in maths</b> through Quality First Teaching, (bar modelling, tables, calculation policy).	Develop new calculation policy	Opportunity for agreeing a consistent approach to the teaching and progression of calculations in maths. However, impact was low due to approach for maths planning being varied and staff leaving at the end of the year.	Need to relaunch our new calculation policy in September as well as a consistent long-term overview for each mixed age class. Costs included training for Maths Lead	£520
	CPD training for all staff on Bar modelling and CPA	Good impact. Teaching assistants using Bar modelling more readily but staff using resources to support conceptual understanding.	Need to relaunch this along with calculation policy with new staff next year.	£400

## ii. Targeted support

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>Access to learning using technology.</b>	Enable individuals to use a laptop to access and support learning.	Pupil skills in touch typing improved and their fluency of recording ideas for writing and across the curriculum.	Expensive use of funding but very helpful for individuals. Use of 'Joinme in' software was incredibly supportive and now used across the school for some pupils with SEND.	£550
<b>Improve engagement in learning and play in line with peers</b>	Provide adult support for specific LAC in Early Years to engage in learning activities.	Specific pupils in EYFS were more able to engage within the classroom as the year progressed.	Although more needs to be done to support their socialisation and listening skills, so that they feel more part of a group – rather than preferring to working and play on the own.	£1640

## iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
None identified				

**Additional detail**

- There were no Y6 children in receipt of pupil premium last year and therefore the published data does not include a PP or disadvantage group