

1. Summary information					
School	Westbury Park Primary School				
Academic Year	2018/2019	Estimated PP budget	£21000	Date of most recent PP Review	Sept 18
Total number of pupils	420	Number of pupils eligible for PP	17	Date for next internal review of this strategy	Sept 19

2. 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.	Effective learning behaviours and engagement in learning	
B.	Individual specific difficulties with key skills in English and Maths	
C.	Attendance and punctuality for a minority of pupils	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Emotional resilience/ Growth mindset with challenging family circumstances for some	
E.	Fewer opportunities for enrichment activities out of school in comparison with peer group	
3. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Effective learning behaviours and engagement in lessons will lead to greater progress.	Children achieve learning objectives in the majority of lessons Children are able to talk about successes in their learning and future targets with confidence Behaviour for learning is appropriate in lessons
B.	Children's attainment will increase and progress maximised. Early intervention identified quickly	Children will make age related expectations in all areas and progress maintained Where possible children will achieve greater depth in some subjects Children working towards the standard for their age will be closer to the standard than at the start of the year
C.	Attendance of identified pupils will improve and as a result more progress will be made	Attendance will improve

D.	Children develop their emotional resilience (targeted ELSA, play therapy, small group support and Jigsaw)	Children will have the confidence to attempt challenges and have the resilience to overcome failure Children are aspirational and are proud of their successes
E.	Children have access to enrichment activities including music lessons, day trips and residential opportunities	Children will have the opportunity to have high quality enrichment experiences outside the classroom to develop confidence and self esteem

4. Planned expenditure

Academic year	2018/2019
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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?
(A) Effective learning behaviours resulting in greater engagement in learning	Consistent approach to behaviour management from all staff Build relationships with vulnerable children Funding gingerbread club Funding emotional support interventions (ELSA)	Children receive appropriate support in school that they can transfer to other settings. Parents are supported to help children make progress.	Inset training for all staff CPD book bought for all staff Appraisal targets Children and parent questionnaires Reduced number of reflection times	RB HC RS	Child conference Pupil Progress meetings Parent meetings Parent feedback.
(B) Improved learning outcomes for all. Children's attainment will increase and progress will be at least in line with peers. Quality first teaching is supported through assessment to enable all groups of children to make at least expected progress.	This will be enabled through quality first teaching, tracking in Pupil Progress meetings, formative and summative assessment methods including PIRA and PUMA, focus on PP children during learning walks and book scrutinises, parent meetings, regular IEP reviews monitored by SENDCo	Success of previous interventions eg. Numbers counts First class@number Rapid reading Nessie intervention Assembly group writing/grammar, 1:1 reading support	Regular management of individual children's needs (including areas for development) is essential. Subject leaders and SLT to focus on PP children during <ul style="list-style-type: none"> ● learning walks ● book scrutinises ● Pupil conferences ● Data collection and analysis 	SENDCo MW EM Class teachers	Reviewed regularly at PP progress meetings 3x per year SIC committee termly

<p>(C) Attendance of targeted pupils will improve and as a result more progress will be made</p>	<p>Close communication between admin team, school mentor, DHT and SLT. Regular parent meetings where attendance problem has been identified Discouraging term time holidays To offer use of WHOOP breakfast and after school club facilities at a reduced rate. To review attendance at PP meetings so persistent absence is highlighted</p>	<p>Children need to have regular school attendance to ensure academic and social achievement as each day's learning builds on what has been learnt before.</p>	<p>Close communication between admin staff and DHT. Identify a school based mentor for all PP children Class teachers to raise concerns at the earliest opportunity Class teachers to report on attendance at every parent meeting Patterns of absence scrutinised</p>	<p>JW HC VD teachers</p>	<p>Parent conferences Monthly attendance report from the admin team to DH DH to report on attendance during SIC meetings</p>
<p>(D) Develop emotional resilience</p>	<p>Continue to use embedded Jigsaw scheme of work. Continue to offer ELSA intervention and Gingerbread Club. Work in collaboration with Play mentor to promote positive behaviour and increase cooperative and team building skills at lunchtime.</p>	<p>Children are only able to learn if they feel safe, secure and supported in the whole class. Well- being, emotional resilience and mental health are increasingly important. Using play to promote positive behaviours in children.</p>	<p>INSET and training. Walk through observations Pupil conference and course feedback.</p>	<p>RS JC EE</p>	<p>Child conference (mid term) Mid term meeting with providers</p>
<p>(E) To allow all children to participate and benefit from trips to enrich the curriculum. These trips include residential trips in Y4,Y5 and Y6 and day trips throughout the school.</p>	<p>Each PP child in Y4,Y5 and Y6 will have the opportunity to apply for a percentage discount of the full price residential trip.</p>	<p>All children will have the opportunity to participate and have opportunities to -support achievement -develop independence, resilience, self confidence and well being. -boost cohesion and a sense of belonging</p>	<p>Discussions with parents</p>	<p>RB/HC JW DS</p>	<p>Conferences following residential visit Teacher feedback Parent feedback</p>

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?
Children close the gap in maths learning.	To continue to use Edge Hill's maths intervention programmes to enable children to diminish the difference in maths.	Statistical evidence of success CPD for TAs Making the most effective use of TAs. Ten week intervention to support QFT	Clear timetable and expectations. Entry and exit criteria to measure impact and progress.	EM	Three times a year Pupil progress meetings
Children close the gap in reading	To use rapid reading and Nessie intervention to enable children to diminish the difference in reading.	Statistical evidence of success CPD for TAs Making the most effective use of TAs.	Clear timetable and expectations. Entry and exit criteria to measure impact and progress	MW	Three times a year Pupil progress meetings
Children to build emotional resilience, sense of community and positive behaviour skills.	To work with a play mentor to enhance behaviour for learning skills. Mentoring and group work will develop cohesion and promote positive behaviours.	Improve behaviour and motivation for learning in class. Increase the sense of community amongst some children. Learning through play to enhance skills.	Walk through observations Child conferences Parent feedback Entry/exit criteria	SLT EE	Pupil progress meetings

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?
Parents and children are supported to enable children to make progress	Play therapy with qualified practitioner PP parents meetings Play mentor to promote positive play at lunchtime.	Parents and children have a point of contact within school. Working together will boost progress.	Parent meetings scheduled three times a year. Appraisal targets Parent feedback Pupil voice	RB HC EE	Mid year review Pupil progress meetings

Financial Statement

Key actions	2018/2019 Proposed spend £	2018/2019 Actual spend £
CPD training and resources for all staff on behaviour approaches	1000	
ELSA intervention	4340	
Gingerbread Club intervention	1862	
Teaching interventions		
Numbers counts		
First Class @number		
Rapid reading		
Nessy intervention		
Qualified teacher intervention: reading, phonics, maths		
Writing intervention		

Total intervention costs	10560	
Whoop wrap around provision	1900	
Play therapy	3600	
Assisted places for day trips	200	
Assisted places for residential camps	2020	
Assisted places for sports costs KS2	500	
Assisted places for clubs	500	
Assisted places for music lessons	675	
Total spend	27157	