

Pupil Premium Strategy Statement – West Lynn Primary School

Context

West Lynn Primary School is a smaller than average primary school with an increasing population. Currently the school has approximately 156 children taught in seven single and mixed-age classes. The school draws children in from a wide ranging socio-economic background with the vast majority of pupils being White British but some pupils have mixed heritage & speak dual language at home.

West Lynn Primary has a high percentage of children who are eligible for free school meals compared to the national average. The school deprivation indicator shows that there are high levels of deprivation compared to the national average.

1. Summary information

Academic Year	2016/17	Total PP budget	£56,760	Date of most recent PP Review	n/a
Total number of pupils	143	Number of pupils eligible for PP	43	Date for next internal review of this strategy	06/17

2. Current attainment

	KS1		KS2	
	PP	PP National	PP	PP National
% making expected progress in reading	0	78	38	71
% making expected progress in writing	0	70	75	79
% making expected progress in maths	0	77	25	75

3. Barriers to future attainment (for pupils eligible for PP)

A.	The teaching of maths has not been consistent.
B.	A small minority of PP children have other issues which make them vulnerable and they therefore require additional emotional support
C.	Attendance figures of PP are below national.

4. Desired outcomes

	Success criteria
A.	Attainment of maths to be at least in line with national.
B.	Social and emotional barriers to learning will be removed enabling children to meet their potential.
C.	Increased attendance and punctuality.

5. Planned expenditure					
Academic year		2016/2017			
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?
Children to have a greater understanding of mathematical concepts through CPA.	Teachers and TA's to take part in CPD around Concrete, Pictorial and Abstract maths teaching approaches. Purchase hands-on maths equipment.	DFE – 'Supporting the attainment of disadvantaged pupils: articulating success and good practice – Nov 2015' – Successful schools strategies - <i>'Focus on improving the quality of classroom teaching'</i>	Regular monitoring of lessons by the subject leader. Monitoring of lesson plans to ensure CPA is planned for. Data analysis and pupil progress meetings.	Maths Subject Lead	January 2017 £3,000 Training & cover £1,000 maths equipment

For teachers to have the skills and knowledge – improved SEN skills.	Support and CPD from Executive SENDCo for individual pupils.	DFE – ‘Supporting the attainment of disadvantaged pupils: articulating success and good practice – Nov 2015’ – Successful schools strategies - <i>‘Focus on improving the quality of classroom teaching’</i>	Scrutiny of Individual Teaching Plans (ITP’s) by the Executive SENDCo. Differentiation on weekly plans monitored by subject leaders.	Executive SENDCo	December 2017 £4,000
Improved attainment in reading (comprehension) for boys.	Provide high interest guided reading books to engage boys with comprehension Project X guided reading books.	Sutton Trust - Education Endowment Foundation (EEF) research states - <i>‘On average, reading comprehension approaches improve learning by an additional five months’</i> progress.’	Monitoring of guided reading sessions, planning and books by the subject leader. Data analysis and pupil progress meetings.	English Subject Lead	January 2017 £2,200
Total budgeted cost					£10,200

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?
Children in Y3 to close the gap in attainment.	Split the mixed class into single year groups		Regular pupil progress meetings. Lesson observations, book and planning scrutiny by subject leaders.	Executive Head Teacher	January 2017 £5,000

Children in KS2 to meet the required national standard.	121 tuition from experienced KS2 teachers	Sutton Trust - Education Endowment Foundation (EEF) research states - ' <i>Small group teaching can sometimes be more effective than either one to one or paired tuition.</i> '	Regular pupil progress meetings. Liaison with intervention lead	Senior Leadership Team	£11,000
Children in Y4 to close the gap in attainment.	Small group intervention for one term by an experienced teacher.		Baseline assessment and half-termly monitoring of data. Observations of sessions by Senior Leadership Team.	Executive Head Teacher	January 2017 £4,080
Children to be emotionally ready for learning.	121 sessions in Thrive to address social and emotional issues.	Sutton Trust - Education Endowment Foundation (EEF) research states – ' <i>Social and emotional interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</i> '	Thrive screening of children to take place. Regular monitoring of sessions and outcomes by the Executive SENDCo.	Executive SENDCo	January 2017 £2,000 £3,000

To raise attainment in EYFS.	Provide extra TA in reception to support.		Pupil progress meetings and data analysis.	Senior Leadership Team	£6,000
Y6 children to have targeted support to close gaps in English and Maths.	Pixl. Weekly small group sessions with HLTA.	Sutton Trust - Education Endowment Foundation (EEF) research states - <i>'Small group teaching can sometimes be more effective than either one to one or paired tuition.'</i>	Monitoring of sessions by the subject leader and SENDCo. Pupil progress meetings and data analysis.	Assistant Head Teacher	January 2017 £2,000 HLTA £2,500 pixl
To close the gaps in reading and maths.	121 TA support to implement intervention, <i>'Power of 2'</i> for maths and <i>'Toe by Toe'</i> for reading.	Sutton Trust - Education Endowment Foundation (EEF) research states <i>'One to one tuition can be effective, on average accelerating learning by approximately two - five additional months' progress.'</i>	Monitoring of sessions by SENDCo. Pupil progress meetings and data analysis.	Executive SENDCo	January 2017 £7,000
Total budgeted cost					£42,580

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?
To ensure all children have access to enrichment activities.	Funding after school clubs, trips and residential.	Sutton Trust - Education Endowment Foundation (EEF) research states ' <i>Evidence indicates that attending extra curricular activities has a positive impact on attendance at school, behaviour and relationships with peers.</i> '	Attendance of clubs to be monitored termly by club co-ordinator.	Executive Deputy Head Teacher	January 2017 £2,000
To ensure all of the educational needs of all children are met.	Specialist consultancy support – Roseberry Centre Short Stay School; Churchill Park Outreach.	DFE – ‘Supporting the attainment of disadvantaged pupils: articulating success and good practice – Nov 2015’ – ' <i>Meeting individual learning needs; Differentiated responses for individuals versus ‘one size fits all’</i> ’	Regular pupil progress meetings and feedback to the SLT regarding specific support requested and outcomes.	Executive SENDCo	January 2017 £3,000
Total budgeted cost					£5,000

6. Review of expenditure				
Previous Academic Year		2015/2016		
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
For teachers to have the skills and knowledge – improved SEN skills.	Support and CPD from Executive SENDCo for individual pupils.	The quality of teaching in the school is good and staff are addressing the needs of specific children through the use of ITP's as working documents.	Continue with this support to ensure teachers, teaching assistants and one to one teaching assistants know how best to address the learning of children with additional and emerging needs.	£2,000
Teachers to provide quality first teaching.	Bespoke training package provided by Norfolk Schools Service.	Most of the teachers who have accessed this training have left the school.	-	£1,000
For children to have support	TA support in all classrooms	Children are supported by adults in the afternoon which helps to TAs help the development of pupils 'soft skills' (e.g. independence and confidence) that underpin learning.	Continue to provide this support, particularly for year groups where the learning behaviours are challenging.	£15,000
All children will access high quality reading books.	Purchase high interest, levelled books from the Oxford Reading Scheme.	Children enjoy the books they are reading and we have seen an increase in the amount of comments and notes in the home/school reading records.	Continue to allocate money to the purchase of books to engage readers at all levels.	£5,000

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
The educational and social/emotional needs of all children are met.	Specialist consultancy support – <i>Roseberry Centre Short Stay School; Churchill Park Outreach.</i>	Learning behaviours have improved, some significantly. Strategies to improve engagement in lessons have been successful. Greater liaison with all stakeholders to improve outcomes.	Continue with this support. Staff disseminate strategies and ideas from professionals to other members of staff so that the whole school benefits.	£3,000
	Educational Psych Support – Norfolk Services for Schools.			£2,000
	Thrive training for three members of staff.	There is a forum for children’s emotional needs to be addressed. Children who experience challenging circumstances outside of school have time to work through these issues.	Continue with the support as there are still children who would benefit from Thrive sessions.	£4,000
	The Benjamin Foundation	A decrease in the amount of behavioural incidents of some of the children who have had this intervention.	Social and emotional support can be provided through ‘Thrive’. Cease with this intervention.	£1,000

Raise attainment in the current Y6.	Pixl Provide before school booster sessions for small groups of children.	Due to turbulence with the staffing of Pixl, this has had limited impact.	Continue with this targeted intervention for 'Key Marginal' children in Y6.	£2,500 Pixl £3,000 staffing
To close the gaps in reading and maths.	121 TA support to implement intervention, 'Power of 2' for maths and 'Toe by Toe' for reading.	Daily sessions delivered by the TA in individual classrooms is having a positive impact on outcomes for children. In some cases the impact is limited.	Continue with this support into the next academic year.	£4,000

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 PP children have access to enrichment activities.	Funding after school clubs, trips and residential.	All PP children attended residential trip, many being the first time away from home increasing their independence and social/life skills. Trips continue to have a positive impact on enriching the curriculum giving children experiences that they would not ordinarily have access to.	Continue to fund residential and subsidise school clubs. Increase the amount and variety of after school clubs.	£2,000

To increase attendance.	Whole school weekly focus on attendance in celebration assembly with trophy.	The gap between PP children and whole school attendance is getting smaller (<i>from 2.91 to 2.09 difference</i>).	Continue to emphasise the importance of good attendance through celebrating attendance through the weekly newsletter, as part of the celebration assembly and rewarding children who have good attendance.	£50
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

- We will keep a small contingency to support pupil premium children that may join us within the academic year.