

Westwood Park Primary Pupil Premium Grant 2018-2019 - IMPACT STATEMENT

What is pupil premium?

Funding

Financial year 2018 to 2019

In the 2018 to 2019 financial year, schools received the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,320 for pupils in reception year to year 6
- £1,900 for pupils in care who have been continuously looked after for 6 months.

- **School accountability for the pupil premium**

The pupil premium is paid to schools as they are best placed to assess what additional provision their pupils need.

Ofsted inspections report on how schools' use of the funding affects the attainment of their disadvantaged pupils.

Summary Information			
School	Westwood Park		
Academic Year	2018-19	Total Pupil Premium Budget	£195,091
Total Number of Pupils	309	Pupils Eligible	144

An excellent education, achieving the appropriate qualifications, can transform lives. Young people who complete their school life successfully will have much greater opportunities and the capacity to achieve in further education and the world of work.

The attainment gap is largest for children and young people who are eligible for free school meals and Pupil Premium. This gap is already evident when children enter school (at Westwood Park age 3) and if not challenged can become wider with each year in education. Westwood Park will do their absolute best to change this for every child regardless of their background or specific needs.

Research tells us that there is no direct correlation between increased school funding and increased pupil attainment. What makes the difference is how the resources are used effectively for maximum impact. At Westwood Park, we consistently monitor our spending to improve the quality of teaching and opportunity to benefit all our pupils but especially the most disadvantaged.

Monitoring

Governors and staff monitor the expenditure regularly to improve school effectiveness and pupil progress. As a guide to effective spending, we use the Education Endowment Foundation Toolkit to guide us:

Approach	Potential Gain	Cost	Overall Cost Benefit
Effective feedback	+9 months	££	Very high impact - low cost
Meta-cognition and self-regulation	+8months	££	High impact - low cost
Peer tutoring	+6months	££	High impact – low cost
Reading comprehension strategies	+6months	£	High impact - very low cost
Early Years Intervention	+5months	££££	Moderate impact – high cost
One to one tutoring	+5months	££££	Moderate impact – high cost
Homework	+5months	£	Moderate impact – low cost
Collaborative Learning	+5months	£	Moderate impact - low cost
Oral Language Interventions	+5months	£	Moderate impact – low cost
Digital Technology	+4months	££££	Moderate impact – high cost
Small group tuition	+4months	£££	Moderate impact – moderate cost
Social and emotional learning	+4months	£££	Moderate impact – moderate cost

Outdoor Adventure Learning	+4months	£££	Moderate impact - moderate cost
Phonics	+4months	£	Moderate impact - low cost
Assessment for learning	+3months	££	Moderate impact – moderate cost
Behaviour Interventions	+3months	£££	Moderate impact - moderate cost
Parental Involvement	+3months	£££	Moderate impact – moderate cost
Sports Participation	+3months	£££	Moderate impact – moderate cost
Reducing class size	+3months	£££££	Low impact - very high cost
After school programmes	+2months	££££	Low impact for moderate cost
Individualised Instruction	+2months	££	Low impact - low cost
Learning Styles	+2months	£	Low impact - low cost
Arts Participation	+2months	£	Low impact – low or no cost

In addition to this, we take in to account the life experiences of our pupils and expose them to as many new opportunities as possible such as the theatre, outdoor activities and new sports.

Overview of Pupil Premium Spend 2018-19

- Elklan support
- Speech and Language specialist
- RWI phonics provision
- SEND Hub
- One to one support
- Counselling Service
- Educational Psychologist support
- Kickstart – nurture and pupil support

- Global Policing – Behaviour and Resilience
- Music provision
- P.E enhancement
- Healthy Living Fruit scheme
- Staff - Continuous Professional Development
- Assessment Tools
- New reading resources
- Supporting Maths development
- Attendance strategies

Key Points:

The school's foci were reading, Speech and Language, poor attainers in KS1 and mental and physical well-being. We facilitate an intensive support programme for the pupils which can be adjusted to respond to individual need.

The school has invested in the social and emotional well-being of the pupils by funding experts in the field of Pupil Counselling and other programmes called Global Policing and Kickstart Education which encompass British values, positive society and self-reliance and many other categories.

The Read Write Inc programme continues evaluating the progress of the pupils and moving them forward. Within the £25,000.00 cost centre of Pupil Premium we refreshed our resources and staff training for Read Write Inc as required.

We continue with the Service Level Agreements (SLA) with Educational Psychology and Speech and Language.

Expenditure	Allocated to	Summary	Outcome	Monitoring	Impact Statement																																													
£21,880	A. Maintenance of Elklan speech and language programme and SALT intervention from Speech & Language therapist - 2 days a week Continued CPD for EYFS on developing C & L.	TALC results, amount of children under SALT and Baseline assessment show that a thorough and intensive intervention is needed. Ongoing training for EYFS is necessary to ensure that all staff fully understand how to deliver quality interactions and improve C & L.	Speech and language programmes delivered. Assessments carried out.	Termly tracking and half-termly pupil progress meetings Head of EYFS with SALT	<table border="1"> <thead> <tr> <th>Rec - TALC</th> <th>Blank Level 1</th> <th>Blank Level 2</th> <th>Blank Level 3</th> <th>Blank Level 4</th> </tr> </thead> <tbody> <tr> <td>Pre intervention</td> <td>91%</td> <td>15%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Post Intervention</td> <td>100%</td> <td>87%</td> <td>48%</td> <td>19%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Nursery – BPVS(Picture Vocab)</th> <th>Very low</th> <th>Low</th> <th>Av</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Pre intervention</td> <td>25%</td> <td>29%</td> <td>39%</td> <td>4%</td> </tr> <tr> <td>Post Intervention</td> <td>0%</td> <td>14%</td> <td>68%</td> <td>7%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Nursery – RWFT – word finding vocab</th> <th>Very low</th> <th>Low</th> <th>Av</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Pre Intervention</td> <td>14%</td> <td>50%</td> <td>32%</td> <td>0%</td> </tr> <tr> <td>Post Intervention</td> <td>7%</td> <td>14%</td> <td>64%</td> <td>4%</td> </tr> </tbody> </table>	Rec - TALC	Blank Level 1	Blank Level 2	Blank Level 3	Blank Level 4	Pre intervention	91%	15%	0%	0%	Post Intervention	100%	87%	48%	19%	Nursery – BPVS(Picture Vocab)	Very low	Low	Av	High	Pre intervention	25%	29%	39%	4%	Post Intervention	0%	14%	68%	7%	Nursery – RWFT – word finding vocab	Very low	Low	Av	High	Pre Intervention	14%	50%	32%	0%	Post Intervention	7%	14%	64%	4%
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£25,000	Resources for RWI	Pupils have access to high quality resources (books, reading books, phonics cards etc) to assist their learning.		RWI Lead	Y1 achieved 93% in the year 1 phonics test and 93% in Y2.																																													
£50,900	B. Acorn group. Specialised group for 10 Y1 to Y3 pupils with significant academic	The most academically poor children have consistent access to small group provision adapted to their needs.	16 children over the year accessed this provision 2 days and 2 half days a week.	Half termly tracking of pupil progress. Assessments and observations by EP and SALT.SENCO	Pupils taught self-regulation and organisational techniques. 8 children able to return to full time class provision.																																													

<p>£2,000</p>	<p>difficulties. Staffed by a teacher and TA.</p> <p>Additional TA support for reading.</p> <p>SEND resources</p>	<p>Pupils identified through test results, teacher assessment, parental concern and EP advice.</p> <p>Update and replenish resources - dyslexia, autism, dyspraxia etc. Subscription to online assessment tools.</p>	<p>Phonics improvement.</p> <p>Improved basic skills and identification of specific need.</p>	<p>English Co-ordinator</p> <p>Half termly and termly tracking of pupil progress.</p> <p>SENCO</p> <p>Pupil progress. Pupil/staff/parental feedback. Relevant resources to implement PIT, EP advice. Assistant Head/SENCO to monitor</p>	<p>Maintenance of high Phonics results – 93%</p> <p>Improvement of Y2 attainment in More Able reading from 83%/23%(GD) to 81%/30%(GD)</p> <p>All agencies liaised with, evidence gathered 6 EHCPs obtained. 3 former Acorn Pupils transferred to Special Provision for Y7.</p>
<p>£7,000</p>	<p>One to one cover</p>	<p>A new pupil in Reception with an EHCP needed intensive support before transition to Springwood – admission/transition achieved.</p>	<p>Pupils' emotional health and well-being is good.</p>	<p>Learning Mentor and SENCO to monitor progress of counselling intervention and</p>	<p>22 pupils accessed the School Counselling sessions. Positive feedback report from pupils, parents and staff.</p>
<p>£7,030</p>	<p>C. Counsellor to work in school 1 day a week with targeted children Smart Choices</p>	<p>Need identified based on parent/staff referral and pupil need. Social Care/EHCP involvement.</p>			

	<ul style="list-style-type: none"> - Continued whole school and individual CPD for staff in mental health & emotional well being 			<p>Smart Choice impact. Reports provided by staff. Weekly meeting with EP, SENCO, Learning Mentor, Head. Results. Reduction in incidents/warnings. Discussion with staff report from provider. Information from parents. Reduction in incidents/warnings. Discussion with staff. Report from provider.</p>	
£6,000	<ul style="list-style-type: none"> - Educational Psychologist (SLA) 	<p>High SEND need. Support for pupils, parent and staff.</p>	<p>All appropriate pupils assessed and provision improved.</p>		<p>6 EHCP applications successful. Support for Acorn group. Support for staff re identified pupils. Staff training delivered.</p>
£3,750	<ul style="list-style-type: none"> - Kick Start Education 	<p>Specific pupils identified through behaviour, logs/staff/parents etc. Additional counselling activities. Implementation of Go Givers- PSHCE scheme.</p>	<p>Pupils physical health and enjoyment of sport is improved - team work and co-operation developed.</p>	<p>Pupil feedback. Less incidents reported by community and police. Pupils able to discuss issues appropriately. Pupils to act as role models. Parent</p>	<p>Specific groups had interventions. 8 pupils had small group/individual support. Pupils now able to play successfully with other pupils at play and lunchtime.</p>

£7,750	- Global Policing	Anti-social behaviour outside of school. Local services reports. British Values the rule of law. Personal Safeguarding. Careers and aspirations.	Increase links with the community/ Services.	advice re de-escalation of incidents at home.	Y5 pupils have knowledge of current social issues incl: substance misuse, DV, County Lines, gangs. The role of the police. Pupils worked on a CSI project – information about careers in the services.
£19, 993	Music	Develop pupil knowledge and ability in Music. ‘Music is good for the soul’! Class lessons; More Able violins, More Able recorders	All pupils to be able to play a musical instrument in an ensemble and individually. Raise self-esteem and well-being.	Performance. Pupil, staff and parent feedback. Pupil enjoyment and developing performance skills.	All pupils have specialist music tuition. We were chosen from across the LA to set up a new out of school project - Bandits. 15 pupils attend. (£20,000 from the charity).
£15,828	- P.E	Three days of specialised P.E tuition. Accessed by the whole school and lunchtimes/after school. Health and fitness are major obstacles - identified in local reports – obesity/attendance/parental substance mis use etc	All pupils have access to specialised P.E instruction. Specific groups are encouraged – health issues addressed.	Lesson observations. Staff to attend lessons as part of CPD. Competition results. Pupil participation. Silver Award maintained.	For the first time we have achieved our GOLD award. All pupils access and enjoy quality P.E. Pupils take part in 5 tournaments and leagues and compete half termly against the cluster schools.

£4,000	- Healthy Living	Diet is a major concern. We observe pupils eating lots of sugary, unhealthy options. We want to provide fresh fruit throughout school.		All pupils to have fruit every day. Staff to monitor pupil uptake.	Pupils learn to make healthier choices.
£15,000	Staff training	Keep staff updated and provision current. RWI/Literacy and Language Development Days. LA Literacy training SEND training and updates Children's Mental Health Restorative Justice	Improve staff knowledge, consistency and quality first teaching.	Weekly meeting - Provision reviewed and changes implemented. Updates and training attended by ICT/Computing co-ordinator. RM support External reviews. Staff development. Progress results. Observations. Collaborative work with EP, PIT, CAMHs, LSS. Behaviour incident log.	All staff have had access to appropriate training and are able to use what they have learnt. Report to Governors logs all courses. Lesson moderation checks impact and developments needed in lessons.
£10,000	Assessment	Develop assessment further. Target tracker training. Purchase updated NFER, PUMA/PIRA/Rising Stars materials.	Provide consistency in testing pupils. Prepare for end of KS test techniques.	Termly assessment runs smoothly and is accurate. Governor/SIP review of procedures and results.	Tests inform Pupil Progress meetings, target pupils and future planning. Question gap analysis improves classroom delivery and pupil understanding of next steps.
£1,800	Class sets of novels	Complete 6 sets per class programme.	A wider range of appropriate	All classes have 6 novels a year.	See reading results above.

£3,000	KS2 monthly magazines	High quality reading materials to be taken home. Develop home reading and pupil/parent enthusiasm. Pupils voted by 63% to 37% to renew the subscription.	Quality literature.	Pupil enjoyment. A widening range of pupil experience. Pupil/parent response.	Pupils enjoy the monthly magazine however it has been decided (pupil and staff voice) to discontinue this provision.
£3,000	Attendance	Reward good attendance and inspire others to improve. - class meal, 100% cinema trip. Develop team and social skills.	Meet the national average 96% for attendance.	Daily, weekly, termly annual tracking. Groups tracking. FLO and Head. EWO Panel meetings.	Attendance for the year was 94.3% (0.2%) better than last year). It is a constant battle and we work closely with EWO and Social Care to keep addressing issues.

Unallocated balance £9,533

Impact on Eligible and other pupils – September 2019

	Pupils Eligible for PP	National – Other pupils	In school gap
Good level of development (2018)	73%	72%	+1%
Good level of development (2019)	70%	72%	-2%

Phonics 2019

	Pupils eligible for PP	Other Pupils	All pupils	LA - other pupils	In school gap
Working at Y1	100%	89%	93%	83%	11%
Working at Y2	90%	96%	93%	94%	6%

Attainment of Y2 Pupils 2019

	Pupils eligible for PP	LA – other pupils	In school gap
Reading – Expected Standard	75%	80%	12%
Writing – Expected Standard	60%	76%	27%
Maths –Expected Standard	70%	81%	13%

Attainment of Y6 Pupils 2019

	Pupils eligible for PP	Pupils not eligible for PP	In school gap	All pupils
% Achieving the National Standard in R/W/M	38%	67%	29%	47%
% Achieving the higher standard in R/W/M	0%	8%	8%	3%
Pupils' progress score in Reading	-5	-2.8	-2.2	-4.3
Pupils' progress score in Writing	0.1	3.2	3.1	1.1
Pupils' progress score in Maths	-2.4	1.6	4	-1.1
Pupils' scaled score in Reading	97	102	5	99
Pupils scaled score in Maths	102	107	5	104

Attainment of Y6 pupils Comparison 2018 (2019)		
Headline Measure	Pupils eligible for PP (your school) (60%)	Pupils not eligible for PP (your school)
% achieving national standard in reading, writing & maths	58% (38%) ↓	76% (67%) ↓
% achieving the higher standard in reading, writing and mathematics	0% (0%)→	12% (8%) ↓
pupils' progress score in reading	-0.9 (-5%) ↓	0.3 (-2.8) ↓
pupils' progress score in writing	-1.2(0.1) ↑	1.0 (3.2) ↑
pupils' progress score in mathematics	0.2 (-2.4) ↓	0.6 (1.6) ↑
pupils' average scaled score in reading	98 (97) ↓	105 (102) ↓

pupils' average scaled score in mathematics	102 (102)→	106 (107)↑
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Attendance

	<u>Pupils eligible for PP</u>	<u>School – other Pupils</u>	<u>In school gap</u>
2018	93.69%	95.07%	-1.38
2019	94.63%	94.8	-0.17