

# 1Pupil Premium Strategy Statement 2019-20

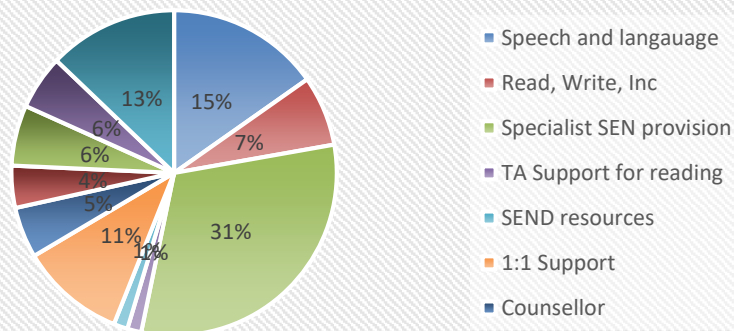
1. Summary Information					
School	Westwood Park Primary School				
Academic Year	2019-20	Total PP budget.	Total: £174,200.00	Reviewed termly	
Total number of pupils	282	Number of pupils eligible for Pupil Premium.	134	Date for next Strategy Review	4.12.19

2. Barriers to future attainment	
<b>Internal barriers</b> (issues which require specific action by the school)	
<b>A</b>	Poor language skills in EYFS (supported by TALC report & baseline for Reception cohort)
<b>B</b>	High levels of SEND in specific cohorts
<b>C</b>	Emotional and mental health issues of pupils and families. Overall well-being concerns. Parental engagement.
<b>D</b>	Progress in KS2. Attainment is below Age Related Expectations in some classes including Y6.
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates, low parental engagement, poor home learning.)	
<b>E</b>	Attendance below national average - (94.7% in 2019)
<b>F</b>	Safeguarding concerns for our families. Changing family dynamics.
<b>G</b>	Limited experiences of areas beyond Salford & limited enrichment activities

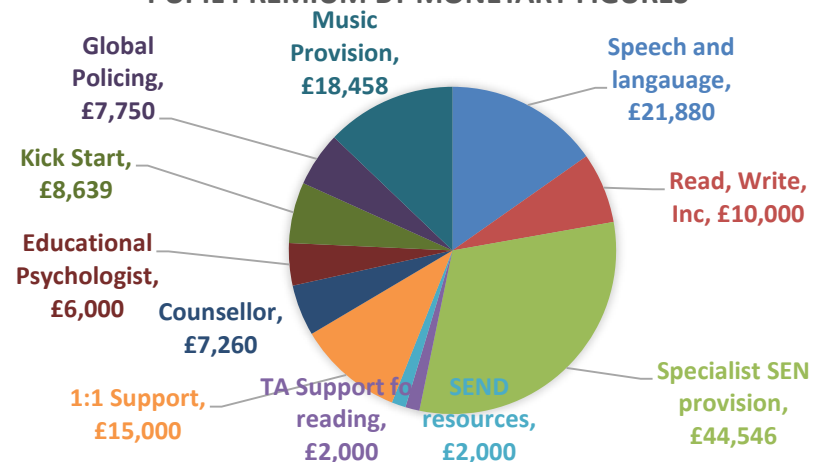
## Pupil Premium 2019-20

Outcomes		Success criteria
<b>In-school barriers</b>		
<b>A.</b>	Poor oral language skills in EYFS	National average to be achieved for GLD in EYFS.
<b>B.</b>	High levels of SEND in specific cohorts	100% of SEND pupils (54) make good progress (as defined by school/Learning Support/EP etc) evidenced by attainment, books, pupil voice etc.
<b>C.</b>	Emotional and mental health issues of pupils and families. Overall well-being concerns.	Children receive counselling in order to increase their emotional health and well-being and the ability to learn effectively. Children can access Kickstart Education and Smart Choices. We use Thrive activities and de-escalation techniques which helps develop emotional and social skills.
<b>D.</b>	Progress in KS2. Attainment is below Age Related Expectations. Pupil Premium attainment in KS2 and Y6:  R/W/M Combined is 47% for the school, for disadvantaged pupils it is 38%  Reading Expected Level is 50%, disadvantaged is 38%  Maths Expected Level is 67%, disadvantaged is 54%	Attainment in all year groups is increased due to the impact of quality first teaching and Interventions. Progress in KS2 is key. The gap between attainment of our Pupil premium children and the national average is closed.
<b>External barriers</b>		
<b>E.</b>	Attendance below national average	Attendance of all groups increased to 96%.
<b>F.</b>	Safeguarding concerns for our families. Changing family dynamics.	The work of the Family Liaison Officer/SENCO and Designated Officers will support families at TAC, CIN and CP and will also prevent escalation of the process by signposting parents and offering family support. Support from Early Help Service.
<b>G.</b>	Limited experiences of areas beyond Salford and limited enrichment activities.	Pupils using information from visits and trips to extend experiences/inspire. Enrichment and wider opportunities inspire and raise aspirations of all. An 'awe inspiring' curriculum.

## Pupil Premium Funding by percentage



## PUPIL PREMIUM BY MONETARY FIGURES



### Plan including actions, expenditure and review dates 2019-20

Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Predicted Cost	Termly review
<b>A.</b> 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.  Resources for RWI	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.  Pupils have access to high quality resources (books, reading books, phonics cards etc) to assist their learning.	Termly tracking and half-termly pupil progress meetings	Head of EYFS with SALT	£21,880	5 December 2019 27 March 2020 7 July 2020
			RWI Lead	£10,000	Half termly review.

<p><b>B.</b> Acorn group. Specialised group for 8 Y1 to Y3 pupils with significant academic difficulties. Staffed by a teacher and TA.</p>	<p>The most academically poor children have consistent access to small group provision adapted to their needs. Pupils identified through test results, teacher assessment and EP advice.</p>	<p>Half termly tracking of pupil progress. Assessments and observations by EP and SALT.</p>	<p>SENCO</p>	<p>£44,546</p>	<p>5 December 2019 27 March 2020 7 July 2020</p>
<p>Additional TA support for reading.</p>	<p>Reading throughout school is a significant area for development. Many children do not have adult support at home. Y2 and Y6 results show the need for significant improvement, including for pupils at Greater Depth in Y6:6%</p>	<p>Half termly and termly tracking of pupil progress.</p>	<p>English Co-ordinator</p>		<p>5 December 2019 27 March 2020 7 July 2020</p>
<p>SEND resources</p>	<p>Update and replenish resources - dyslexia, autism, dyspraxia etc. Subscription to online assessment tools.</p>	<p>Pupil progress. Pupil/staff/parental feedback. Relevant resources to implement PIT, EP advice.</p>	<p>SENCO</p>	<p>£2,000</p>	
<p>One to one</p>	<p>A pupil in Reception with more intensive medical needs - more intensive support</p>	<p>Daily monitoring.</p>	<p>FS lead</p>	<p>£15,000</p>	

<p><b>C, F and G.</b> 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>	<p>FLO and SENCO to monitor progress of counselling intervention and Smart Choice impact.</p>	<p>FLO SENCO</p>	<p>£7,260</p>	<p>5 December 2019 27 March 2020 7 July 2020</p>
<p>Educational Psychologist (SLA)</p>	<p>High SEND need. Support for pupils, parents and staff. Additional guidance for staff.</p>	<p>Weekly meeting with EP, SENCO, Learning Mentor and Head. Results.</p>		<p>EP - £6,000 - half a day a week.</p>	<p>5 December 2019 27 March 2020 7 July 2020</p>
<p>Kick Start Education/Thrive (Behaviour Improvements)</p>	<p>Specific pupils identified through behaviour logs/staff/parents etc. Additional counselling and activities. Implementation of Go Givers – PSHCE scheme.</p>	<p>Reduction in incidents/warnings. Discussion with staff. Report from provider.</p>	<p>FLO/Head/ SENCO</p>	<p>£8,639</p>	<p>At the end of each programme.</p>
<p>Global Policing</p>	<p>Anti-social behaviour outside school. Local services reports. British Values – the rule of law. Develop pupil knowledge and ability in Music. ‘Music is good for the soul’! Whole school and More Able pupils.</p>	<p>Pupil and staff feedback. Less incidents outside of school which impact on school. Pupils able to discuss issues appropriately. Pupils to act as role models and increase pupil involvement. Parent training re de-escalation of incidents at home.</p>	<p>Head/SENCO/FLO</p>	<p>£7,750</p>	<p>At the end of each programme.</p>
<p>- Music (Wellbeing and Health)</p>	<p>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 –</p>	<p>Performance. Pupil, staff and parent feedback. Pupil enjoyment and developing performance skills.</p>	<p>Music Co-ordinator  P.E Co-ordinator</p>	<p>£18,458  £10,000</p>	<p>Termly performances. Staff feedback - attend lessons as part of CPD. (Annual reports.)</p>

<p>- P.E (Wellbeing and Health)</p>	<p>obesity/attendance/parental substance mis use etc</p>	<p>Lesson observations. Staff to attend lessons as part of CPD. Competition results. Pupil participation. Silver Award maintained.</p>			<p>Lesson observations. Staff feedback - attend lessons as part of CPD. (Annual reports.) Competition results</p>
<p><b>C.</b> Assessment</p>	<p>Develop assessment further. Target tracker training. Purchase updated test materials including NFER Dyslexia, Digit Span, Visual Stress etc.</p>	<p>Progress results. Observations. Collaborative work with EP, PIT, CAMHs, LSS. Behaviour incident log.</p> <p>Termly assessment runs smoothly and is accurate. Governor/SIP review of procedures and results.</p>	<p>SLT</p>	<p>£11,000</p>	<p>5 December 2019 27 March 2020 7 July 2020</p> <p>5 December 2019 27 March 2020 7 July 2020</p>
<p><b>D.</b> To monitor attendance throughout the year and work closely with the EWO and families where attendance is a concern.</p> <p>- Continue to raise awareness of good attendance and reward good attendance</p>	<p>To reward good attendance and inspire others to improve their attendance – class meal, 100% cinema trip.</p>	<p>Termly tracking of attendance for PP children – and non PP . Head teacher/Learning Mentor &amp; shared with governors</p>	<p>Learning Mentor &amp; Head teacher</p>	<p>£3,000</p>	<p>5 December 2019 27 March 2020 7 July 2020</p>

D. Staff training	To maintain and up skill staff knowledge in curriculum Training in academic areas (Reading/Maths), SEMH, Team Teach (Refresher)	Identify need matched to availability. Access appropriate training. Feedback from staff after training. Implementation and impact review.	SLT	£11,926	5 December 2019 27 March 2020 7 July 2020
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### 3. Attainment of Y6 pupils 2019

Headline Measure	Pupils eligible for PP (your school)	Pupils not eligible for PP (your school)
% achieving national standard in reading, writing & maths	38%	67%
% achieving the higher standard in reading, writing and mathematics	0%	8%
pupils' progress score in reading	-5%	-2.8
pupils' progress score in writing	0.1	3.2
pupils' progress score in mathematics	-2.4	1.6
pupils' average scaled score in reading	97	102
pupils' average scaled score in mathematics	102	107

