



Pupil Premium Review Form 2 – Annex 2
Self-evaluation template – Pupil Premium Strategy Statement
PRIMARY

[Insert school name] School's Pupil Premium Profile [Insert school year]

Headteacher:	Mrs Zowie Norris
PPR:	Mrs Helen Headleand & Sarah Lloyd
Date:	23rd January 2019

1. Summary information					
School	West Melton Primary School				
Academic Year	2018-19	Total PP budget	£121,900	Date of most recent PP Review	N/A
Total number of pupils	154	Number of pupils eligible for PP	76 (49.3%)	Date for next PP Strategy Review	

2. Current attainment (SATS 2018)		
KS2 (10/18 56% PP)	<i>X Pupils eligible for PP</i>	<i>X Pupils not eligible for PP (national average)</i>
% achieving expected or above in reading, writing & maths (or equivalent)	50%	38%
% making expected progress in reading (based on SC score)	-3.3	-4.9
% making expected progress in writing (based on SC score)	-2.3 (9% higher standard)	-1.9 (-11% higher standard)
% making expected progress in maths (based on SC score)	-2	-4.8

3. 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.	Poor oral language skills
B.	High % of PP have additional SEN needs.
C.	Emotional wellbeing/high level of vulnerable families
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Poor attendance

4. Outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	All pupils in EFS will be screened by School SALT, provided with weekly programme of support to improve speaking and listening skills. Reciprocal reading and Talk for Writing strategies will be used throughout school in order to develop language skills further. Texts with age appropriate Lexile's, visual prompts and bedrock vocabulary programme will also contribute to the development of language. Teacher assessments, writing moderation points, Head start assessment materials in Reading and bedrock vocab assessment will be used to measure progress. SALT reports will also show this for individuals.	Pupils will have increased vocabulary knowledge and confidence to speak in full sentences using a wider range of vocabulary. Accelerated Progress in reading and writing will be achieved.
B.	All SEN pupils will have a SEN support plan that will be planned with all staff, SEN Co and external agencies involved. These will have an entry and exit assessment point and be reviewed each term.	SEN pupils are making good progress from starting points.
C.	Vulnerable learner trackers and SEMH pivats and individual case studies will be kept and reviewed for our vulnerable learners. Pastoral/nurture provision eg lego therapy, Elsa training/emotional coaching strategies will be timetabled to support identified pupils. Counselling will be provided for referred pupils for additional support with emotional wellbeing.	Vulnerable learners emotional wellbeing is effectively supported- they can access learning in the classroom environment more effectively and are making progress on their personal pivats and targets in core subject areas.
D.	Attendance improves. Systems in school are effectively followed in order to ensure this improves, persistent absences are supported effectively. Tracking systems are used by all staff to ensure this has priority.	% of 100% attenders improves. PA % reduces compared to last year. Whole school trackers keep all staff aware of the current situation. Breakfast club provision impact reports reflect this improvement.

5. Planned expenditure

Academic year

2018

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?
To ensure effective differentiation and support – particularly for those with SEN	Graduated response training from ACT team for all staff.	High % of SEN. Lower than National outcomes in KS1 and 2 outcomes.	Regular monitoring and evaluation.	Michelle Foster SENCo	Each SEN review and assessment point during Pupil progress discussions (half termly).
To ensure improved speech and language development.	<p>Early Talk training for FS staff.</p> <p>SALT screening for all FS & programmes delivered and passed on to staff from outcomes.</p> <p>Talk for writing approaches in Literacy</p> <p>To specifically teach vocabulary lessons using Bedrock resources.</p> <p>To use reciprocal reading approaches to clarify and learn new Vocabulary in texts.</p>	<p>Poor oracy skills . Significantly low starting points in EYFS</p> <p>Lack of parental engagement with external SALT provision needed.</p> <p>Providing a vocabulary and developing confidence to talk through ideas/sentences before writing.</p>	<p>Training time planned.</p> <p>Monitored</p> <p>SALT feedback.</p> <p>Pupil progress meetings</p>	<p>Louisa Arnold, Julie Key EYFS Lead</p> <p>EYFS staff</p> <p>All Teachers & TAs</p>	Half termly

To continue to ensure teaching of phonics is consistent and effective, improving progress in reading.	RWINc training for all staff RWINc resources purchased.	Historically poor reading attainment. Reading books out of date/old	Monitored. New staff to be trained.	Clare Snow FS/KS1 & Y3/4 staff	Half termly
Teaching of maths ensures reasoning and problems solving is specifically and practically approached.	White rose roses implemented. Whole staff cpd sessions. Maths resources, purchased and shared. TA subject lessons - training	Low attainment in maths. Gap analysis identified problem solving issues.	Training for staff New resources/equipment	Kristina Elliott	Half termly.
Total budgeted cost					£ 51,529
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?

Improved attendance outcomes. Improved PA	Attendance office role New policy New tracking system. New letter system New rewards system.	Attendance below target (93%) PA higher than national.	Fortnightly meetings with attendance officer. Tracking in place- monthly & by class teachers.	Catherine Marshall	Each month
SEN pupils effectively supported and making good progress	SEN Co qualification to complete. TA structure Effective use of TA course and CPD Training staff Additional TA to support EHCP pupil Y3 and EYFS. CERTA dyslexia training for 1 TA.	Above average SEN 11 EHCPs, 3 more in process.	M & E timetable. Support timetable reviewed. Assessment points	Michelle Foster	Each half term
Pastoral support to remove barrier to learning	New timetable CPD for all staff – emotion coaching, Lego therapy, Elsa training Anger management support training. School counselling sessions once a week.	High SEMH needs. Many pupils on inclusion register in crisis.	Vulnerable learner tracker Individual PSED pivot assessments Boxall profiles for individuals	Richard Pilley	Each half term
Total budgeted cost					£60,215
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?
Pupils to all have the opportunity to participate in educational visits, ensuring learning experiences.	All pp pupils entitled to at least one class trip fully funded.	<i>Pupils have limited experiences and struggle to talk about places/experiences because of this. Their written work is also limited because of this.</i>	Curriculum plans including visits allocated. Monitor work by pupils following the FS	Z Norris	Each half term
Total budgeted cost					£5000

6. Review of expenditure

Previous Academic Year

April- July 2018 so far

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
To ensure effective differentiation and support – particularly for those with SEN	Graduated response training from ACT team for all staff.	Out of 56 children on the SEND register, 30 (54%) are eligible for Pupil premium money. Additional support staff, resources and staff training on the graduated response system – which is Implemented through school, has effectively supported our SEN pupils – both PP and non PP. In FS2 the two SEN/PP children didn't achieve a good level of development but made good progress from significantly low starting points. (22-36months to 30-50month outcomes) kS1 2018 outcomes showed that Pupil premium pupils made better progress in reading than non-pupil premium children. KS2 outcomes show that although the 3 SEN PP children didn't achieve expected standards, , progress in year for core subject areas. Average point score scaled improvements for SEN pupils in reading was 4.4 writing was 5.8 and maths was 4 .1 showing good improvements over the last year in all core subject areas.	To ensure that SEN co is tracking closely and considering PP money and support offered when analysing data for SEN pupils and providing next steps.	£40,185

<p>To ensure improved speech and language development.</p>	<p>Early Talk training for FS staff.</p> <p>SALT screening for all FS & programmes delivered and passed on to staff from outcomes.</p> <p>Talk for writing approaches in Literacy</p> <p>To specifically teach vocabulary lessons using Bedrock resources.</p>	<p>All EYFS pupils are screened by our SALT and from this further support is identified, provided externally via clinic appointments but also arranged through a weekly programme in school. This is provided by both trained staff and the SALT.</p> <p>Individual progress is tracked and evident in the improvements observed in class observations and learning produced.</p> <p>In FS2, summer outcomes for communication were show 21/23 91% pupils achieved a good level of development in this area and 4/23 made accelerated progress.</p> <p>In KS1 summer outcomes kin writing showed that Pupil premium pupils improved – 55% achieved expected standard compared to 47% in the previous year</p>	<p>Individual SALT progress feedback to be analysed.</p> <p>Talk for writing approaches and impact of this to be further assessed in all year groups.</p> <p>Bedrock vocabulary project review to be completed.</p>	<p>£7,038</p>
<p>To continue to ensure teaching of phonics is consistent and effective, improving progress in reading.</p>	<p>RWINc training for all staff</p> <p>RWINc resources purchased.</p>	<p>Phonics outcomes continue to be in line with local /national averages. An improved trend in this subject area over the last three years of implementing the RWInc approaches and resources.</p> <p>Although summer outcomes were slightly lower than previous years at 81% phonics screen pass in Y1, this cohort had a larger than average, percentage of SEN (29%) and pupil premium children (39%). 6/11 Pupil premium children (55%) passed their phonics check making accelerated progress from low starting point.</p>	<p>Although Phonics results continue to be in line with national, the current cohort have a high percentage of SEN (45%) and only 65% achieved GLD in summer. Additional intervention and support will be needed.</p> <p>Progress and attainment in KS1 and KS2 reading continues to be below national averages, so further support/analysis is needed in this area.</p>	<p>£3,500</p>

<p>Teaching of maths ensures reasoning and problems solving is specifically and practically approached.</p>	<p>White rose roses implemented. Whole staff cpd sessions. Maths resources, purchased and shared. TA subject lessons - training</p>	<p>All staff – both teachers and teaching assistants have participated in in school training with the maths lead and external training to increased subject knowledge and improve teaching and learning in maths. Summer outcomes in maths In FS2 65% achieved GLD, this included 3/7 43% of pupil premium children. Although attainment was low progress was good in maths 23/23 100% making expected progress from low starting points. In KS1 in Maths: 15/22 68% achieved expected standards (slight increase 1% increase from last year). Greater Depth 4/22 18% (11% increase from 11% last year) 55% of PP children achieved expected standards in maths compared to 50% last year. In KS2 44% achieved expected standards in maths and progress from KS1 was -3. Much work still to be done. However, in year progress using new assessments with standardised scoring systems show a 3 points progress outcome for all and 4.25 progress for pupil premium children, highlighting impact of strategies since implemented.</p>	<p>Progress and attainment in KS1 and KS2 reading continues to be below national averages, so further support/analysis is needed in this area.</p> <p>Focus needs to be on more accelerated progress in EYFS. In order to close gaps to national.</p> <p>Further analysis for maths teaching to be used for planning.</p>	<p>£28,000</p>
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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
Improved attendance outcomes. Improved PA	Attendance office role New policy New tracking system. New letter system New rewards system	Attendance continues to be lower than our target of 96% and PA remains high but is still lower than last year at 15.83% of pupils are classed as persistently absent compared to 19.57% last year. However this has increased since the first half term mainly due to our complex cases . Five families have significant health needs- external agencies are involved. Three families have now social care intervention, We have two pupils on partial timetables with alternative provision arrangements, LAC situations and relocation for safety have also had an impact on this percentage as these children remain on the school roll during these challenging circumstances. Systems are more robust and rigorous for managing this now. Breakfast club provision is also having a positive impact on attendance. - 38/81 (47%) Pupil Premium children access breakfast club provision 52 pupils out of 63 (83%) of pupils who attend breakfast club have good-excellent attendance 96% or more.	Tracking the difference of attendance for individual pupils who now attend breakfast club and what the difference in their attendance is over the same time period last year. Ensuring PP children are also tracked on attendance data systems.	£3,585

SEN pupils effectively supported and making good progress	SEN Co qualification to complete. TA structure Effective use of TA course and CPD Training staff Additional TA to support EHCP pupil Y3 and EYFS. CERTA dyslexia training for 1 TA.	SEN Co has started work on qualification. SEN review for all pupils are up to date. Support plan in place for all pupils which is reviewed regularly. Progress is tracked on individual SEN support plans against individual targets. Project- Kyra research work on effective use of TAs currently being implemented and a focus for SLT in their monitoring. All TAs have appraisal targets tied closely into the progress of both class groups and individual pupils supported.	Further work to be done on tracking systems for SEN and effective use of TA support.	£2,570
Pastoral support to remove barrier to learning	New Learning mentor CPD for all staff – emotion coaching, Lego therapy, Elsa training Anger management support training. School counselling sessions once a week.	Learning mentor role established and reviewed each half term. Identified pupils with SEMH needs supported. Pivats in place for progress in these areas to be assessed against Pupils receiving counselling support now report to feel happier and able to learn more effectively. Outcomes from student questionnaires positive. Reports for external visitors into school state learning behaviours are calm and more focused. Silver SMSC quality mark achieved 28/1/19	Further development of an inclusion team individual cases to be tracked. Further development of inclusion room, sensory room and Elsa training for staff	£17,844

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
Pupils to all have the opportunity to participate in educational visits, ensuring learning experiences.	All pp pupils entitled to at least one class trip fully funded.	All classes have experienced/taken part in educational visits/trips, evidenced in children's learning and improved quality of writing in cross curricular subject areas. Improved used of vocabulary, skills and knowledge evidenced in books.	Consideration to be made regarding cost of transport and small cohorts to ensure best value for money and what skills/knowledge/experience they would gain from the trip.	£5000

7. Additional detail

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