

2018/19 Westways Primary School Pupil Premium Grant Expenditure Report

Pupil Premium Funding

Pupil Premium Grant (PPG) is additional funding allocated to schools to support children who are vulnerable to underachieving.

PPG is allocated by the Government based on the following criteria:

- *Children who apply for and currently receive free school meals due to their family circumstances (or have received free school meals within the last 6 years)*
- *Children in the care of the local authority*
- *Children who have been adopted*
- *Children from a military family*

This money is allocated to school budgets based on the number of children who fit one of these criteria. It is the decision of the individual school how the money is spent to support children's learning.

Nature of support

In order to raise attainment of pupils eligible for PPG as a school we:

- *Ensure access to the curriculum and wider curriculum including after school activities, music lessons and residential visits*
- *Raise pupils self-esteem and improve attitudes to learning*
- *Monitor progress of this group of children regularly*
- *Plan for appropriate provision to be in place to support children's progress*
- *Share progress of children with parents/carers at parent's evenings.*

To support this group of vulnerable learners the school has used the PPG in the following ways:

Initiative	Aim/Impact/Outcome
Learning Mentor who leads on attendance, working with families, PSHE and behaviour management.	To support children's self-esteem, attitude to learning, sense of well-being and enjoyment of and participation in school life. To support parents/carers who are concerned about their child.
Learning mentor support for emotional well-being, behaviour, social and pastoral support	
Signposting opportunities and support for parents and carers	Parents invited to workshops to support children's learning (e.g. Read Write Inc) as well as signposting support from outside agencies.
The inclusion team ensure that attendance of this vulnerable group is at least in line with the attendance target for the school.	Children are in school most of the time to access quality first teaching. Attendance of PPG pupils in 2018/19 was 96% (.4% lower than whole school)
Learning mentor support to improve the punctuality of this vulnerable group	Children are in class and ready for learning at the start of the day.
Funding school visits/visitors/extra curricular activities	Children are able to participate in all aspects of school life
Teachers/Teaching assistants provide	To reduce gaps for PPG children.

interventions to support quality first teaching	
A communication and language programme (LEAP) in Foundation Stage	Improve speaking and listening skills and identify early difficulties.
Embedding the Read Write Inc. phonics programme across FS2 and Key Stage 1. (and parts of KS2)	Rapidly improve and embed phonics and early reading skills in targeted small groups
Provide booster classes to support achievement in Year 6	Achievement of vulnerable children boosted to close the gaps with their peers.
Additional opportunities (e.g. 'Rappaman' writing day)	Exciting opportunities that engage reluctant writers and improve writing outcomes
Purchase additional resources to support the needs of individual children.	Children's individual needs are met
Additional support is targeted at points of transition (F1/F2 – F2/Y1 – Y2/Y3 – Y6/Y7)	Children are well prepared for the next phase in their education and therefore succeed.
Senior leaders monitor the progress of this group of children.	Senior leaders regularly hold inclusion meetings, using information from pupil progress meetings to plan for effective provision

Number of pupils and PPG received

Total Number of children on roll	629
Total number of children eligible for PPG (2018 – 2019)	104
Total Amount of PPG received 2017 - 2018	£124,040
Total Amount of PPG received 2018 - 2019	£108,240

Impact of PPG spending 2018/19

Personal development, behaviour and welfare are all good. Pupils' attendance has improved. *The numbers of pupils who are regularly absent from school is declining. (OFSTED Dec 2018)*

High standards of behaviour are shown by children and exclusion rates are low. This is because all the vast majority of children behave well and appropriate support is given to those needing it in a timely manner. Our disadvantaged children in FS and KS1 are making increasingly good progress

Children are well prepared for the transitions within school and from Y6 to Y7, this is supported through close work with our main secondary feeder school. Children settle well into F2, Y1 and Y3. *'The attainment of disadvantaged pupils is improving. Gaps between the progress of these pupils and their peers are diminishing.'* (OFSTED Dec 2018)

2019 outcomes for all year groups

Year Group	% achieving the expected standard	% disadvantaged achieving the expected standard	Gap
6 Reading	95%	89%	-6%

	Writing	86%	83%	-3%
	Maths	93%	94%	+1%
	Combined	83%	85%	+2%
	SPaG	93%	89%	-4%
5	Reading	74%	55%	-19%
	Writing	73%	50%	-23%
	Maths	76%	55%	-21%
	Combined	66%	36%	-30%
	SPaG	75%	50%	-25%
4	Reading	85%	100%	+15%
	Writing	80%	64%	-16%
	Maths	85%	73%	-12%
	Combined	76%	55%	-21%
	SPaG	81%	73%	-8%
3	Reading	73%	78%	+5%
	Writing	63%	72%	+9%
	Maths	82%	83%	+1%
	Combined	61%	72%	+11%
	SPaG	69%	83%	+14%
2	Reading	82%	60%	-22%
	Writing	78%	70%	-8%
	Maths	82%	60%	-22%
	Combined	73%	50%	-23%
	SPaG	78%	60%	-28%
1	Reading	76%	60%	-26%
	Writing	69%	50%	-19%
	Maths	75%	60%	-15%
	Combined	68%	50%	-18%
	SPaG	59%	40%	-19%