



Pupil premium strategy statement: Bourne Westfield Primary Academy

1. Summary information					
School	Bourne Westfield primary Academy				
Academic Year	2018/19	Total PP budget	£121,865	Date of most recent PP Review	February 2016
Total number of pupils	665	Number of pupils eligible for PP	118	Date for next internal review of this strategy	Jan 2019
2.	3.	4. Current attainment			
		<i>BWPA Pupils eligible for PP (FSM/Ever 6, AFC, SCP) 2018(2017)</i>	<i>Service Pupils</i>	<i>FSM/Ever 6</i>	<i>Pupils not eligible for PP in school data</i>
Year 6 SATs (13 ch 9 FSM/E6, 1 AFC and 3 Mil)	% achieving at standard or above in reading, writing and maths	54% (67%)	100%	33%	68% (69%)
	% achieving at standard or above in reading	77% (93%)	100%	67%	78% (76%)
	% achieving at standard or above in writing	77% (73%)	100%	67%	88% (84%)
	% achieving at standard or above in maths	77% (73%)	100%	67%	84% (87%)
Year 2 SATs (11 c h 9 FSM/E6 and 2 Mil)	% achieving at standard or above in reading, writing and maths	45% (55%)	100%	33%	78% (68%)
	% achieving at standard or above in reading	64% (59%)	100%	56%	87% (81%)
	% achieving at standard or above in writing	55% (59%)	100%	44%	81% (71%)
	% achieving at standard or above in maths	64% (77%)	100%	56%	92% (82%)
Year 1 Phonics (16 ch)	Passing the phonics check	50% (70%)	0%	50%	87% (93%)
EYFS GLD (19 ch)	Achieving a good level of development	68% (36%)	100%	65%	76%

5. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Oral language skills and communication in Reception and Year 1 (and in other year groups) are lower for some pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years. Oral language skills and breadth of vocabulary continue to be a concern across the school.	
B.	For some pupils eligible for PP (39%) their emotional readiness for learning is a barrier to their progress. This is often due to personal and social trauma/poor home learning environment.	
C.	Baseline data shows that children are entering school unfamiliar with numbers to ten and traditional story telling.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Attendance rates for pupils eligible for PP are 95.3% (below the target for all children of 97%). This reduces their school hours and causes them to fall behind on average. A higher percentage of PP pupils are persistent absentees than non PP pupils.	
B.	For some pupils eligible for PP (39%) their emotional readiness for learning is a barrier to their progress. This is often due to personal and social trauma/poor home learning environment.	
C.	Baseline data shows that children are entering school unfamiliar with numbers to ten and traditional story telling.	
6. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language and communication skills for pupils eligible for PP. Improve listening skills and ability to follow instructions.	Pupils eligible for PP in Reception are on at least green RWInc. Book band. Yr 1 class make rapid progress by the end of the year so that all pupils eligible for PP pass the phonics check (5/17 need to make accelerated progress) Refer to SIP milestones for specific targets in reading and writing across the school.
B.	Behavioural/emotional issues of pupils addressed. Pupils more able to engage in learning and achieve higher rates of progress.	Pupils are more able to access learning and make progress in line with non PP pupils. Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
C.	Reception children leave reception familiar with traditional story structure and numbers to ten.	Children will be familiar with at least six traditional tales by the end of reception. Children will be able to accurately count ten objects, write and recognise numbers to ten.
D.	Increased attendance rates for pupils eligible for PP.	Overall PP attendance to improve to 96% in line with National 'all' pupils. Reduce the number of persistent absentees among pupils eligible for PP to 5% or less.

7. Planned Expenditure						
Academic year	2018/19					
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?	Cost
A. Improved oral language skills and communication in Reception and Yr1 (and other year groups)	RWI Scheme	Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. Early literacy approaches evaluated to date led to an average impact of four additional months' progress, with the most effective approaches improving learning by as much as six months.	RWI training revisited this year for all staff teaching RWI. Small groups ensure needs are met. RWInc. Lead released from class to monitor/coach delivery and assessments.	CC	Jan 2019	£500 for resources
	Staff training on RWI development.					£1200 for coaching/monitoring
	Staff Training on Reading and vocabulary	EEF findings from improving literacy in KS1 and 2.	Monitoring through observations, pupil interviews and book scrutinies.	SD		£250 training half day £600 release £700
	SLT and Eng Lead to visit School 21	Explore Oracy Curriculum	Develop implementation plan	SLT/SD		
	Zone of relevance in all classes Guided Reading Coaching Talk for Writing Supported PPA to develop the writing journey for children	Aerodrome Primary Academy won national recognition at the Shine A Light Awards for its work supporting pupils' speech, language and communication development. As a whole school they have embraced Talk for Writing.	SLT to support PPA sessions and monitor children's work, quality of WAGOLL and planning.	KA		£6000 Staff release
	Investment in high quality inspirational experiences	EEF – IPPEEL Project evidences the value of inspirational activities in engaging pupils and improving the quality of writing and associated work.	Curriculum lead to monitor planning, ensuring inspirational experiences are well planned and at the appropriate time in the term.	KF		£750 release
	Active English	Equate TS developed the programme and analysed the impact on progress over a number of years. The programme was found to have consistently high and improving results.	Training for new staff and release so they can observe good practice. Continued monitoring of AE assessments and planning.	KF	Nov 2018	£2000 resources £440 release
Get Spelling programme and training for staff on this.	Proven RWI Programme	Lead staff member to monitor books and delivery after training (Oct 1 st).	KS	Nov 2018		

B. Pupils engaged in learning and making good progress	Staff training on Feedback Policy	Many different evidence sources, e.g. EEF Toolkit/John Hattie suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. Dawn Copping – Marking and Feedback Review.	Staff training on marking and feedback and pupil interviews to assess impact and consistency. Monitoring of checking time in children's books.	SLT/SD	November 2018	Staff release £400
	Staff training on and the development of writing checklists for each year group					Resources £1000
	Implement the 'Westy Way'	Following visits to schools in deprived areas where behaviour and learning behaviours were good, we developed our own learning behaviour mascots based on what we had seen.	Train staff on the implementation of the Westy Way. Monitor it's use through feedback from the school council.	ER	Monthly	£1000 resources
	Train a full time member of staff to be a child counsellor.	Counselling in schools: a blueprint for the future (Feb 2016) states that teachers should not be counsellors as an add-on to their teaching role.	Weekly supervision and monitoring of children's well-being.	KA	weekly	£4500 Training
C. Baseline data – improve knowledge of traditional tales and ability to count to ten	Maths Mastery Staff training Lesson Study Continued use of concrete apparatus and staff development through the ERASMUS bid to visit Finland Purchase books for all Sept '19 Reception who do not attend a nursery. Forge links with nurseries and childminders to raise the profile of traditional tales and urge them to use the same book given to parents in the summer term.	Ofsted's 2012 report 'Made to Measure' suggests that although manipulatives are used in some primary schools to support teaching and learning they are not used as effectively or as widely as they might be. Maths Mastery states that 95% of head teachers say that mastery improved attainment. EEF improving literacy in KS1	Staff meetings will be delivered to support staff in the delivery of mastery maths on a regular basis. Coaches will be deployed to support staff in planning and delivering mastery maths. Training will be delivered on the use of concrete materials and monitored by the maths team. During transition days teachers will cover parts of the stories and discuss reading at home with parents/carers Expectations for home reading will be shared at the new parents' open evening.	PJ		Release £600 Maths equip £2500
Total budgeted cost						21,440

ii. Targeted support			iii.			
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?	
A. Improved oral language skills in	Boxall Profiles to identify specific area of need.	Nuture is proven to support children in improving their social skills (Ofsted 2011). Investing in Boxall profile means that we can select the correct children and assess their progress. Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Family Liaison lead and SENDCo will coordinate completion of Boxall profile so that results are consistent.	Reception class teachers	Jun 2017	£2689.30
	Additional TA for key children in Yr 2			HT		
	Additional Year 2 Class and smaller Year 2 classes	All children who have taken LAMDA exams have passed. This demonstrates an increased confidence in speaking aloud and the ability to hold a conversation.	Allocated time in school for the classes to ensure children attend. Analyse impact in writing.	Cathy Mellor	June 2019	£5500
	FYV funded places for PP pupils to increase confidence, and ability to construct sentences.	Accredited programme	EYFS lead to monitor progress and delivery	GW JM and SH		£7000
	ELKLAN – TA to deliver SALT intervention.					

B. Pupils engaged in learning and making good progress.	Maintain family liaison lead and Counselling Course for family liaison lead	Counselling in schools: a blueprint for the future (Feb 2016) states that teachers should not be counsellors as an add-on to their teaching role.	Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions. Weekly supervision with DSL. Clear referral process. Targeted EHA and TAC.	Pupil Premium Coordinator	Mar 2018	Cover £880 Training and resources £1000
	Reading Buddies recruited, trained and monitored so that all FSM children have a reading buddy.		All reading buddies trained and proved with correct resources. Class teachers monitor implementation of support.			
	Family Learning for Reception	Proven programme	Evaluations to be completed and implementation to be monitored weekly.	CC	Feb 2019	Cover £1320
	TA time to deliver additional intervention for targeted pupils in rec.		Planning and delivery monitored by EYFS lead.	CR and JM	Termly	£2800
	Additional Staffing for small groups and 1:1 tuition	EEF +4 and +5 months progress respectively.	Pupil progress meetings	ER	Termly	£35,000
	Employ a TA to deliver 1 st class@number and success@arithmetic to PP pupils	EEF states this is a low cost effective change for primary schools to consider. Ofsted made to measure report 2012.	Monitor in/out data to assess progress. Space and time will be provided for the intervention to run effectively. Staff will be paid to run the sessions after school to minimise impact on other curriculum areas and distractions for the children. Only trained staff will be used to deliver the programme.	KB	Termly	£1137
HLTA time to support Y5 Maths sets where high number of PP children Eduten Playground for Year 5 PP pupils			KB	Termly	£4000	
Total budgeted cost						£106,639.30

iv. Other approaches			v.			
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?	
D. Increased attendance rates	SDH monitor attendance figure from part time admin who produces the data. First day response provision monitored and led by admin staff. Family Liaison lead to support children who find coming to school difficult.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of family worker and admin staff about existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together. Attendance to be monitored by the attendance officer on a termly basis (6 times a year)	SDH	Weekly	£9200
C. Behaviour/emotional needs addressed]	Identify a targeted behaviour intervention for identified students. Use family liaison lead to engage with parents before intervention begins. Develop restorative approaches and focus on positive behaviours. Whole school approach to attachment. Understanding your child's behaviour course Employ and train TAC lead	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. By building a child's social and emotional capabilities we enable children to be happily engaged with others and with society, and to learn, to develop fully, to attain and to achieve. In essence, it delivers school ready, life ready, and child ready members of society. The Allen Report 2011 Solihull Approach	Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour/emotional wellbeing translate into improved attainment. Staff training and support will ensure staff are well informed about how attachment can impact on learning and how they can help. Sessions run weekly and follow up support given if required. Online courses support those unable to attend face to face sessions. Weekly supervision to ensure whole pastoral team are working collaboratively and with the same purpose. Team to attend regular TAC briefings and training.	Year 6 teachers AP, KA AP JC KA LM AP JC	Jun 2019	£800 £7000
Total budgeted cost					120,269.30	

8. Review of expenditure				
Previous Academic Year		2017-18		
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
A. Improved oral language skills and communication in Reception and Yr1 (and other year groups)	RWI Scheme and staff development training	50% of Year 1 FSM pupils passed the phonics screen and 85 % of others passed. RWI has had a positive impact on attainment in phonics.	Approach worked – will continue.	£1500 £800
	Introduce and train staff in Colourful Semantics.	Positive impact. Children able to speak in full sentences and write sentences using verbs, nouns, determiners and adjectives.	Most effective when delivered 1:1 and regularly with reinforcement in the classroom. This approach will be continued.	£10000
	Zone of relevance introduced in all classes Talk for Writing Training	Zones of Relevance, talk for Writing and other whole strategies have been used but continued implementation is needed year on year to improve oracy skills.	Teaching and Learning Team to continually monitor the implementation of oracy in the classroom and ensure this is planned for,	£4000
	Guided Reading Coaching	FSM Scaled score has improved three years running. FSM reading attainment and progress is still lower than 'other' pupils.	Reading will continue to be a whole school priority this year.	

B. Pupils engaged in learning and making good progress	Marking review and training on target led feedback for writing	Visit in the Spring term led to a feedback pilot in Year 4 – this proved successful with children being given time to check work thoroughly and therefore hand in work with less clerical errors.	New feedback poly rolled out to whole school in September 2018.	£720 £500
B. Pupils engaged in learning and making good progress	Investment in high quality inspirational experiences	Progress in writing, where inspirational experiences have predominantly been used, was above national.	The school will continue to provide inspirational experiences for all pupils in and out of school.	£3572
	Active English	Scaled score in writing for FSM pupils was the highest it has been for 3 years. Grammar, Punctuation and Spelling scaled scores were the highest for three years.	Active English will continue to be delivered across the school.	£660
	Apple's Friends	Teachers felt the content of the programme did not engage or meet the needs of the children.	This approach has been discontinued although Zippy's friends in Year 2 is continuing.	£3800
	Get Spelling RWI programme	Results were broadly in line with last year's results and national.	Get Spelling programme to be continued with further staff training on its effective delivery.	£2100
	Implement the Westy Way	Behaviour and reward system a success.	Conitnued	£900
C. Improved progress	Maths Mastery Staff training	Mathematics attainment in KS2 was 8% above national and a 1% improvement on last year's results.	This approach will continue next year but the extension of Inspire Maths into year 3 will also be funded in order to improve progress in Year 3 and then Year 4 the following year.	£600
	Lesson Study	Mathematics attainment in KS1 was 13% above national and a 5% improvement on last year's results.		
	Continued use of concrete apparatus and staff development through the ERASMUS bid to Finland	Bid successful – staff members visited Finland in the summer term and further visits are planned for this year.	Finland links and development of concrete apparatus to be continued.	£2500

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
A. Improved oral language skills in	Boxall Profiles to identify specific area of need.	Boxall Profiles have identified areas of need.	Boxalls must be completed pre and post by the same member of staff so that scoring is consistent.	£2689.30
	Additional TA for Year 1 children	Calmer classroom environment enabling children to complete work.	This approach will be continued next year and features of the oracy curriculum will be explored by SLT.	£5500
	FYV funded places for PP pupils to increase confidence, and ability to construct sentences.	All students passed their LAMDA exam with merit or distinction.		£7000
ELKLAN – TA to deliver SALT intervention				
B. Pupils engaged in learning and making good progress.	Maintain family liaison lead and Counselling Course for family liaison lead	Children with emotional needs were supported and then able to access learning.	This provision will be continued next year.	£15000
	Reading Buddy programme	All FSM received support from a Reading Buddy.	This provision will continue next year.	£12000 over 2 years for counselling course
	Family learning in Reception	Parents became more engaged with their child's learning. Two have now been trained as reading buddy's and one made enquiries about running an after school club. Parents filled in evaluation forms. These were positive and the majority of parents felt more confident in their understanding of phonics.	This provision will continue this year.	£1800

C. Improved progress in Yr 3 and 4 in maths	Employ a TA to deliver 1 st class@number to PP pupils Lesson Study with FSM pupils as a main focus	Pupils more able to access learning in the classroom. Progress in terms of maths age made for all pupils. Completed – strategies to improve engagement and progress identified and trialled.	This provision will continue next year. This will be extended to Success at arithmetic which is the subsequent programme aimed at year 4. This approach will continue with the support of video equipment as it allows teachers to develop reflection skills and refine their practice.	KB £400
iii. Other Approaches				
D. Increased attendance rates	SDH monitor attendance figure from part time admin who produces the data. First day response provision monitored and led by admin staff. Family Liaison lead to support children who find coming to school difficult.	All attendance figures better than National figures. Persistent absentee figures for all pupils and groups were significantly better than national figures.	This approach will be continued next year.	£8200

<p>C. Behaviour/emotional needs addressed</p>	<p>Identify a targeted behaviour intervention for identified students. Use family liaison lead to engage with parents before intervention begins. Develop restorative approaches and focus on positive behaviours.</p> <p>Whole school approach to attachment .</p> <p>Understanding your child's behaviour course</p>	<p>Reduction in having to exclude pupils as support provided in school to provide alternative provision.</p> <p>All staff aware of behaviours associated with attachment and how to support these. Attachment training delivered by BOSS.</p> <p>Completed but impact was low due to poor attendance.</p>	<p>Continued next year.</p> <p>This approach will be repeated but Family Learning will run concurrently to get parents engaged.</p>	<p>£800</p>

9. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
 Our full strategy document can be found online at: www.aschool.sch.uk