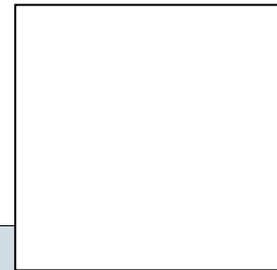


Pupil premium strategy statement:



1. Summary information					
School	Westleigh St Paul's Primary				
Academic Year	2016/17	Total PP budget	£138,320.00 Total projected spend - £130,490.52	Date of most recent PP Review	n/a
Total number of pupils	204	Number of pupils eligible for PP	101	Date for next internal review of this strategy	Summer 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school/national Y6)</i>
% achieving expected standard or above in reading, writing and maths	38%	53% school/ 60% national
% achieving expected standard or above in reading	63%	73% school/ 71% national
% achieving expected standard or above in writing	75%	77% school/ 79% national
% achieving expected standard or above in maths	56%	70% school/ 75% national

3. 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.	Poor literacy, including speech and language, limited vocabulary and comprehension skills.
B.	Limited perseverance/resilience and low self-esteem.
C.	Poor health and well-being including mental health issues.
D.	Children entering school with well below average baseline and lack of school readiness.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Lack of enrichment experiences (life experiences) and resources at home, and poor parental support with learning.

F.	Low aspirations and expectations from family, including lack of positive role models. Additional social issues e.g. domestic violence, substance abuse, alcohol dependency.	
G.	Attendance and punctuality.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved language skills including oracy for all PP children within school, using speech and language programmes effectively.	PP children have a rich literacy based curriculum resulting in more children achieving GLD and end of year expectations, and higher ability PP children studying at greater depth.
B.	Increased engagement in lessons where children persevere with challenging learning within an ethos of Growth Mindsets.	PP children develop a “can do” attitude and are not afraid of failure. Self-esteem is boosted when perseverance pays off, and children are proud of their achievements.
C.	School and families work together to ensure children can live healthy lifestyles.	PP children and families have support with healthy lifestyles including cleanliness, diet and exercise, and PP children needing the school counsellor have access to this service.
D.	Improved targeted provision for PP children in Reception, including additional intervention programmes where appropriate.	PP children in Reception make rapid progress which is good compared to their starting points, and a greater number of PP children achieve GLD by the end of the year.
E.	Children are offered a range of experiences including visits to exciting places, visitors to school and a good choice of extra-curricular after school clubs. Parental engagement is sought through attendance at parent’s evenings, direct communication with teachers and encouragement to help with homework.	PP children are no longer disadvantaged by not having a range of life experiences to enjoy and draw upon during their learning. Learning is enhanced for PP children by providing a range of first hand experiences including extra-curricular clubs that are free of charge. Increased attendance at parent’s evenings is observed, and strong relationships developed between school and home impacts positively on attainment and achievement.
F.	Improved aspirations for PP children, enabling them to have a “can do” attitude and a positive outlook on their future.	Social issues are addressed through a holistic approach alongside partner agencies and parents. Parents are encouraged to be good role models and show their children how much they believe their children can achieve. PP children aim high in their learning and develop high aspirations for their futures, including possible future careers.
G.	Improved attendance including punctuality for PP children throughout school.	Targeted support is given via the Pastoral Manager resulting in fewer persistent absentees, increased attendance percentage in line with non PP children and PP children being on time for school and ready to learn. Breakfast club is provided free of charge for those families needing it, resulting in fewer absences.

5. Planned expenditure

Academic year

2016/17

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?	Cost	When will you review implementation?
All children start the year with the same equipment regardless of socioeconomic backgrounds.	To supply book bags and planners for every child.	To ensure all children have the correct equipment for school and feel equal in having autonomy. Also to ensure all children have a book bag to take home reading books/homework enabling them to continue with learning at home.	SBM to organise and monitor.	£615.00	Summer 2017
All children have access to fresh clean water at all times.	To supply school water bottles that are refilled daily for each child.	To ensure all children remain well hydrated allowing learning to take place.	SBM to organise and monitor.	£385.00	Summer 2017
All children have a healthy snack mid-afternoon so that hunger doesn't impact on learning.	To supply free fruit to KS2 children in line with free fruit scheme for KS1.	To support our whole school teaching on healthy lifestyles, and allow children to aim for their five a day. To ensure children keep energy levels up during the afternoon allowing learning to take place.	SBM to organise and monitor.	£1040.00	Summer 2017

<p>All children have access to breakfast club due to low costs, to ensure they have a healthy breakfast and good start to the morning.</p>	<p>To subsidise breakfast club making it accessible for all.</p>	<p>To support our beliefs in knowing how important a healthy breakfast and positive routines can be in helping children to achieve.</p>	<p>Headteacher to monitor through discussions with breakfast club supervisor and children.</p>	<p>£5,000.00</p>	<p>Summer 2017</p>
<p>Pastoral Manager is successful in removing barriers to learning for children, allowing them to reach their full potential and either meeting or exceeding end of year expectations.</p>	<p>To employ and retain an excellent Pastoral Manager who has a clear understanding of families/local community and a vision that all children have the right to achieve.</p>	<p>To work alongside staff in school and other agencies to remove barriers to learning, e.g. attendance, family problems, witnessing domestic violence etc. To ensure all children feel safe in school and are supported appropriately in their learning.</p>	<p>Headteacher to monitor through data analysis and appraisal.</p>	<p>£25,000.00</p>	<p>Summer 2017</p>
<p>Quality first teaching which is never less than good, using effective assessment accelerates learning, leading to more progress being made in reading, writing and maths.</p>	<p>To employ an additional teacher to ensure differentiated learning takes place based on effective AFL which challenges and supports children.</p>	<p>To target vulnerable children in a bid to increase the amount of children achieving age related expectations.</p>	<p>Headteacher to monitor through data analysis, progress meetings, work scrutiny and appraisal.</p>	<p>£34,727.00</p>	<p>Termly</p>
<p>Staff have a full understanding of the philosophy of growth mindsets and use in their teaching to encourage children to take risks and become more confident learners.</p>	<p>To provide whole staff training on growth mindsets and resources to improve children's resilience and approach to learning.</p>	<p>To build on whole school ethos and improve resilience and attitudes to learning.</p>	<p>Headteacher to organise training and purchase appropriate resources, and monitor improvements in children's resilience and attitude to problem solving.</p>	<p>£1,900.00</p>	<p>Summer 2017</p>

All children enjoy a “wow” experience during science week to enhance their scientific learning.	To enhance staff CPD and use a visiting company to start an exciting week of science learning.	To create a fun and exciting experience for all classes during science week.	Science subject leader to research and book visitor and evaluate impact.	£1,000.00	Summer 2017
All children have access to high quality literature in the library and classrooms and develop a love of books. All children have the opportunity to borrow books from the library.	To purchase additional books for the new library and class reading corners.	To ensure that all children regardless of what they may have or not have at home have access to high quality literature.	English subject leader to monitor effectiveness of lending library, including how often and keen children are to change books.	£2,000.00	Summer 2017

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?	Cost	When will you review implementation?
Quality first teaching from expert provision for PSHE in Y6.	To use HH Kids company to provide additional support for the PSHE curriculum, particularly SRE.	To support our teaching of SRE in allowing children to access specialist provision, further increasing their understanding of SRE.	Headteacher to monitor quality of provision and impact through classroom observations and discussions with Y6 children.	£400.00	Summer 2017

<p>Children attend school regularly and on time, and strive to achieve “good to be green” rewards through exemplary behaviour.</p>	<p>To provide resources to support excellent attendance, punctuality and behaviour e.g. stickers, badges, certificates and prizes.</p>	<p>To improve attendance and punctuality in a bid to reduce gaps in learning, and children’s readiness for learning. To support our school’s high expectations in terms of behaviour in class and around school.</p>	<p>Pastoral Manager to monitor attendance and punctuality, putting in support where needed. Headteacher to support staff in maintaining high standards using the “good to be green” approach, and how well children respond to rewards.</p>	<p>£400.00</p>	<p>Summer 2017</p>
<p>Children have a broad range of experiential learning through first hand experiences including visits, visitors and after school/lunchtime clubs.</p>	<p>To heavily subsidise or provide for free access to school trips and visitors to school. Tatton Park Underwater Street Blue Planet Aquarium Blackpool Zoo Chester Zoo Dunham Massey Dewa Experience Whole school pantomime trip (Swimming coach travel subsidy)</p>	<p>To enable children from any background to have the same experiences linked with curriculum learning challenges in order to get the best learning outcomes, especially with writing.</p>	<p>Headteacher to monitor impact of spend through work scrutiny and discussions with children.</p>	<p>£16,500.00</p>	<p>Summer 2017</p>
<p>Children receive high quality expert music tuition from an expert, and are encouraged to take up musical instrument tuition.</p>	<p>To provide Wider Opportunities music provision (percussion) for Y4 children.</p>	<p>To broaden children’s knowledge of music and give them aspirations to continue learning to play an instrument.</p>	<p>Headteacher to review annually, including measuring how many pupils go on to access peripatetic music tuition as a result of the programme.</p>	<p>£2,000.00</p>	<p>Summer 2017</p>

<p>Children in KS2 access high quality MFL, bringing languages to life and supporting them in becoming ready for secondary school.</p>	<p>To provide French lessons through French Fun and Friendly provider.</p>	<p>To introduce children to a wider world by studying the French language and developing basic vocabulary which will help them in the future.</p>	<p>Headteacher to review termly through lesson observations looking at engagement and quality of teaching and learning.</p>	<p>£3,420.00</p>	<p>Summer 2017</p>
<p>Children's mental health issues are addressed through the counselling service in addition to what school provides and children feel listened to, and aim high in their learning.</p>	<p>To provide an independent school counselling service with a trained counsellor on site for half a day every week.</p>	<p>To allow children with social, emotional and behavioural issues, including family issues to have access to a robust independent counselling service, giving them every opportunity to be supported at all levels.</p>	<p>Pastoral Manager to liaise with the school counsellor weekly to review caseload, and prioritise for future sessions.</p>	<p>£4,500.00</p>	<p>Summer 2017</p>
<p>Quality TA support for children with additional needs so that they achieve IEP targets and make accelerated progress.</p>	<p>To employ highly qualified TAs to increase attainment and progress.</p>	<p>To ensure all children's needs are being met by delivering appropriate interventions and supporting children in class.</p>	<p>SENCO to organise TA support and analyse impact of interventions and support.</p>	<p>£16,500.00</p>	<p>Summer 2017</p>

<p>Y6 children are given appropriate resources to use at home, meaning they are well prepared for SATs in May.</p>	<p>To purchase SATs books for Y6 children to take home to consolidate their learning.</p>	<p>To ensure equality for all Y6 children in having appropriate resources to practise at home in preparation for SATs.</p>	<p>Headteacher to monitor effectiveness of spend using data analysis and discussion with children.</p>	<p>£173.50</p>	<p>Summer 2017</p>
<p>Children have a broad range of experiential learning through first hand experiences through access to the Activfest family programme of events.</p>	<p>To subsidise family trips through involvement with Activfest programme.</p>	<p>To enable all children to broaden their life experiences by accessing family trips at a low cost.</p>	<p>Pastoral manager to liaise with Westleigh High and families to organise trips and evaluate impact.</p>	<p>£1,500.00</p>	<p>Summer 2017</p>
<p>Children have the opportunity to attend a performing arts after school club, and are energised and excited to perform to an audience, thus building confidence and self-esteem.</p>	<p>To provide expert performing arts lessons through Helen's Angels company.</p>	<p>To raise children's aspirations and build self-esteem and confidence in performing.</p>	<p>Headteacher to monitor effectiveness through observations, including performance.</p>	<p>£300.00</p>	<p>Easter 2017</p>

Targeted support is given to encourage children to develop healthy lifestyles and make positive changes for their future.	To provide programmes in Reception and Y4 from the Active Living Team.	To improve children's knowledge and understanding of healthy lifestyles including the importance of eating the right foods and getting enough exercise.	PE subject lead to monitor effectiveness of the programme.	£500.00	Summer 2017
Targeted support and interventions are given to Reception children allowing them to engage fully with the curriculum becoming learners for the future.	Headteacher to provide "Time to Talk" once a week, and support in class two sessions a week.	To use Headteacher's expertise in EYS to improve children's readiness for learning and improve speaking and listening skills to remove barriers to learning.	Headteacher to organise support through liaison with class teacher and evaluate impact of interventions.	£2,000.00	Termly

6. Review of expenditure

Previous Academic Year

2015/16

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
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Children have access to specialist French teaching, resulting in children achieving standards for MFL by the end of Key Stage 2.	Teaching by French Fun and Friendly...half hour session each week for Y3, Y4, Y5 and Y6.	Pupils have gained confidence in speaking and listening in each year group and good progress is being made with children building on skills and knowledge each year.	This will continue next academic year to maintain standards but also excellence and enjoyment.	£3,420.00
Children become keen readers with a love of reading at home as well as in school. Home school links and parental engagement also improve.	To provide book bags and planners for all pupils.	All children have the right equipment to foster home learning including the opportunity to take books home to read. Communication between home and school is good due to effective use of planners.	This will be done again but reviewed after another academic year to look at quality of bags and pupil voice to decide what type of bag children prefer to use.	£615.00
Children are encouraged to adopt healthy lifestyles.	To provide all children with a school water bottle refilled daily. To mirror the Key Stage 1 fruit scheme by providing fruit for Key Stage 2. To use HH Kids to teach SRE to Y5/Y6.	Pupils have access to clean water continuously allowing them to stay hydrated and ready to learn. Children enjoy a healthy fruit snack during afternoon break to keep energy up resulting in better learning. Children have developed an understanding of healthy relationships and SRE through expert teaching.	This will continue next academic year as children are developing good habits in terms of healthy eating and drinking water, and teachers report that concentration in the classroom does not have a "dip" after lunch. In terms of SRE teaching, this will continue next year. Pupils felt the lessons were worthwhile and enjoyed being taught by independent people to remove embarrassment. The sessions also prepared them well for transition into Key Stage 3.	£385.00 £1,040.00 £400.00
Children achieve good standards in Music and develop a love of playing instruments, with some children choosing to continue into upper Key Stage 2.	To provide Wider Opportunities music provision (percussion) for Y4 children.	All children in Y4 have loved their weekly percussion lessons through Wider Opportunities, and parents have enjoyed the performances, increasing parental engagement. Several children have gone on to take up learning other instruments as a result of the programme.	This will continue next academic year as increased numbers of children have taken up peripatetic music lessons as a result of Wider Opportunities.	£2,000.00

Children in Y6 have high quality teaching and learning with effective differentiation leading to improved progress and attainment.	To provide an additional experienced teacher in Y6 to support the NQT and undertake booster sessions.	This was very successful in providing children with adequate support and challenge in their learning. The NQT was guided well in providing well-structured lessons based on effective AFL and plugging gaps. Although it is difficult to judge impact compared with previous years due to changes in SATs, progress and attainment were good both compared locally and nationally for Reading, Writing and Maths.	Although this approach was effective in raising standards at Key Stage 2, the input will be reduced next year due to the high costs involved and the NQT becoming more experienced.	£30,000.00
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
Children with emotional, behavioural or academic difficulties are well supported in achieving best outcomes and make at least good progress.	To provide TA support/1 to1 tuition and booster sessions to pupils.	Evaluations of interventions show a positive impact in accelerating pupil progress.	Next year following further review of impact, money will continue to be spent on providing additional TA support for those children who would benefit from it.	£18,500.00
	To purchase SATs books for Y6 children to use at home.	By giving Y6 children appropriate resources to use at home meant they were well prepared for SATs in May.	SATs practice books will be provided again for Y6 pupils next year as last year's pupils found them helpful.	£173.50
	To purchase Computing resources to aid children in improving attainment and progress.	Additional Computing resources e.g. iPads were used well to improve teaching and learning in all curriculum areas.	Computing resources are up to date and teachers now have the equipment they need to teach high quality lessons, so no further money will be used next year.	£10,738.00
Children get the opportunity to have additional experiences which will lead to improved confidence, better understanding of the world and aspirations for their future.	Chethams Vocal Day	Following these experiences, children are energised and are able to share how much they have learned, and how the experiences have changed their lives.	These types of experiences will continue next academic year after consultation with teachers and children as to what types of activities to undertake.	£110.00
	Helen's Angels Performing Arts Experiences			£300.00
	Scoutfit Day			£500.00
	Jazz Festival			£150.00

<p>Children behave appropriately in school due to high expectations from staff and a consistent approach.</p>	<p>To provide reward systems to fit in with school's "good to be green" ethos.</p> <p>To provide children with access to the school counselling service when required.</p>	<p>Monitoring and evaluation shows that behaviour management is consistent throughout school meaning less time wasted and no impact on learning time.</p> <p>Children needing independent counselling are able to be referred to a trained professional during the school day.</p>	<p>This will continue next year as the strategies are working for the majority of pupils. It is recognised however, that some children with behaviour problems may need additional support, and this will be considered next year.</p> <p>This will continue next year as the waiting list alone shows that this is a necessary service. Also children accessing the service report how it has helped them and family sessions have also been successful.</p>	<p>£400.00</p> <p>£4,500.00</p>
<p>Pupils have the opportunity to access high quality visits and additional activities which improves engagement in the curriculum.</p>	<p>To subsidise educational visits and experiences.</p> <p>To subsidise residential visit for Y5/Y6.</p> <p>To take the whole school to a pantomime.</p>	<p>Subsidising visits means equal access for all children, and learning is brought to life. Improvements have been seen in work, in particular topic work and Writing.</p> <p>This experience was invaluable for children with no experiences of holidays or differing localities.</p> <p>Children thoroughly enjoyed the pantomime and for some it was their first experience of theatre.</p>	<p>These types of experiences will continue next academic year as they are deemed to be invaluable in enhancing pupil's learning journeys.</p>	<p>£5,500.00</p>
<p>Behaviour continues to be good throughout school, and attendance and punctuality improve, particularly for the hard to reach families. Strong home school links are developed and external agencies are used well to support children and families. Safeguarding has a high priority and child protection procedures are managed well.</p>	<p>To subsidise the salary of the Pastoral Manager who has responsibility for removing barriers to learning, safeguarding, attendance and punctuality.</p>	<p>Parents engage well with school and the Pastoral Manager for a variety of things. Case studies show impact of removal of barriers to learning meaning less teaching and learning time is lost to emotional or behavioural issues. Attendance figures are strong compared with nationally and targets are met and increased each year. Good systems have been put in place to improve attendance and punctuality for specific families and some improvements can be seen. Safeguarding remains a high priority and staff are vigilant in recording and reporting concerns to Pastoral Manager, who deals with things effectively and efficiently.</p>	<p>This support will be continued next year as it continues to impact on attendance and punctuality as seen in meeting 96% target last year. Systems in place and the role of the Pastoral Manager ensure pupils are dealt with appropriately and minimises loss of learning time. Good working relationships with external agencies results in high quality safeguarding in school and out of school.</p>	<p>£11,500.00</p>

7. Additional detail

Our school serves a community in one of the most deprived areas of the Local Authority. Along with a high proportion of children receiving Pupil Premium, we also have several low income families who also require support.