**Pupil Premium 2016/17**

This report is divided into three parts:

Part 1 concerns funding in the previous financial year (2015/16)

Part 2 focuses on the impact of the funding in the previous financial year

Part 3 looks at the current financial year, the barriers faced by the school and how the pupil premium is being spent to address those barriers.

**PART 1 : Funding in 2015/16**

The Total funding for pupil premium in 2015/16 was £244,200, which provided the following:

* Free school meals for eligible KS1 children
* Our Nurture group which effectively settles Reception children, supports families and helps older children to learn to manage behaviour effectively
* “WellComm” screening and the employment of a Speech Therapist one day per week. All Reception children are screened for speech and language difficulties and interventions are set up to support all children in Reception and Year 1 at the correct level
* A specialist maths teacher trained in Numbers Count is employed to support children in KS1 with numeracy issues, who then return to class and sustain the progress they achieved in mainstream
* Individuals, groups, parents and staff receive effective support and training where appropriate from our Educational Psychologist who we employ for one day per week
* Our two employed Better Reading Partners and three reading support teaching assistants ensure daily reading for FSM and others who have difficulties with reading
* Projects which engage families in children’s literacy development are resourced in Years 2, 4, 5 and 6. Engaging families in their children’s learning has been a great success and the impact has been there for all to see in children’s progress and attainment
* Our SLA with the Children’s Centre provides us with school readiness projects, Lions Quest, mentoring for individual children in Year 6, individual and family support for all ages and parental support and training
* The employment of a member of staff to support the Learning Mentor with punctuality and attendance data and to support strategies to improve such data
* Lunchtimes are an effective time for all children supported by the employment and training of further Welfare staff
* All classes are taught by a known teacher at all times, we don’t use supply staff other than in rare circumstances
* Some SEN/FSM children require and receive 1:1 support in order to maintain their access to the curriculum and learning in general
* All children have equal access to all school trips as support is available for those entitled to pupil premium
* A teaching assistant works with eligible pupils in Years 3 and 4 working on social, self esteem and behavioural issues to support good progress in the classroom
* A Year 6 youth group has recently been developed by the Pastoral Team with the aim of supporting children’s confidence, self esteem, emotional well being and social skills development during the journey through Year 6 in preparation for the step up to high school.

**PART 2: The impact of the pupil premium funding in 2015/16**

* Many eligible pupils achieved or exceeded their school targets and more
* School attendance has been sustained at good levels
* Parent participation in their children’s education has risen considerably
* In comparison to more able PP children nationally our children progressed very well:

Reading - in line with national

School: 0.19

National 0.30

Writing – Well above national

School : 1.59

National 0.11

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| Attainment of the more able PP children | End KS1 L3 or 2A | End KS2  Expected | End KS2  HS |
| Maths | 6 | 6 (100%) | 2 (40%) |
| Reading | 5 | 5 (100%) | 1 (20%) |
| Writing | 3 | 3 (100%) | 1 (33%) |

Maths – Well above national

Progress of the more able in Maths - School : 6.00 National :0.17

Historical pp data indicates a very unsettled and variable level of achievement from year to year. This is largely due to the make up of these groups.

* The percentage of SEN children and children who are affected enormously by pastoral issues influence the data a great deal. The Year 6 group 2015/16 were very challenged. 57% (13 out 0f 23) of these children were at Level 4 on the Lancashire Continuum of Need.
* The impact on children at this level is varied, complex and restricting. A further three children were at Level 3 of the continuum which indicates they had a high level of unmet needs, were at medium risk level and had targeted service provision guided by a CAF. (Level 3 and 4 combined – 70% of the group).
* 44% of the children (8/23) had a range of SEN, which affected their progress considerably. Many had a low starting point from entry to school. This was reflected at the end of KS1 and the new expected measure for the end of Year 6 was well out of reach.

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|  | **AS** | **NS** |
| Reading | 30% | 65% |
| Writing | 39% | 61% |
| GPS | 48% | 48% |
| Maths | 39% | 61% |
| R,W,M combined | 26% | 73% |

**PART 3: Current use of pupil premium resources (2016/17)**

The amount received in 2016/17 was £227,920.

The main barriers to learning at Westgate are those consistent with deprivation. 92% of our children live in D-E\* wards (35% in E\*) of deprivation and the result of this is that some of our children live in families that cope with mental illness, the effects of drug and alcohol addiction, domestic violence and neglect. The effects of poverty are pernicious and far-reaching, we work hard to ensure that the barriers to learning that are created by their circumstances are removed and that all of our children aspire to achieve highly. In our school we know that we must not compound children's difficulties by allowing them to underachieve academically; but we know that the poverty of experience and language that often accompanies material poverty cannot be quickly or easily overcome.

Here at Westgate we use our pupil premium resources to carry out a programme of support for the whole child:

* From data collected on entry we know a high proportion of our children have speech and language skills below the national average. Support for speech and language through use of the WellComm programme and appropriate interventions is part of our PP strategy. This is followed up in Year 1 with the Talk Boost programme. Our challenging aim is to enable all children to have age appropriate speech and language skills by the end of Year 1.
* Experience shows us that some children arrive here not school ready. The nurture group supports children finding the transition to school difficult. It provides a less formal environment where talking, modelling and learning through play and exciting activities are the order of the day. Nurture happens once children make a bond with the classteacher – they access nurture for half a day before returning to class.
* Literacy skills on entry are below the national average. High quality teaching in Phonics enables as many children as is possible to pass the Year 1 phonics check so reading and writing can be age appropriate as soon as possible.
* Some children arrive with a low self-esteem and motivation. Pastoral support provided by a team with high expertise and experience is part of our PP strategy to combat this. This supports families as well as individual children. If families can be in a place to support their children the results soon show. The Pastoral Team work with staff in school updating their training on a variety of issues – safeguarding, autism, brain development etc. The work of the Pastoral team contributes well to good learning behaviour in class. The mentoring groups have a positive effect on children’s self esteem and well being.
* Some arrive with specific learning difficulties. Specialist support is provided through our PP strategy - Educational Psychologist, Speech Therapist, Every Child a Counter teacher. TAs are trained on effective interventions e.g. First Class at Writing/Better Reading Partners etc
* Children’s learning is enhanced by support from their family. Funding is contributing from the PP strategy to parental support in school through projects such as the Reading and Writing projects. Parents support children at home completing exciting reading and writing activities usually stimulated by exciting trips. Comments like “I’ve really enjoyed working at home with my mum,” indicate the strategies give individuals some limelight at home promoting self- esteem.
* Some families find supporting their child difficult financially. Trips/ activities are part funded for families on occasions.

The impact of the pupil premium resources will be measured by looking at the children’s progress and attainment data. We want all children to be making good progress, learning well and achieving their potential. Some aspects will be measured in other ways such as gaining evidence for improving attitudes and aspirations. Attendance and accessing clubs and outside school activities will also be used to gain an overall picture of each child.

The date for the next review of the pupil premium strategy will be at the end of the summer term as part of the review of the PP action plan.

**Pupil Premium Costings**

**PPG 2016/17 £227, 920**

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| **Area of spend** | **Actual Cost** |
| Free school meals for KS 1 Children (reception to year 2) 40 on Free Meals / 56 on Ever 6  40 x 38 x 5 x £2.20 = £16,720 if 56 = £23,408 | £16,720 |
| Nurture Group – Pastoral Team inclusive of summer break working | £60,212 |
| Year 6 youth group by Pastoral Team Included in cost above + overtime hours SJ – aprox 4 hrs per mth term time 4hrs x 10mths = 40 x 9.10 x 126.26% = £460 |
| Wellcom Screening –TA 5 x AM’s (Full cost £1076.35 + £118.14 = £1195 mthly x 12 /2 = £7,170 | £14,970 |
| Wellcom Screening – Speech & Language Therapist £200 per day -£7,800 |
| Specialist Maths Teacher – APR – AUG 5 Months - ECC | £20,091 |
| Educational Psychologist 1 day per week @ £420 per day (Budget £12,000) | £12,000 |
| 2 x Better Reading Partners & 3 Reading Support TA’s costed @ top of scale TA2a 2 x £1089 / 3 x £1077 PM’s = £5409 x 12 / 2 = £32,454 | £32,454 |
| Reading & Writing Project Budget | £7,500 |
| Family Support Worker – VH Full Time | £23,261 |
| Mentoring Year 3 FSM children – TA (PM Only) £1077 x 12 / 2 = £6462 | £6,462 |
| Lunchtime – cost of 2 extra Welfare Staff £228 x 2 x 12 = £5472 | £5,472 |
| SEN / FSM 1:1 Support to access learning & curriculum  2 hrs per week x 60 children x 38 weeks of TA2a time £8.69 per hour + 26.06 % On costs | £49,953 |
| School trip support for those entitled to pupil premium | £5,000 |
|  | **£254,095** |