

**Lowton West Primary School**  
**Pupil Premium Strategy Statement 2017-2018 and 2017 – 2018 Impact Report**

1. Summary Information					
School	Lowton West Primary School				
Academic Year	2017 – 2018	Total PP Budget	£91,940.00	Date of most recent PP rev	Sept 2017
Total number of pupils	412	Number eligible	74	Review:	July 2018

2. Current Attainment		
	Pupils eligible for PP (school)	Percentage of pupils not eligible for PP (Nationally 2016)
% achieving the expected standard in the Year 1 Phonics Screening Check	75%	84%
% working at expected standard in Reading at KS1	100%	78%
% working at expected standard in Writing at KS1	100%	70%
% working at expected standard in Maths at KS1	50%	77%
% working at expected standard in Reading at KS2	43%	71%
% working at expected standard in Writing at KS2	57%	79%
% working at expected standard in Maths at KS2	57%	75%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In School Barriers</b>	
A	<ul style="list-style-type: none"> <li>Oral language skills on entry to school historically are low. Listening and attention skills are equally low which together hinder reading, writing and phonics attainment in Foundation Stage and KS1.</li> </ul>
B	<ul style="list-style-type: none"> <li>Skills in Writing and Grammar, Punctuation and Spelling are historically lower than non-disadvantaged</li> </ul>

	<b>pupils across Key Stage 2.</b>	
	<p><b>The ability to manage feelings and behaviour is less well established for a high proportion of disadvantaged pupils compared to non-disadvantaged.</b>  <b>A number of families have historically been supported by social care.</b></p> <p>The emotional well-being of a high percentage of disadvantaged pupils has an impact on classroom performance. 24% of PP children currently have outside agency involvement (e.g. Social Care, Early Help, Start Well) – compared to 1.2% of non-PP pupils. 28% of disadvantaged children have been involved with outside agencies (Social Care, Early Help, Start Well) in the last twelve months.</p>	
C	<p><b>The application of mathematical skills to and knowledge to solve reasoning problems.</b>  In Maths, KS2 SATs scores showed that disadvantaged pupils scored better on the mental arithmetic section of the test. Further work is needed to improve the use and application of Maths knowledge, skills and understanding.</p>	
<b>External Barriers</b>		
A	<p><b>Attendance and punctuality for the disadvantaged group (2016-2017) is now in line with national average – but this now needs to be sustained. However attendance for the disadvantaged boys is below national average and needs to improve.</b></p>	
B	<p><b>Parental engagement in home reading routines and supporting homework activities is often limited or sporadic for disadvantaged pupils.</b>  In the Autumn 2017 reading audit, 84% of disadvantaged pupils did not read regularly at home. This lack of engagement and parent partnership for disadvantaged pupils hinders sustained progress in reading especially throughout KS2.</p>	
<b>4. Outcomes</b>		
		<i>Success Criteria</i>
A	Improve oral language skills and reading and writing outcomes for disadvantaged pupils.	Disadvantaged make good progress in reading and writing from their starting points.

<b>B</b>	Improve the emotional well-being of disadvantaged children throughout school	Disadvantaged pupils have access to emotional support through a school counsellor, breakfast and/or lunchtime Nurture, Nurture group or nurture support within class to enable them to access learning and improve progress.
<b>C</b>	To continue to improve the use and application of Maths knowledge, skills and understanding for disadvantaged pupils throughout school.	Disadvantaged pupils make good progress in Maths from their starting points.
<b>D</b>	Continue to improve the attendance of disadvantaged pupils (in particular boys) and improve links between school and disadvantaged parents.	Reduce the number of persistent absentees amongst disadvantaged pupils and increase the number of disadvantaged pupils with attendance rates to above 96%. Overall attendance will be in line with non-PP children.
<b>E</b>	Improve the frequency of reading practice for disadvantaged pupils and provide information for parents on supporting reading at home.	Increase the number of times disadvantaged pupils read to an adult (at least 3 times a week) in order to promote fluency and develop comprehension skills.

<b>5. Planned Expenditure</b>					
<b>Academic Year</b>	<b>2017/2018</b>				
How are we using pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies?					
<b>i Quality of teaching for all</b>					
<b>Desired Outcome</b>	<b>Chosen approach</b>	<b>Evidence and Rationale</b>	<b>How will we ensure it is implemented well</b>	<b>Staff lead</b>	<b>Review</b>
Improve oral language skills and	Implement Time to Talk,	This approach has benefited children	Baseline and regular assessments using school tracking, Salford	AB/ DRPH/	<b>Dec 17 then termly</b>

<p>reading and writing outcomes for disadvantaged pupils across school.</p>	<p>Talking Tables and Talking Partners programmes across Key Stage One. Targeted intervention work in phonics, reading and writing across school. Increased opportunities for 1:1 reading for pupils who do not read regularly at home. Support for homework.</p>	<p>with language/ Literacy difficulties in the past. Previous impact measures suggest pupils will benefit further from increasing the number of pupils accessing Speaking and Listening Intervention and targeted Literacy intervention work (reading, writing, punctuation, grammar and spelling).</p>	<p>Reading, Common Exception Word assessments, spelling trackers, phonic assessments and Renfrew Picture Analysis Assessments. Intervention tracking records. Feedback from class teachers.</p>	<p>MB/  SEND Team: NG/ AR</p>	
<p>Improve the emotional well-being of disadvantaged pupils throughout school.</p>	<p>Increase staff awareness of Nurturing Approach through staff training, support and training through TESS Behaviour Support Team, Child bereavement training. Training in anxiety/attachment,</p>	<p>Positive feedback from pupils accessing Nurture work – through pupil questionnaires. Feedback from staff on impact of Nurture work. Increased social and emotional skills</p>	<p>Staff / TA meetings/ INSET to deliver training  All pupils attending will be assessed by class teachers using Classroom Skills and Behaviour checklists, Boxall Profiles and Wigan Mental Health audits to identify needs and measure progress.</p>	<p>NG</p>	<p><b>Apr 18</b></p>

	training in Peer Massage.	and development evident through completed Skills checklists, Boxall Profiles and Mental Health Audits. Supporting pupils emotionally engages parents and encourages positive learning behaviours.			
Improve the application of Maths skills, knowledge and understanding for disadvantaged pupils across school.	Implement Maths Recovery, Maths skills assessments and targeted intervention work in Maths. Review school tracking and PUMA analysis. Complete Maths skills and Maths Recovery assessments for disadvantaged pupils working below average.	Previous impact measures suggest targeted intervention work has improved mental arithmetic skills. Further work is now needed to maintain high standards in arithmetic and further develop Maths skills, knowledge and understanding.	Baseline and regular assessments using school tracking, PUMA data, Maths Recovery Assessment. Intervention tracking records. Feedback from class teachers.	HC/ NG/ AR	<b>Dec 17 then termly</b>

	Review				
<b>Total cost</b>					£
<b>ii Targeted Support</b>					
<b>Desired Outcome</b>	<b>Chosen approach</b>	<b>Evidence and Rationale</b>	<b>How will we ensure it is implemented well</b>	<b>Staff lead</b>	<b>Review</b>
Improve oral language skills for disadvantaged pupils in Reception classes	1:1 / small group intervention daily for specific children using language acquisition programme	Previous intervention work in school – increasing language development for targeted children.	Monitor Intervention records and Provision mapping/ timetables to ensure regular sessions.	AB/ MB	<b>Dec 17 then termly</b>
Improve Literacy skills for disadvantaged pupils in KS1 and KS2.	1:1 / small group intervention daily and regular intervention for targeted PP children. Targeted intervention work in phonics, spellings, reading and writing, including Talking Partners, across school.	Previous impact measures suggest pupils will benefit further from increasing the number of pupils accessing Speaking and Listening Intervention and targeted Literacy intervention work (including phonics, spellings, Common Exception Words).	Baseline and regular assessments using school tracking, Salford Reading, Common Exception Word assessments, spelling trackers, phonic assessments and Renfrew Picture Analysis Assessments. Intervention tracking records. Feedback from class teachers.	AB/DRPH/NG	<b>Dec 17 then termly</b>

<p>Improve the emotional well-being of PP children throughout school.</p>	<p>Weekly Nurture Group for KS1 pupils. Weekly Nurture Group and Therapeutic sessions in Y3, Y4, Y5 and Y6. Additional lunchtime Nurture Group, Play therapy groups and Circle of Friends groups to be planned following baseline assessments.</p> <p>Staff to attend relevant meetings and follow recommendations provided by multi-agency support (CAMHS, EP, TESS).</p> <p>WFW school counsellor</p>	<p>This has worked well in previous years and helps to address emotional issues and increase self-confidence.</p> <p>Additional groups to be introduced in order to increase provision to support the emotional well-being of disadvantaged pupils.</p>	<p>SENCo to consult with staff leading Nurture work and staff on the progress of children and any potential barriers raised in sessions.</p> <p>Pupil feedback sheets.</p> <p>Use of assessment data to monitor progress through Mental Health audits, Boxall Profiles and Classroom Behaviour and Skills checklists.</p> <p>Review meetings with multi-agencies.</p>	<p>NG</p>	<p><b>Feb 18</b></p>
---	---	---	---	-----------	----------------------

Improve the attendance of disadvantaged pupils, with a particular focus on disadvantaged boys.	Attendance Officer to monitor attendance of disadvantaged pupils and follow up attendance meetings, letters to parents. Provide support and advice for parents where appropriate.	Attainment and progress will only improve for disadvantaged pupils if they are in school. Addressing school attendance is a key step according the NfER briefing for school leaders	Constantly monitor attendance. Provide up to date lists of children absent and follow up daily through phone calls and meetings with parents. Head, school office and Attendance Officer to work closely together to ensure robust systems in place. Single Agency Early Help Plans to support families where appropriate.	JW/ RS	<b>Dec 17</b> <b>April 18</b> <b>July 18</b>
<b>Total cost</b>					<b>£</b>
<b>iii. Other approaches</b>					
<b>Desired Outcome</b>	<b>Chosen approach</b>	<b>Evidence and Rationale</b>	<b>How will we ensure it is implemented well</b>	<b>Staff lead</b>	<b>Review</b>
Improve links between school and PP parents in order to support completion of homework, reading at home and develop and reinforce positive learning behaviours	Parental newsletters, workshops and meetings with class teachers and/or Inclusion Team.	To provide parents with further information to support their children more effectively at home. Develop further links and improve communication with parents.	Monitor through parental feedback, reading/homework logs and journals and engagement in learning. SLT to review the communication and attendance of PP parents at workshops and meetings.	SLT	<b>March 18</b>
Ensure disadvantaged	Review clubs, trips and activities	disadvantaged pupils have the	Y6 residential subsidised for FSM pupils in Year 6.	SLT	<b>July 18</b>



pupils have access to clubs, trips and extra- curricular activities	against PP register. Contact parents of disadvantaged pupils in relation to trips – with a particular focus on the funding of the Year 6 residential – to ensure all children including disadvantaged pupils have equal opportunities.	opportunity to participate in Y6 residential alongside their peers.	Registers for clubs/ trips/ extra-curricular activities reviewed and monitored termly against PP register.		
<b>Total Cost</b>					<b>£</b>

### **IMPACT OF PUPIL PREMIUM SPENDING 2017 – 2018**

#### **EARLY YEARS FOUNDATION STAGE:**

- In the EYFS (Early Years Foundation Stage), 75% of pupils eligible for PP achieved a GLD (Good Level of Development). This is an increase on the 2017 percentage of 40% and the 2016 percentage of 25%.
- In the EYFS, 88% of pupils eligible for PP achieved the Expected standard or above in Maths. This is an increase on the 2017 percentage of 60% and the 2016 percentage of 50%.
- In the EYFS, 75% of pupils eligible for PP achieved the Expected standard or above in Reading. This is an increase on the 2017 percentage of 60% and the 2016 percentage of 25%.

- In the EYFS, 75% of pupils eligible for PP achieved the Expected standard or above in Writing. This is an increase on the 2017 percentage of 60% and the 2016 percentage of 25%.

**YEAR 1: (7 pupils eligible for PP)**

- In the Year 1 Phonics Screening test, 6 out of the 7 pupils (86%) eligible for PP passed the test (75% in 2017). The pupils perform as well as other (non-PP) pupils nationally.

**KEY STAGE 1: (8 pupils eligible for PP)**

- 7 out of 8 pupils (88%) achieved the Expected Standard in Reading at KS1. Pupils performed better than other (non-PP) pupils nationally (compared to the 2017 data: 78%).
- 5 out of 8 pupils (63%) achieved the Expected Standard in Writing at KS1 (other pupils nationally in 2017: 72%).
- 6 out of 8 pupils eligible for PP (75%) achieved the Expected Standard in Maths at KS1. This is an increase on the 2017 percentage of 60%. Pupils performed similarly to other (non-PP) pupils nationally (compared to the 2017 data: 79%).

**KEY STAGE 2: (11 pupils eligible for PP)**

- 7 out of 11 pupils eligible for PP (64%) achieved the Expected Standard or above in Reading at KS2. This is an increase on the 2017 percentage of 43% and the 2016 percentage of 20%.
- 6 out of 11 pupils eligible for PP (55%) achieved the Expected Standard or above in Writing at KS2.
- 7 out of 11 pupils eligible for PP (64%) achieved the Expected Standard or above in Maths at KS2. This is an increase on the 2017 percentage of 57% and the 2016 percentage of 50%.

- 10 out of 11 pupils eligible for PP (91%) achieved the Expected Standard or above in Grammar, Punctuation and Spelling at KS2. This is an increase on the 2017 percentage of 71% and the 2016 percentage of 60%. Pupils performed better than other (non-PP) pupils nationally (compared to the 2017 national data: 82%).
- In Reading, the progress measure for pupils eligible for PP increased in 2018.
- The prior lower attainers eligible for PP made progress above the national progress measure for other pupils in Reading.
- The prior lower attainers eligible for PP made progress above the national progress measure for other pupils in Writing.

### **Counselling**

A number of our pupil premium children benefited from sessions with the counsellor. This helped with emotional well-being and enabled the children to concentrate more on their class work.

### **Nurture groups**

A number of our pupil premium children benefited from nurture groups at lunchtimes and nurture groups during the school day. This helped with emotional well-being and enabled the children to concentrate more on their class work. Behaviour at lunch times has also improved leading to better learning across the school.

### **Year 6 residential**

We use this money to subsidise educational visits, including residential trips, for example by funding transport or board and lodgings. For some children this has a huge impact on their self-esteem and confidence.

### **Attendance**

We use this money to employ an Attendance Officer to monitor the attendance of all pupils, with a focus on the attendance of pupils eligible for PP. In 2018 it is now broadly in line with the national average of 96% (95.7%).