

WEST HAM CHURCH SCHOOL
PUPIL PREMIUM STRATEGY 2016-2017

1. Summary Information					
School	West Ham Church School				
Academic Year	2016 - 2017	Total Pupil Premium budget	£157,080.00	Date of most recent Pupil Premium review	June 17
Total number of pupils	322	Number of pupils eligible for Pupil Premium	124	Date for the next internal review of this strategy	June 18

2a Current outcomes (Progress and Attainment) Year 6 (2016)		
	Pupils eligible for Pupil Premium	Pupils not eligible for Pupil Premium
	Pupil Premium	Non Pupil Premium
Progress reading	-2.27	-0.54
Progress writing	+2.93	4.75
Progress mathematics	-1.01	0.65
Attainment in reading, writing and mathematics	49% (National 53%)	

2b. Outcomes Year 6 (2015)		
	Pupils eligible for Pupil Premium	Pupils not eligible for Pupil Premium
Progress reading	89%	100%
Progress writing	100%	100%
Progress mathematics	94%	94%
Attainment in reading, writing and mathematics	88% (National 80%)	

1. Barriers to future attainment (for pupils eligible for Pupil Premium) 2016 / 2017	
In school barriers (issues to be addressed in school, such as poor literacy skills)	
A.	Limited cultural capital thinking and academic language leading to poor vocab and reading skills
B.	Lack of thinking and reasoning skills leading to lower than average reading and maths scores (esp. word problems)
C.	SEN issues – such as dyslexia and significant / moderate learning difficulties / ASD affecting outcomes
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Term time holidays and absences which result in pupils missing key areas of learning
E.	Poor punctuality resulting in pupils missing key elements of learning
F.	Social / Cultural barriers including low literacy of parents, little or no home learning and behavioural problems

2. Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A	<p>Greater ability to comprehend words, phrases and sentences in general tasks, assessments and comprehension of questions and situations</p> <ul style="list-style-type: none"> • EYFS Reception • KS1 (year 2) assessments / tests – improvements in progress and attainment • LKS2 assessments / tests improvements in progress and attainment • UKS2 including year 6 tests improvements in progress and attainment <p>Measured by:</p> <ul style="list-style-type: none"> • Key assessment points: EYFS reception, year 2 assessments and year 6 tests/assessments • End of year assessments Years 1, 3, 4, and 5 • Standard reading tests 	<ul style="list-style-type: none"> • Pupils enjoy reading and writing from school book list – fiction and non fiction • Pupil Premium improvements in expected and more than expected progress • Pupil Premium and near Pupil Premium make accelerated progress – make one year /or more progress in one year • Pupil Premium and near Pupil Premium – remember, define and apply words from vocab books

<p>B</p>	<p>Pupils think and reason well. They have better comprehension skills and use reasoning skills for all areas including reading and maths</p> <p>Desired Outcome</p> <ul style="list-style-type: none"> • Reading tests – standardised • Comprehension exercises and questions – past test papers and others 	<ul style="list-style-type: none"> • Pupil Premium – Improvements made in reading tests • Pupil Premium improvements made in comprehension exercises and questions – all subjects • Pupils increasingly able to use reasoning skills to sort and answer a variety of challenges or questions
<p>C</p>	<p>SEN pupils make progress based on their starting points – national curriculum tests for P scales.</p> <p>Measured by:</p> <ul style="list-style-type: none"> • National assessments / tests – EYFS, Phonics, Year 2 and Year 6 • In school assessments – all year groups – termly • P scales 	<ul style="list-style-type: none"> • Pupil Premium with SEN or EAL make the best possible progress within SEN needs • End of term/year data analysis demonstrates that Pupil Premium SEN all making expected and some more than expected progress
<p>D</p>	<p>Pupils attend school regularly and punctually. There are attendance and punctuality improvements.</p> <p>Measured by:</p> <ul style="list-style-type: none"> • School SIMS attendance figures • Pupils work show improvements resulting from better continuity in learning 	<ul style="list-style-type: none"> • Attendance and punctuality improves – making school and national expectations • Term time holidays are kept to a minimum through current, robust school systems • Vulnerable pupils attend Breakfast Club
<p>E</p>	<p>Targeted parents participate in school and external literacy programmes.</p> <p>Measured through:</p> <ul style="list-style-type: none"> • Targeted parents attend in school literacy programmes / sessions • Targeted parents attend external ESOL classes 	<ul style="list-style-type: none"> • Parents involved in Family Literacy/Family Numeracy learning – School House learning • Parents report that they are better

	<ul style="list-style-type: none"> Targeted parents attend external literacy classes / sessions 	<p>able to support and help their children with learning</p> <ul style="list-style-type: none"> Parents of any underachieving pupils know how to work with their children Improvements in outcomes for those eligible for the funding EAL parents are signposted to ESOL classes if required Pupil Premium and near Pupil Premium acquire language at accelerated rate
F	<p>Pupils are involved in home learning – They are supported and this leads to improved outcomes (progress and attainment). Measured through:</p> <ul style="list-style-type: none"> Parents attendance at meetings re working with their children Parents engagement with Home School Agreement Feedback, on specific pupils homework 	<ul style="list-style-type: none"> Pupils show more confidence in themselves in all areas of learning Pupils persevere and show increasing resilience Pupils have improved general knowledge and improve subject specific vocabulary Homework is completed thoughtfully and on time
G	<p>Pupils are better able to cope with school. They thrive as active members of the school community; they co-operate and follow school rules. Measured through:</p> <ul style="list-style-type: none"> Thrive screening programme – per class Pupil Premium/Thrive/EAL in school plan Class behaviour system School reward system 	<ul style="list-style-type: none"> Behaviour is consistently good or better – individual, groups and classes Pupils on monitoring list show improved consistency of attitude and behaviour Pupils are consistently engaged in lessons and learning Pupils are active members of West

writing, maths and other subjects To narrow the gap between Pupil Premium and non Pupil Premium	funded projects for percentage of Pupil Premium such as Brilliant Club <ul style="list-style-type: none"> • Milk • Out of hours Breakfast Club and Nurture with strong learning element • Outside providers for Pupil Premium part funded, reading, writing and maths • Educational visits experiences Discover 'Catching Words project 	other experiences The need to give further opportunities to develop and extend vocabulary, reasoning and extend curriculum knowledge	Premium <ul style="list-style-type: none"> • Close monitoring of Pupil Premium outcomes 	leaders Phase leaders	year Head Teacher report to Governing Body x 3 per year
Total budgeted cost					£7,665.00

4. Review of expenditure 2015 / 2016					
Previous Academic Year					
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?
All pupils including Pupil Premium make good	Introduction and training for Thrive – A strategy for personal	<ul style="list-style-type: none"> • All research and our experience shows that there are many barriers 	<ul style="list-style-type: none"> • Full Thrive training for 2 members of staff 	KJ & MN	Termly x 4-5

progress. They receive appropriate support to overcome their barriers to learning	and social development. Whole school including Nursery and Reception	to learning for those eligible for the funding. There is frequently a need for pupils to overcome social and emotional issues. • Observed Pupil Premium need for a greater than average percentage of pupils	<ul style="list-style-type: none"> • Whole staff training by visiting Thrive trainer • Coffee morning and information out to parents 	Senior Leadership KJ & MN	
				Cost	£10,000.00
ii. Targeted support					
Desired outcome	Chosen action / approach	Estimated Impact:	Lessons learned	Cost	
The gap between Pupil Premium and non Pupil Premium is minimised and is the best it can be based on significant SEN and EAL	One to one, small group interventions and booster groups for Pupil Premium – personalised learning according to individual and year group needs <ul style="list-style-type: none"> • EYFS • Year 1 & KS1 	Good overall progress, good Reception progress, except for SEN and EAL Year 1 phonics – excellent – 100% Pupil Premium passed the screening check Year 2 – Very good progress – all areas except reading – Year 2 reading Year 6 – Disaggregation of Pupil Premium, SEN, and significant EAL brought Pupil Premium and non Pupil Premium in line	Impact on EYFS, reception, year1 and year 2 – very good progress except with year 2 reading. To focus on vocabulary, language development and reasoning. New 2016 reading test proved challenging Continue to focus on vocab and language development to impact on reading, reasoning and comprehension in all subjects		

	<ul style="list-style-type: none"> • LKS2 • UKS2 			
Cost				£127,200.00
lii Other approaches				
Desired outcome	Chosen action / approach	Estimated Impact:	Lessons learned	Cost
The gap between Pupil Premium and non Pupil Premium is minimised and is the best it can be based on significant SEN	Additional opportunities to participate in experiences and learning activities	<ul style="list-style-type: none"> • Breakfast Club – Year 4 and Yr 6 learning opportunities and experiences • Nurture – after school and after school booster • Holiday school Year 6 • Visiting teachers – accelerated reading, maths specialists • Brilliant club • Rising star maths • School house provision – part funded Pupil Premium • Milk provision 	Breakfast Club, After School club Nurture and holiday schools are highly effective and successful. The following lessons were learned: <ul style="list-style-type: none"> • Give greater focus to vocabulary, development, all children and all year groups 	
				£50,000.00

5. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Pupil Premium projects for 2016/2017

- Peer observations
- One to one and small group teaching
- Language and vocabulary groups and workshops

- Rights Respecting School resources
- Brilliant Club
- Thrive
- Holiday schools
- Breakfast club
- Outside providers
- After school provision
- Workshops for parents/carers