

WEST HAM CHURCH SCHOOL
PUPIL PREMIUM STRATEGY 2017-2018

1. Summary Information					
School	West Ham Church School				
Academic Year	2017-2018	Total Pupil Premium budget	£141,240.00 revised	Date of most recent Pupil Premium review	Nov 17
Total number of pupils	316	Number of pupils eligible for Pupil Premium	92	Date for the next internal review of this strategy	March 18

2a Current outcomes (Progress and Attainment) Year 6 (2017)		
	Pupils eligible for Pupil Premium	Pupils not eligible for Pupil Premium
	Pupil Premium	Non Pupil Premium
Progress reading	- 1.41	+3
Progress writing	+ 2.82	+3.2
Progress mathematics	+ 2.73	+4.8
Attainment in reading, writing and mathematics	+0.7%	(National 83%)+3.6 (73% Non Pupil Premium – FSM)

In 2017 West Ham Church School FSM6 made better than non FSMs nationally. This was much better than in 2015 & 2016. Progress and attainment gaps – between the 2 groups, have considerably reduced in reading in 2017.

Non Pupil Premium had some very strong pupils in this academic year, which resulted in a greater difference between Pupil Premium and non-Pupil Premium .

2b. Outcomes Year 6 (2016)		
	Pupils eligible for Pupil Premium	Pupils not eligible for 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%)

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 skills and academic language leading to poor vocabulary and reading comprehension 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 – No EHCPs
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 & numeracy of parents, little or no home learning and some social and emotional issues leading to some 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 	<ul style="list-style-type: none"> • Pupils enjoy reading and writing from school book lists – 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 /or more year progress • Pupil Premium and near Pupil Premium – remember, define

	<ul style="list-style-type: none"> • Standard reading tests 	<p>and apply words from vocab books and relevant vocabulary lists</p> <ul style="list-style-type: none"> • Yr 5 & Yr6 close monitoring of Pupil Premium – middle and high prior attainment • All Pupil Premium (FSM6) make near to average progress including for 2A pupils
B	<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 – pupils make expected and more than expected progress
C	<p>Pupil Premium with SEN make progress based on their starting points – national curriculum and tests including or new SEN assessments for P scales. 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 needs • End of term/year data analysis demonstrates that Pupil Premium SEN all making expected and some more than expected progress
D	<p>Pupils attend school regularly and punctually. Attendance and punctuality continues to improve</p>	<ul style="list-style-type: none"> • Attendance and punctuality continues to improve – achieving school and

	<p>Measured by:</p> <ul style="list-style-type: none"> • School SIMS attendance figures – EWO and school staff monitoring • Pupils work show improvements resulting from better continuity in learning 	<p>national expectations</p> <ul style="list-style-type: none"> • Term time holidays are kept to a minimum through current, robust school systems • Vulnerable pupils attend breakfast club
E	<p>Targeted parents participate in school and external literacy programmes. Measured through:</p> <ul style="list-style-type: none"> • Parents attendance at school literacy programmes / sessions led by – Pupil Premium champion. Use of the house for training of parents • Parents attend once at external ESOL classes • Parents attend once at family learning literacy classes / sessions 	<ul style="list-style-type: none"> • Parents involved in Family Literacy/Family Numeracy learning and other – School House learning • Parents report that they are better able to support and help their children with learning • 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 external and internal groups if required • Pupil Premium and near Pupil Premium acquire language at accelerated rate through extra provision
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 returned on time
G	Pupils are better able to cope with school. They are active members of the school community; they co-operate and follow school rules and procedures. Measured through: <ul style="list-style-type: none"> • West Ham Wellbeing screening programme – per class • Pupil Premium/Wellbeing/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 Ham Helpers

3. Planned expenditure

Academic year	2017 - 2018
----------------------	-------------

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	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implementation
Quality first teaching to promote maximum progress in Pupil Premium and near Pupil Premium	<ul style="list-style-type: none"> • Peer observations to promote excellence in pedagogy – teachers raise % of outstanding • CPD, S & L vocabulary, development in 	<ul style="list-style-type: none"> • Ofsted report July 16 to increase the percentage outstanding teaching • Improvements made in 2017 reading test results. Improvements 	<ul style="list-style-type: none"> • Head Teacher lead and handover to middle leaders – phase leaders. Senior Leadership Team oversee the organisation. Re-visit protocols for peer observations 	PB and Phase Leaders	X 3 per year Annually and at least termly reviews Termly x 6

	<p>reading, writing and maths</p> <ul style="list-style-type: none"> • Introduce cross curricular opportunities for writing 	<p>still needed in language and comprehension.</p> <ul style="list-style-type: none"> • 2017 July Ofsted report recommendations – to maximise learning 	<ul style="list-style-type: none"> • English lead – (Head Teacher) • Coaching & CPD briefings and reviews • CPD, Deputy Head Teacher follow up and lead on in-school training, coaching and mentoring 	<p>PB</p> <p>FLA</p>	<p>Weekly monitoring of planning</p>
Total budgeted cost					£3,000.00
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?	Staff lead	When will you review implementation
<ul style="list-style-type: none"> • Improvements continue to be made in reading, writing, maths and other subjects • Continued narrowing of the gap between Pupil Premium and non Pupil Premium 	<ul style="list-style-type: none"> • One-to-one tutors/teachers, small group • Interventions and booster classes • Focus on language, vocab, speaking and listening • In class and breakfast club learning and Nurture reading, phonics, writing, maths and EYFS, 	<ul style="list-style-type: none"> • The need to maintain continued good and better progress and attainment based on individual needs and starting points • The need for good and better progress and attainment with Pupil Premium making expected and greater than expected progress. 	<ul style="list-style-type: none"> • SLT and SMT monitoring books, work and outcomes • Senior Leadership Team and SMT observing lessons and observing learning 	<p>PB</p> <p>PB and Phase Leaders</p>	<p>Termly x 6</p> <p>Governors termly x 3</p>

	Nursery and Reception				
Total budgeted cost					£146,415.00
iii. Other approaches					
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 ?
<ul style="list-style-type: none"> Continued Improvements made in reading, writing, maths and other subjects To continue to narrow the gap between Pupil Premium and non Pupil Premium – all subjects 	<ul style="list-style-type: none"> Pupil Premium projects or part funded projects for percentage of Pupil Premium such as Brilliant Club – UKS2 Availability of milk Out of hours breakfast club and After School Nurture with strong learning element Outside providers for Pupil Premium part funded, reading, writing and maths Educational visits experiences and 	<ul style="list-style-type: none"> The need to engage Pupil Premium through other experiences The need to give further opportunities to develop and extend vocabulary, reasoning and extend curriculum knowledge 	<ul style="list-style-type: none"> Track progress and attainment – Pupil Premium Close monitoring of Pupil Premium outcomes 	PB and Phase leaders Phase Leaders	Progress meetings x 5 per year Head Teacher report to Governing Body x 3 per year

	enhancements Discover Centre – Stratford e.g. Book focus and 'Catching Words project	<ul style="list-style-type: none"> • Further vocabulary, poetry and story development, opportunities 	<ul style="list-style-type: none"> • HLTA – liaison re project • Head Teacher monitoring 	SH	
Total budgeted cost					£7,665.00

4. Review of expenditure 2016/2017					
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 progress. They receive appropriate support to overcome their barriers to learning	Introduction and training for Thrive & Wellbeing – A strategy for personal and social development. Whole school including Nursery and Reception	<ul style="list-style-type: none"> • All research and our experience shows that there are many barriers to learning for those eligible for the funding. There is frequently a need for pupils to overcome social and emotional issues. • Observed significant need for a greater than average percentage of Pupil Premium 	<ul style="list-style-type: none"> • Wellbeing training – all staff and for 2 members of staff • Whole staff training in school • Coffee morning and information out to parents - wellbeing • Rights Respecting and Responsibility training 	KJ & MN Senior Leadership KJ & MN	Termly x 4-5
				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 has minimised	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 • LKS2 • UKS2 	Good overall progress, good Reception progress, except for SEN and EAL Year 1 phonics Year 2 – Very good progress – all areas except reading – Year 2 reading Year 6	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 2017 reading test proved challenging Continue to focus on vocabulary and language development to impact on reading, reasoning and comprehension in all subjects	
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 continued to be	Additional opportunities to participate in experiences and	<ul style="list-style-type: none"> • Breakfast club – Year 4 and Yr 6 learning opportunities and experiences • Nurture – after school and after 	Breakfast club, After School club Nurture and holiday schools are highly effective and successful.	

minimised and is the best it can be based on SEN S & E and pupil needs	learning activities	school booster <ul style="list-style-type: none"> • Holiday school Year 6 • Visiting teachers – accelerated reading, maths specialists • Brilliant club • Daily maths • School house provision – part funded Pupil Premium • Milk provision 	The following lessons were learned: <ul style="list-style-type: none"> • Give greater focus to vocabulary, and answering questions correctly, 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 2017/2018

- Peer observations
- One to one and small group teaching
- Language and vocabulary groups and workshops
- Pupil Premium Champion and PAT (Pupil Achievement Tutors) team
- Rights Respecting School resources
- Brilliant Club
- WH Wellbeing
- Holiday schools
- Breakfast club
- Outside providers
- After school provision
- Workshops for parents/carers