

Pupil Premium Strategy Statement 2019-20

1. SUMMARY INFORMATION			
Date of most recent pupil premium review:	March 2020	Date of next pupil premium review:	January 2021
Total number of pupils:	331	Total pupil premium budget:	128,040.00
Number of pupils eligible for pupil premium:	110	Amount of pupil premium received per child:	1164.00
<p><i>WHCPS disadvantaged pupils: 41.8%, National: 25.2%</i></p> <p><i>WHCPS is in the highest percentile (Newham 0.33%, National: 0.21) of the deprivation index (Newham School Profile 2018).</i></p> <p><i>Analysis of the Index of Multiple Deprivation report (IMD) 2018/19 illustrates that overall, more of our non-pupil premium (PP) families live in the most deprived bands than pupil premium families. A similar trend exists in issues such as barriers to housing and local services. This impacts on families accessing crucial services such as medical needs, which in turn reflects our lower attendance data (94% PP, 95% non-PP). In some domains, non-PP are in higher bands than PP. This reflects our constant need to target the academic and social, emotional and mental health needs of some non or near PP pupils to support their progress and adopt a comprehensive whole school approach to enable all WHCS children to achieve good outcomes.</i></p>			

2. CURRENT ATTAINMENT (Source: gov.uk, find and compare schools)		
https://www.compare-school-performance.service.gov.uk/school/102765/west-ham-church-primary-school/primary/results-by-pupil-characteristics?accordionstate=0		
2018/19 KS2 data	Pupils eligible for Pupil Premium (WHCPS)	National average (non-pupil premium)
% achieving expected standard or above in reading, writing and maths	65%	71%
% making expected progress in reading	0.9	0.3

% making expected progress in writing	3.1	0.3
% making expected progress in maths	2.4	0.4

EYFS	Pupils eligible for PP	National average
Good level of development (GLD)	64%	74%

YEAR 1 Phonics Screening Check		
Pupils not eligible for PP	Pupils eligible for PP	National average
88%	60%	82%

KS1	Pupils eligible for PP	National average
% achieving expected standard or above in reading, writing and maths	64%	77%
% making expected progress in reading	71%	75%
% making expected progress in writing	71%	69%
% making expected progress in maths	71%	69%

3. BARRIERS TO FUTURE ATTAINMENT (FOR PUPILS ELIGIBLE FOR PP, INCLUDING HIGH ATTAINERS)

In-school barriers: (issues to be addressed in school such as poor oral language skills)

A	<p>Language and Vocabulary Development</p> <p>The challenge of low baseline data and significance of speech and language deficit in EYFS. Poor oral language skills and academic language deficit, impact negatively on the ability to articulate effectively: verbally and in writing. More than 95% of our families live in the three highest bands of income deprivation affecting children. 78% children have English as an Additional Language.</p>
B	<p>Cultural Capital Deprivation</p> <p>More than 95% of our families live in the three highest bands of income deprivation, which limits children’s access to cultural capital affecting their knowledge, and ways of thinking, resulting in lower than average attainment.</p>
C	<p>Lack of Motivation to Learn and Aspiration</p> <p>51% of PP families live in the third most deprived band of employment deprivation; therefore, we need to address issues such as motivation to learn and aspiration.</p>

External barriers (issues which require action outside school such as home learning environment and low attendance)

D	<p>Low Attendance and Punctuality</p> <p>High absence and low punctuality results in pupils missing key areas of learning. The IMD data confirms health deprivation is an area that leads to absence. School closure during the Covid-19 pandemic has had a huge impact on children’s social, emotional and mental health as well as their academic attainment and progress.</p>
E	<p>Lack of Access to Resources and Parental Support/Engagement</p> <p>Lack of access to an appropriate learning space to complete home learning, lack of internet and a device to access the school digital platform and of support from parents</p>

4. DESIRED OUTCOMES AND HOW THEY WILL BE MEASURED		Success criteria
A	<p>Children speak with confidence using a rich and extended vocabulary across the curriculum.</p> <p>Children are working at age-related expectations in reading and phonics</p> <p>Measured through: pupil voice, book scrutiny, teacher assessment of spoken language, reading and writing, summative performance data</p>	<p>Increased reading for pleasure</p> <p>Increased confidence to speak and perform</p> <p>Development of vocabulary in written work across the curriculum</p> <p>Improved progress and attainment</p>
B & C	<p>Cultural capital enhances children's knowledge, motivation to learn and aspirations</p> <p>Measured through: Pupil voice and surveys, book scrutinies, summative performance data, participation in clubs, visits and school competitions</p>	<p>Pupil surveys demonstrate positive views about school and learning</p> <p>Pupil aspirations are raised</p> <p>Children talk about, use and apply metacognitive strategies</p> <p>Increased participation in clubs, visits and competitions</p>
D	<p>Attendance and punctuality data improves</p> <p>Measured through: % attendance and lates</p>	<p>Decrease in % lates</p> <p>Decrease in % absence</p> <p>Gaps in learning are narrowed from starting points</p>
E	<p>All children have access to technology and the same high quality teaching and learning</p> <p>High parental engagement and support for the work of the school</p>	<p>Increase in the completion of home learning</p> <p>Improved progress and attainment</p> <p>Positive views through parent surveys</p> <p>Increased participation in curriculum workshops</p>

5. PLANNED EXPENDITURE

Academic year 2020-2021	<p>During the process of reviewing and planning the pupil premium strategy, the COVID-19 pandemic affected all areas of life including schooling.</p> <p>During the school closure, we reallocated and increased some areas of the budget to support PP, near and non-PP pupils. Due to the pandemic, at least 10% of our families became eligible for free school meals or experienced financial difficulties but did not reach the threshold.</p>
----------------------------	--

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?	Staff lead	When will you review implementation?
Children speak with confidence using a rich and extended vocabulary across the curriculum	<p>Improvements in quality first teaching: increased focus on oracy through teacher modelling, higher level questioning and drama (role play) opportunities</p> <p>Develop and embed previous work on infusing rich vocabulary across the curriculum</p> <p>Introduction of new pedagogy: maths mastery, Power of reading and Talk4writing with a focus on developing talk across core subjects</p> <p>Curriculum offer that infuses rich vocabulary and rich texts to model and entice good reading and writing.</p> <p>Staff training (subject specific) to improve pedagogy and application to the context of WHCS</p>	<p>Training records evidence limited CPD opportunities for staff prior to Jan 2020. CPD is effective at improving pedagogy and subject knowledge.</p> <p>Pedagogy has evolved and research evidences effective approaches which impact positively on pupil outcomes that can be adopted by WHCS</p>	<p>Use high quality providers recognised through evidence and research to be effective</p> <p>Ensure CPD is targeted to staff need and linked to school priorities</p> <p>Require staff to complete a reflection/evaluation regarding the CPD and plan how to apply to teaching and learning</p> <p>Peer coaching and team teaching for support</p> <p>Working party developing maths mastery across the school with Mathshub</p>	<p>Mrs. Lord-Attivor (DHT)</p> <p>Miss Jukes (AHT Maths)</p> <p>Miss Holroyde (AHT English)</p> <p>Miss Shaw (English Lead)</p> <p>Mr. Mudambana (Maths Lead)</p>	January 2021

	Leadership development: staff research and oversee projects linked to SEF priorities, leading to professional qualifications at all levels (HLTA, B Ed, NQQML, NPQSL, NPQH)	Enable staff to develop strategic thinking, leadership skills and subject knowledge Qualifications linked projects and interventions have a positive impact on pupil outcomes	Use high quality providers Provide coaching/ mentoring support Timetable and ring-fence leadership time	Mrs. James (HT)	January 2021
	Improved quality first teaching in R.E., Art, P.E. and French: specialist subject provision and/or leaderships - new teachers employed with subject expertise in R.E., art, P.E. and modern foreign languages (MFL) Review curriculum provision and schemes of work	Book scrutiny, pupil perception, lesson drop ins and observations Research evidences that teachers with outstanding subject knowledge supported by effective schemes of work enable children to achieve good outcomes	Appoint specialists, monitor and evaluate impact	Mrs. James	January 2021
Children are working at age-related expectations in reading and phonics	Guided group reading strategies focussed on questioning Overhaul of all reading books in the school including audit and purchase of reading books: fiction and non-fiction texts to engage boys and reflect diversity Embed Storytime Phonics across EYFS and KS1 (including Year 2 due to catch up necessities) Devise an English long term map	Whole class guided reading not facilitating daily decoding and reading for understanding in KS1 Reading stock across the school outdated, in poor condition and does not reflect diversity – needs to be weeded and restocked	Reintroduce group guided reading in KS1 using group reading books and new reading scheme purchased prior to lockdown (Collins Big Cat Phonics): observe guided reading and offer constructive feedback over a period of time supporting progress in quality first teaching		January 2021

	focusing on using high quality texts and introduce the Power of Reading pedagogy to the school, initially in KS1 during the autumn term	New Storytime phonics programme introduced January; needs to be embedded in Reception/Year 1 and rolled out to Year 2 due to gaps in learning due to pandemic			
Cultural capital enhances children's knowledge, motivation to learn and aspirations	<p>Improve the curriculum offer</p> <p>Create opportunities for children to access a wide variety of clubs, educational visits and school competitions</p> <p>Focus on metacognition to improve motivation to learn</p> <p>Hopes and Goals initiative raising the profile of aspirations and increasing children's knowledge of real world employment opportunities</p>	<p>As above</p> <p>Further variety in clubs required across phases</p> <p>Lack of entries into sport competitions</p> <p>Educational visits to be increased (when safe to do so)</p>	<p>Whole staff involvement</p> <p>Specialist PE coach with experience of participation in competitions</p>	Mrs. James	January 2021
Attendance and punctuality data improves	<p>Engage services of AMO to support children attending school with School Business Manager taking greater role in house</p> <p>Learning mentor/family support worker non-class based</p> <p>Review and improve attendance and punctuality awards</p> <p>Engage local Health Champion promoting school attendance</p>	<p>Low attendance due to pandemic</p> <p>Attendance data</p> <p>Punctuality data</p>	<p>More frequent review of attendance and punctuality data by SLT</p> <p>Proactive SLT engagement with parents</p>	Mrs. Lord-Attivor (DHT and Inclusion Manager)	January 2021
All children have	Purchase of 100 Chromebooks	Only 30% able to access	Pupils can engage with online	Miss Jukes (AHT,	October 2020

access to technology and the same high quality teaching and learning	prioritising children eligible for Free School Meals to access home learning over the summer Non-class based Assistant Head to lead Remote Learning across the school Teaching and learning in computing to focus on developing children's computing skills using google classroom (touch typing, google docs, etc) Provide access to home learning clubs	home learning and inconsistent engagement with technology during lockdown and school 'closure' Lack of financial and parental support	learning and work produced is of a high standard Children receive feedback on home learning that promotes progress	Remote Learning Lead)	
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?
To narrow the gap between PP and non-PP children in Reception and Year 1 achieving Early Learning Goals	Increase staff capacity in the afternoons for Reception and provide morning nursery session only Introduce weekly Forest Schools programme developing oracy, social and emotional development and physical development Create two mixed age Reception and Year 1 classes with summer born current Reception children Improve whole school learning environment to provide areas to encourage outdoor learning with a greater emphasis on fine and gross	2019 GLD = 76%, GLD for PP = 64% Current reception children have missed important milestones and opportunities to develop personal, social and emotional development; communication and language; and physical development	EYFS leadership CPD Non-classed based AHT to oversee/support Monitor and evaluate progress half-termly	Mrs. James Miss Holroyde	October 2020

	motor development. KS1/2 pupils will benefit from adaptations to support mental health and wellbeing.				
Ensure a greater number of disadvantaged pupils achieve at least ARE	<p>Quality first teaching</p> <p>Targeted interventions with teachers and support staff leading specific groups</p> <p>Phase leaders in mixed age classes with HLTA to support/teach</p> <p>Raise teacher awareness of summer born and specific ethnic groups (Bangladeshi and Black African) who underperform to target their needs</p>	Data evidence	<p>Monitoring and evaluation</p> <p>Analysis of formative and summative data</p> <p>Lesson drop ins, observations and book scrutiny</p>	Mrs. Lord-Attivor	January 2021
Narrow the gap between PP and non-PP children achieving age related expectations in the Year 1 phonics screening check	<p>Targeted interventions</p> <p>Embed Storytime Phonics programme</p> <p>Team teaching</p> <p>Training for all staff teaching phonics</p>	Data evidence	<p>Regular monitoring through observation and assessment</p> <p>Evaluate impact of teaching and learning</p>	Miss Holroyde	January 2021
Improve outcomes for high needs SEND/PP	<p>Daily life skills programme</p> <p>1:1 support as appropriate</p> <p>Care plans to reflect SMART targets and progress to be mapped over time</p>	Data evidence	Progress data through Care Plans	Mrs. Lord-Attivor	January 2021

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?
Improved outcomes for children who have English as an Additional Language (EAL)	Focus on infusing rich vocabulary Assessment through Bell Stages to inform teaching and learning Valuing of languages spoken across the school	High percentage of EAL and number of languages spoken across the school Assessment data evidence	Appointment of EAL lead to raise the profile of EAL strategies	Ms. Francis	January 2021

6. Review of expenditure from previous academic year 2018/19

i. Quality 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 this approach)	Total cost
-----------------	------------------------	---	---	------------

Consistent quality first teaching to ensure maximum progress of PP and near PP pupils	<ul style="list-style-type: none"> CPD based on developing oracy and vocabulary development in reading, writing and maths Intervention teacher in LKS2 and yr5 Easter school, 4x mornings taught by teachers and 1x TA, polling day school 1x morning Introduce cross-curricular opportunities for writing. Peer observations and 	<p>End of KS2 • Results validated for 3 – 4 EAL pupils (in the country for less than 2 years) taken off raw data. Figures in brackets show the percentages when a further 2 pupils with SEND (ASD and Downs syndrome) exceptional needs also taken off the figures by the school.</p> <p>End of KS2 results show very good progress and attainment (expected and greater depth) over several years with combined expected results being above national for 3 years. In maths and writing, the progress has been well above average for 3 years or more. Maths GD 2019 (validated - 39/40%) is</p>	<p>Regular data analysis supported future planning, now termly pupil progress meetings needed for all year groups.</p> <p>Teacher feedback: Peer-to-peer support was beneficial and supportive to improve teaching and learning. This approach could be used at a later stage as we have changed most of our curriculum to develop a more stimulating, mastery based approach. This will require leadership as it is implemented. Continue this as it is an Ofsted 2016 target: Increase % of outstanding</p>	£31,909 (Staffing)
---	--	---	---	--------------------

	coaching to promote excellence in pedagogy <ul style="list-style-type: none"> • 'Brilliant Club' higher education programme, 50% must be PP 	significantly well above national average. There were also 4 pupils who were 1 point away from 110 and 3 who were 2 points away from 110. WHCS was therefore close to achieving even higher for GD. (See Appendix A)	teaching Improvements made but reading below national.	
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 this approach)	Total cost
Continue to narrow the gap between PP and non PP across the curriculum	<ul style="list-style-type: none"> • TAs and HLTA (80% of salary focus on classroom based activities with 25 PP pupils per year) to raise attainment in reading including phonics EYFS interventions for pupils with low baseline • Breakfast and after school club places for vulnerable pupils and yr6 • Learning mentor support for pupils with identified barriers to learning. 	<p>Teachers' plans have focused activities for those receiving interventions and in turn, pupil targets based on 'I can' statements for ARE.</p> <p>Staff identify causes for concern, which lead to barriers to learning. Learning mentor available to support in year 6 with identified pupils and family support.</p> <p>EYFS data identifies progress in PSE and language strands due to consistent intervention.</p> <p>Overall, data shows progress in termly intervals, teachers improving understanding of how to ensure progress is planned for and occurs.</p>	<p>Greater collaboration needed between support staff and teachers to reflect and assess adequately.</p> <p>TAs effective for basic skills however more challenging teaching and learning is needed for all including higher attainers. Invest in CPD to develop teacher pedagogy, thus improving quality first teaching.</p> <p>Plans identify enticing activities to increase challenges in activities. Forest Schools needed additional adult, impacts on rest of school.</p> <p>Review criteria need for free places as cost of breakfast and after school club not covered</p> <p>Some learning mentor targeted pupils also have SEND, CPD needed to support all support staff with strategies for SEND. SENCO support for PP pupils with SEND, apply for specialist external support, high needs funding and EHCPs where needed.</p>	£100,914 (staffing)
iii. Other approaches				

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 this approach)	Total cost
To continue to narrow the gap between PP and non PP across the curriculum through equal access to enrichment opportunities	<ul style="list-style-type: none"> Part payment to enrich educational visit experiences to increase cultural capital, oracy and life experiences for PP Milk available at lunchtime for all pupils 	Visits increase cultural capital, oracy and life experiences for PP Inspired overall contribution to ideas for creativity writing. Overall success in narrowing gap between PP and non PP.	Links with 'Discover' story centre targeted development of oracy. 'Discover' is very popular and inspires pupils to write. Consider other interventions to support SEMH e.g. additional EP support and play therapy.	£2,800 TOTAL 135,623

7. Additional detail

Whole school Attendance percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	103	94.74	3.11	2.15	2.50	0.09
Non Pupil Premium	230	95.17	2.89	1.93	1.20	0.02

APPENDICES

Appendix A

WHCS	National	Progress from KS1-2:
Reading: 69-71% (76%)	73%	Reading -0.21 (Average nationally)
Writing: 89-91% (94%)	78%	Writing +3.55 (Well above average nationally)
Maths: 84-86% (90%)	78%	Maths +3.11 (Well above average nationally)
GPS: 92-94% (97%)	79%	
Combined: 69-71% (76%)	65%	

Appendix B Persistent Absence Report

Term	% of students who met absence threshold	No. of students who met absence threshold	No. of students who met absence threshold & PP	% of students who met absence threshold & PP	No. of students who met absence threshold & SEN	% of students who met absence threshold & SEN	No. of students who met absence threshold & In Care	% of students who met absence threshold & In Care	No. of students in cohort
Term 1 : (02/09/2019 to 20/10/2019)	13.25	42	17	40.48	7	16.67	0	0.00	317
Term 2 : (26/10/2019 to 20/12/2019)	21.32	68	23	33.82	10	14.71	0	0.00	319
Term 3 : (07/01/2020 to 16/02/2020)	16.82	56	25	44.64	14	25.00	0	0.00	333
Term 4 : (22/02/2020 to 03/04/2020)	75.6	251	89	35.46	35	13.94	0	0.00	332
All Terms Included : (02/09/2019 to 19/05/2020)	21.78	76	30	39.47	13	17.11	0	0.00	349

Appendix C Data Progress Report for Autumn 1&2 2019: Inclusion Groups

Pupil numbers by group							
Year	No. pupils in year group	Pupil premium		Gender		SEND	EAL
		PP	Non PP	Boys	Girls		
Year 1	42	15	27	16	26	12	30
Year 2	44	12	32	19	25	5	36
Year 3	41	15	26	20	21	5	33
Year 4	43	16	27	19	24	4	33
Year 5	44	18	26	21	23	8	36
Year 6	42	19	23	17	25	5	36

Appendix E Analysis of Year Group Teacher Assessments

The following % are based on expected and above (figures may be adjusted as report compiled before further moderation of assessment)

Bold = area to be addressed via Quality First Teaching, **Bold** = additional intervention/measures needed to narrow the gap

Year 1:

- PP and NPP progress 93% expected and above in reading, writing and maths **except:**
- **PP reading 80%**
- Boys reading 94%, writing and maths 93% **but:**
- **Girls reading 85%, 88% writing and maths (largest differential of girls to boys per year group at WHCS).**
- **SEN reading 75%**, writing and maths 92% SEND (mainly due to language /communication-reading)
- **EAL reading 87%**, writing and maths 92%
- Ethnicity generally good progress except:
- **Bangladeshi (six pupils) reading 50% expected.**
- Summer born pupil progress 80% +.

Year 2:

- PP- 12 pupils, NPP 32 pupils (largest differential of PP v NPP in WHCS) reflected in % per pupil: 1 pupil= 8.3% leading to:
- PP progress reading, writing and maths 92%+ **but**
- **NPP reading, writing and maths 81%**
- Girls very good progress in reading, writing and maths 92% **however**
- **Boys reading and writing 74%, writing 79%**
- SEND 80%, main needs are learning difficulties and a selective mute
- Ethnicity: Other black African, white black Caribbean and other mixed made good progress **but**
- **Bangladeshi reading, writing and maths 78%**
- **Summer born pupil progress reading, writing 65% maths 71%**

Year 3:

- **SEND had a marked impact progress in year 3:**
- 5 SEND pupils including two with complex needs and Downs Syndrome, ASD **Reflected in SEND progress 20%**
- EAL approx. same number of pupils as other year groups therefore check accuracy of language proficiency level (assessed on class context sheet)
- **PP reading and writing 67%, maths 47% NPP reading and writing 73%, maths 69%**
- **Girls reading and writing 76%, maths 57%**
- **Boys made less progress reading, writing and maths 65%**
- **EAL reading and writing 64%, maths 55%**
- Black Nigerian, white British 100% progress **but**
- **Other black African reading and writing 67% (one pupil, 33% maths) Bangladeshi reading and writing 67% (one pupil, 56% maths)**
- **Summer born reading, writing and maths 60%.**

Year 4:

- PP and NPP data almost correlates, both made good progress reading, writing and maths 81% +
- Girls reading and maths 92%, writing 88% boys slightly lower reading 84%, writing and maths 79%
- SEND 75% emerging – complex needs including Downs syndrome and ASD
- EAL, summer born exceeding 80%+
- All ethnicities made good progress **except**
- **Black Nigerian 50% (1 pupil).**

Year 5:

- Overall reading 95%, writing 80% **but**
- **maths 77%**
- PP and NPP data almost correlates, both made good progress reading, writing and maths 81% +
- Girls made good progress reading 100%, writing 87% and maths 83%, boys reading 90% **however boys writing and maths 71%**
- Pupils with SEND have a wide range of ASD, SEMH some high functioning
- Summer born 81% +
- All ethnicities made good progress **except**
- **White British 33% emerging, 67% expected (three pupils).**

Year 6:

- Reading 90% **but**
- **Writing and maths 71%**
- **PP made more progress than NPP**
- PP reading 95%, writing and maths 79%
- NPP reading 87%, writing and maths 65%
- Girls 84% + **however**
- **Boys writing and maths 53%**
- **SEND reading, writing and maths 80%, mainly SEMH**
- All ethnicities made good progress **except**
- **Bangladeshi writing and maths 60%**