

Western House Pupil Premium Strategy

At Western House, we help our Pupil Premium children to thrive by identifying the individual needs of each student and using them as a starting point for designing our offer of support. We use academic research as well as our own, to design and assess the impact of our interventions. We gather evidence from trialling interventions which enables us to become more effective in the support we can offer. We welcome academic data but apply it to our pupils own unique circumstances to enable us to tailor a package of support that really works. The main barriers to achievement at Western House are broadly categorised as:

1. Achievement and attainment
2. Limited access to social and cultural experiences
3. Inconsistent parental engagement or lack of knowledge on how to support their children
4. Vulnerable students/families in need
5. Low or little aspiration linked to financial constraints or role models
6. Attendance

These categories are broken down further based on the individual needs of our pupils.

Understanding these needs – our 2016-17 strategy, which utilises our budget of £149,000 (£1320 per pupil) covers the following interventions:

- A Saturday school for children and their parents discovering the effect of Neuro science in Education which they apply in tuition and in class
- Extra tuition
- Access to a wide range of extra-curricular clubs
- Outstanding intervention teachers
- Parental consultation – what do they believe the barriers to learning for their children are?
- Funding for extra clubs, school uniform and supplies
- Curriculum related school trips
- Out of hours activities
- Provision of materials or resources
- Support from specialist services
- Alternative learning pathways
- Summer schools/Easter School
- Enrichment beyond curriculum
- Additional support outside the classroom
- Additional support inside the classroom

- Music lessons – group and individual
- Academic resilience taught to pupils

Understanding how to support pupils in receipt of the pupil premium funding allows us to be more effective in supporting other groups. These groups include:

- Difficult family situations/lack of contact with parents
- Children from low income families
- Families in receipt of specific state benefits
- Children whose first language is not English
- Lone parent families
- Emotional, social or behavioural issues
- Armed forces/military children
- Refugee or asylum seeker children
- Families in temporary or poor accommodation
- Physical disability/medical problems
- Special Educational Needs
- Low attainment/lack of progress

We measure the impact of our interventions using outcomes from our 6 broad barriers to achievement. We ask ourselves:

1. Are we raising achievement and attainment?
2. Are we building social and cultural links?
3. Are we strengthening parental engagement?
4. Are we providing additional support and intervention for the most vulnerable students?
5. Are we raising aspirations – quality careers education and work related activity?
6. Are we ensuring the most vulnerable children are attending school regularly to benefit from all the opportunities available?

These targets are subsequently broken down into individualised outcomes and we analyse the children's overall academic performance and are guided by Young Minds research on Academic resilience http://www.youngminds.org.uk/training_services/academic_resilience

Western House Academy

Planning and Evaluation outline For Pupil Premium 2016-2017

Target (1): The standard of attainment for disadvantage pupils is at least in line with national average; with many pupils exceeding this with a focus on continuing to close the gap rapidly across all year groups, through highly effective targeted interventions.

Target (2): SLT and Governors to continue to track the progress of disadvantaged pupils and to monitor the effectiveness of all intervention programmes.

<i>Pupil Premium used for:</i>	Amount allocated to the intervention/action (£)	Need	Links to possible barriers listed on page 1
<p>To employ Pupil Premium Intervention Teachers for all year groups</p> <p><i>KS1 – Focus on immediate intervention and feedback with ‘life experience’ trips</i></p> <p><i>KS2 – Focus on immediate intervention and feedback</i></p>	£65,000	Skills gap in core subjects 1:1 feedback Core skills strengthened	Barriers 1 & 5
<p>Family Support worker to support Pupil Premium (PP) families in need inclusive of resources.</p> <p><i>To facilitate travelling to meetings, time in meetings,</i></p>	£10,000.00	Providing a stable home life in which the children can flourish. Monitor attendance	Barriers 3, 4 & 6
<p>SLT to provide small group teaching of literacy and numeracy in Year 2, Year 6 and Reception</p> <p><i>Based on data</i></p>	£5,000.00	Skills gap in core subjects	Barrier 1
<p>Teacher/qualified persons led lunch time and after school boosters in English and Maths – catch up classes, drop in questions</p>	£2,500.00	Skills gap in core subjects Enthusiasm More quality time spent in a learning environment	Barriers 1 & 5
<p>Musical tuition and development</p> <p><i>Look into whether music lessons can be offered more widely across the school – taster lessons, playing in assemblies etc. Focus on encouraging pupil premium children to take up an instrument</i></p>	£5,000.00	Commitment, Exploring other areas of talent, brain development through music	Barriers 2, 5 & 6
<p>Saturday Tuition – open to teachers and support staff with degrees in core subjects</p>	£10,000.00	Skills gap in core subjects Enthusiasm More quality time spent in a learning environment	Barriers 1 & 5

<i>Holiday Booster sessions and resources for Yr 2 & 6 (April and May)</i>	£5,000.00	Skills gap in core subjects Enthusiasm More quality time spent in a learning environment Focus during the holiday period	Barriers 1 & 5
<i>Leadership and Management of PPG</i>	£6,000.00	Ensure maximum impact for money Monitor progress of interventions and attendance	All Barriers
<i>Pupil Premium Training</i>	£1,000.00	Greater awareness of how to support PPG students	All Barriers
<i>Enrichment and Educational Trips linked to British Values</i>	£5,000.00	Life experiences Trips to key landmarks Broaden creative thinking Stimulate thought processes	Barriers 1, 2 & 5
<i>Breakfast Club – with more structured learning opportunities (laptops and or ipads) Targeted invites for pupils who don't have a proper breakfast</i>	£2,000.00	Ensure all children have had a breakfast and are ready to work	Barrier 4
<i>Creative Arts Sessions provided by an outside company to provide specialist teaching with a focus on team work and cooperation / self esteem</i>	£2,000.00	Self esteem Understanding the brain and how we learn Goals and aspirations	Barrier 2
<i>Stationary and Homework Kits resources at the beginning of the year to support pupils</i>	£1,600.00	Having the correct utensils for learning	Barrier 1, 3 & 5
<i>Revision books for Year 5/6 Pupils preparing students for their end of year tests and plugging skills gap</i>	£2,000.00	Having the correct utensils for learning Extra input at home	Barrier 1, 3 & 5
<i>More Able tuition in Years 2 and 6 members of the More Able LSA team to carry out interventions</i>	£4,000.00	Goals and aspirations Suitable learning environment Realising potential	Barriers 1 & 5
<i>1:1 Teacher Conferencing</i>	£10,923.00	Focus support on key issues affecting performance – predominantly academic issues	Barriers 1 & 5
<i>Play Therapist – students work with our pupils for free and then we train 2 LSA's</i>	£7000	Therapeutic support Encouraging brain growth Safe place with which to learn Preparing children to be ready to learn	All barriers

<i>Support For Families (Buzz Kids)</i>	£4,000	Support given to allow families to return to work or in crisis	Barriers 4
<i>Clubs (holiday/sports)</i>	£2000	Enrichment opportunity and focused childcare for vulnerable families	Barriers 4 & 2
<i>SEND Support There is a high proportion of pupils with SEND. Extra support to access their needs</i>	£3000.00	Extra support with individual needs to help reduce the difference	Barriers 1, & 3
<i>Mentors and inspirational visitors – from the local community and representing the makeup of our PPG children</i>	FREE	Giving children a positive role model to aspire to Mentoring Offering an alternative life option	Barriers 2, 5 & 6
<i>A wide range of clubs on offer -including Philosophy, film, drama, lunch club, and creative writing</i>	FREE	Encouraging a wide range of interests Promoting talents in all curriculum areas SMSC	Barriers 2 & 5
Total Expenditure	£149,023.00		

Note: these are projected figures and will be adjusted accordingly. As will the total to ensure £149,000.00 is fully spent.

Measuring impact

The impact of the expenditure of Pupil Premium funding is tracked rigorously by the Senior Leadership Team and the impact of interventions is monitored throughout the year. Summative assessments are sat by the children each term to assess the progress they are making in core subjects: reading, writing and maths. Pupil Progress meetings are held with each class teacher termly to analyse the progress made by the children and the impact of the interventions that are in place in helping the children make progress towards their end of year targets. Year Leaders and our numeracy and literacy co-ordinator, are heavily involved in the tracking and monitoring of progress of all disadvantaged children in the academy ensuring that all avenues are explored to diminish the difference in progress and attainment between disadvantaged and non-disadvantaged pupils.

We will act upon this information with expedience to ensure that pupils' needs are met in a bespoke manner and to ensure that spending is deployed fairly and without regard to ability.

Western House Pupil Premium

2015-2016 Statement

Last academic year, we had a substantial gap in achievement between our PPG and non PPG pupils. We were keen to put the majority of our resources in academic booster support, knowing that if we could make an immediate impact on our ppils levels, we could then be more creative with our subsequent offer. We were given £145, 000

Our support was:

- Outstanding intervention teachers
- Homework Support/Resources
- Revision books for Year 5 & 6
- Set of electronic Learn Pads
- Booster classes
- Extra tuition in the holidays
- Art work shops
- Music lessons
- Support from Marc Rowland on improving our PPG strategy
- Delivering training on supporting disadvantaged pupils

The impact of this support was:

- The gap is diminished in KS1 between PPG and their non PPG peers. There were pockets of excellence within the school where some pupils made over two years progress
- The total progress for the PPG cohort was 4 progress points, which is more than expected progress of 3 progress points
- Pupils attended a variety of clubs which boosted their self-esteem and overall enjoyment of school
- Pupils are more engaged in their learning
- Pupils understand their role of the learner more
- WHA are beginning to build a 3 year Pupil Premium Plan