

# Western House Pupil Premium Strategy

## 2017 / 2018

At Western House Academy, 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 2017 -2018 strategy, which utilises our budget of £166,000 (£1320 per pupil) covers the following interventions:

- 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:

- Families in receipt of specific state benefits
- Armed forces/military children
- Difficult family situations/lack of contact with parents
- Children from low income families
- Children whose first language is not English
- Lone parent families
- Emotional, social or behavioural issues
- 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](http://www.youngminds.org.uk/training_services/academic_resilience)

## Western House Academy

### Planning and Evaluation outline For Pupil Premium 2017-2018

**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>	<b>Amount allocated to the intervention/action (£)</b>	<b>Need</b>	<b>Links to possible barriers listed on page 1</b>
<i>To employ Pupil Premium Intervention Teachers for all year groups including EYFS</i>	<b>£88,300.00</b>	Skills gap in core subjects 1:1 feedback Core skills strengthened High quality teaching providing boosters for children. Play based intervention in Early Years to support S&L, SEND and additional focussed support.	Barriers 1 & 5
<i>Family Support worker to support Pupil Premium (PP) families in need inclusive of resources. To facilitate travelling to meetings, time in meetings, Make links with services in the community</i>	<b>£15,500.00</b>	Providing a stable home life in which the children can flourish. Monitor attendance	Barriers 3, 4 & 6
<i>SLT to provide small group teaching of literacy and numeracy Based on data</i>	<b>£7500.00</b>	Skills gap in core subjects	Barrier 1
<i>Teacher/qualified persons led lunch time and after school boosters in English and Maths – catch up classes, drop in questions</i>	<b>£2,500.00</b>	Skills gap in core subjects Enthusiasm More quality time spent in a learning environment	Barriers 1 & 5
<i>Holiday Booster Sessions</i>	<b>£4000.00</b>	Skills gap in core subjects	Barrier 1
<i>Musical tuition and development</i>	<b>£2,500.00</b>	Commitment, Exploring other areas of talent, brain development through music	Barriers 2, 5 & 6
<i>Leadership and Management of PPG</i>	<b>£5,000.00</b>	Ensure maximum impact for money Monitor progress of interventions and attendance	All Barriers
<i>Pupil Premium Training</i>	<b>£500.00</b>	Greater awareness of how to support PPG students	All Barriers
<i>Enrichment and Educational Trips linked to British Values</i>	<b>£5,000.00</b>	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</i>	<b>£2,000.00</b>	Ensure all children have had a breakfast and are ready to work	Barrier 4

<i>ipads) Targeted invites for pupils who don't have a proper breakfast</i>			
<b>Stationary and Homework Kits</b> <i>resources at the beginning of the year to support pupils</i>	<b>£1,000.00</b>	Having the correct utensils for learning	Barrier 1, 3 & 5
<b>Revision books for Year 5/6 Pupils</b> <i>preparing students for their end of year tests and plugging skills gap</i>	<b>£2,000.00</b>	Having the correct utensils for learning Extra input at home	Barrier 1, 3 & 5
<b>More Able tuition in Years 2 and 6</b>	<b>£7,400.00</b>	Goals and aspirations Suitable learning environment Realising potential	Barriers 1 & 5
<b>1:1 Teacher Conferencing</b>	<b>£12,300.00</b>	Focus support on key issues affecting performance – predominantly academic issues	Barriers 1 & 5
<b>Nurture Support</b>	<b>£4000</b>	Therapeutic support Encouraging brain growth Safe place with which to learn Preparing children to be ready to learn Play therapy Counselling	All barriers
<b>Support For Families</b>	<b>£2,500</b>	Support given to allow families to return to work or in crisis	Barriers 4
<b>Clubs (holiday/sports)</b>	<b>£2000</b>	Enrichment opportunity and focused childcare for vulnerable families	Barriers 4 & 2
<b>SEND Support</b> <i>There is a high proportion of pupils with SEND. Extra support to access their needs</i>	<b>£2000.00</b>	Extra support with individual needs to help reduce the difference	Barriers 1, & 3
<b>Mentors and inspirational visitors</b> – <i>from the local community and representing the makeup of our PPG children</i>	<b>FREE</b>	Giving children a positive role model to aspire to Mentoring Offering an alternative life option	Barriers 2, 5 & 6
<b>A wide range of clubs on offer</b> <i>-including Philosophy, film, drama, lunch club, and creative writing</i>	<b>FREE</b>	Encouraging a wide range of interests Promoting talents in all curriculum areas SMSC	Barriers 2 & 5
<b>Total Expenditure</b>	<b>£166,00.00</b>		

Note: these are projected figures and will be adjusted accordingly. As will the total to ensure £166,000.00 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

### 2016 - 2017 Review

Last academic year, we worked effectively to support our children to achieve their potential. We were able to the 'close the gap' significantly in the majority of cases thereby demonstrating that our interventions and actions were having the effected that our children needed.

Our achievements were recognised in our most recent Ofsted report in June 2017.

#### **OFSTED Good 2017**

***"Leaders have rightly made the progress of disadvantaged pupils a high priority and have made sure additional funding for these pupils is used effectively. High-quality specialist teaching and support for small groups and individuals enables these pupils to make good progress. Leaders also ensure that all staff are fully accountable for the progress these pupils make."***

***"In 2016, disadvantaged pupils in key stage 2 achieved less well than other pupils. Leaders rightly reviewed how they were using the additional funding for disadvantaged pupils, significantly changing their approach and how they supported these pupils. Disadvantaged pupils are now making good progress, similar to their peers, as a result of specialist high-quality teaching and targeted support."***

#### **Our support included:**

- Outstanding intervention teachers
- Whole school training for all staff
- Specialise training on supporting children who have been through trauma or difficulties
- Family support
- Mental health and wellbeing support for our children- counselling, Lego therapy, Emotional Literacy support assistant, mind-set classes and play therapy.
- Homework Support/Resources
- Revision books
- Booster classes
- Extra tuition
- Art work shops
- Music lessons
- Consultant support for children with Sue Webb (Specialist teacher)
- Delivering training on supporting disadvantaged pupils

**We identified the following possible barriers affecting our disadvantaged children and used these to plan our support.**

Barriers identified	Impact
1.Achievement and attainment	In all year groups there was significant improvement. In year 6 we were able to diminish the difference. Many children were able to make up to 7 points of progress. This was achieved by outstanding intervention teaching and training.
2.Limited access to social and cultural experiences	Children were able to access music lessons, visit school curriculum trips, and attend events such as the Lion King theatre trip. Children were able to attend sports clubs and holiday clubs. These were experiences that financial difficulties may have prevented children from accessing. It is clear how these experiences can widen the horizons and opportunities for our DA children.
3.Inconsistent parental engagement or lack of knowledge on how to support their children	Families often want to do their best but don't always know how. This can often result in no engagement, particularly at home. We have noticed an increase in support for our children from home. Parenting classes and support from our Child & Family Support officer have helped families to develop confidence, skills and have gained support to help their children to thrive.
4. Vulnerable students/families in need	There have been times for some of our most vulnerable families when they have experienced times of trauma, homelessness, financial difficulties, family breakups. These unfortunate events can affect anyone but can significantly affect the children's ability to focus at school. We have been able to be a support network for families. We recognise that we are in a unique position in the community to support our families. During the past year we have been able to offer this vital support.
5.Low or little aspiration linked to financial constraints or role models	Children were supported with specialist support such as Lego therapy, Mindset, Saturday school, Counselling. This supported their mental health & well being.
6.Attendance	A dedicated team of support staff have been assigned to track attendance and to offer support for families to help get children to school. We expect all families to ensure their children are at school and have a zero tolerance for unauthorised absence. We have recognised that there can be a range of reasons, unrelated to illness that can affect attendance. We have been able to support families in a range of ways to improve attendance. This has been effective and therefore the children will access more of the learning in school. Our

	results show the impact. This will be an ongoing focus as it is still an area for improvement.
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