

West Down School Pupil Premium Strategy Plan 20/21

1. Summary information					
School	West Down				
Academic Year	2020/21	Total PP budget	£5380	Pupil Premium Lead	Susan Carey
Total number of pupils	103	Number of pupils eligible for PP	4		

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	26% of PP are also SEND.	
B.	Supporting children's attainment at every level in core areas with a specific focus in English and Maths	
C.	Many pupils are unable to access extended services and enrichment opportunities.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Some families and children need pastoral support due to lack of engagement with a child's learning	
E.	Some home environments do not support remote learning.	
3. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Children with PP and SEND identified early to ensure targeted intervention and specialist support implemented early to help close the gap.	Attainment gap for PP and SEND children starts to close to ensure they begin to make accelerated progress.
B.	Children's outcomes in the core subject areas of English and Maths.	Children will make good progress and outcomes will improve. Increased levels of confidence and participation in class.
C.	To ensure pupil premium children are able to access an enriched curriculum inside and outside of the classroom through supporting funding with extended services and music tuition. Children will be active and enthusiastic about their learning.	Increased participation. All children who want to attend trips have been able to. Children have an enthusiastic approach to their learning. Children will have improved self-esteem, social skills and social inclusion.
D.	Pastoral support for mentoring, family support, safeguarding, attendance and punctuality, multi-agency link and Early HELP.	Families able to access support needed. Partnerships with parents will support children's learning
E.	Children prepared for remote education and ensure their home environment is suitable to continue learning at home	Children will be able access online provision in the event of a bubble or whole school lockdown.

4. Planned expenditure

Academic year

2020-2021

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?
<p>To improve rates of progress. To ensure a greater proportion of pupils are meeting age related expectations. To ensure high quality teaching including breadth and depth of the curriculum. Values: confidence, curiosity and endurance.</p>	<p>Additional 1:1 and small group teaching - teacher released from class one afternoon a week to work with individuals and groups.</p>	<p><i>'Good teaching is the most important lever schools have to improve outcomes'</i> This approach has been used in previous years to support children to make good or better progress. Teachers use this time to pre-teach or revisit concepts. Termly Assessment and Pupil review meetings enable teachers to identify support needed.</p>	<p>Time and space to work timetabled. Regularly reviewed with staff through Pupil Progress meetings. Termly Assessments.</p>	<p>Isobel Fowler Catherine Orr</p>	<p>Termly</p>
	<p>Additional TA support provided targeted support for individuals and groups</p>	<p>Pupil Review meetings and termly assessment highlight 1:1 and small group work needed for targeted and specific support.</p>	<p>Dedicated sessions timetabled. Ongoing staff trainings on all areas including SEND.</p>	<p>Co-heads</p>	<p>Termly</p>

Total budgeted cost **£2000**

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?
<p>Pupils will develop socially and emotionally so that they engage with their learning and make good progress academically. Values: truth, courage compassion and endurance.</p>	<p>Specialist support through Pastoral Co-ordinator role to engage with children & families.</p>	<p>Pastoral coordinator role has been in place for the past 5 years to ensure better outcomes for pupils. This role has supported many families to access the support needed to enable them to engage fully with school.</p>	<p>Dedicated staff employed in the role. Dedicated allocation of time timetabled. A member of staff employed at both schools to ensure relationships can be built within the separate communities.</p>	<p>Susan Carey Lucy Jones</p>	<p>Annually.</p>

Total budgeted cost **£1210**

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?
All children have required recourse to engage with lessons at home if needed Values: confidence, courage and endurance.	Chrome book purchased for each child	During the first lockdown it was evident that many families were unable to access online provision. These children were not engaged with learning and made less progress than other children. This was mainly due to lack of devices for a whole family to use.	Children trained in school how to use chrome books confidently and successfully. Computing Curriculum reshaped to support the use of chrome books, apps and Google Classroom. Chrome books used regularly across all lessons. Google Classroom used regularly across all lessons.	Susan Carey Faye Poynter Tim Spelman	Annually
All children able to access peripatetic music lessons if they wish Values: confidence, respect, courage and endurance.	Financial support for music tuition.	Improved self-esteem. Increased opportunities to perform and feel successful.	Support available shared regularly on parent newsletters and emails. PP families contacted individually if needed.	Susan Carey	Termly
Increased participation in trips – increased cultural capital Values: confidence, respect, courage and endurance.	Support for extended services	Improved social skills and social interaction. Better attendance and participation in extracurricular activities and residential trips.	Support available shared regularly on parent newsletters, emails and individual trip information forms. PP families contacted individually if needed.	Susan Carey Faye Poynter	Termly
Total budgeted cost					£2,170

5. Review of expenditure

Previous Academic Year		2019/2020		
i. Quality of 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 with this approach)	Cost
Increased level of pupil confidence and participation in class. Improved outcomes for children in Maths and English.	Teacher released from classroom responsibilities to work with individuals and small groups.	Children made good or better progress. Groups able to be targeted including PP children and those not eligible.	Using the class teacher ensured accurate areas of support and learning were identified and targeted. This was through the use of assessment and teacher wisdom identified from day-to-day teaching. Teachers were able to then target those children in class and build self-esteem i.e. through questioning. This approach will continue to be used in the future,	£4500 Teacher released £4000 TA support
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 with this approach)	Cost
Children targeted by pastoral support made good progress, and were able to engage fully with school	Pastoral Support co-coordinator	Improved engagement with hard to reach families. Referrals made and chased up efficiently. Strategies implemented to support children in and out of school.	Role would work better with one member of staff allocated to each school – rather than across both schools. Would allow someone to be on site for majority of time if needed. Improved relationships built with individual communities.	£6667
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 with this approach)	Cost
Support for extended activities.	Financial support for music tuition, school trips and enrichment activities.	Children targeted to attend Summer Club maintained level of working or improved. Improved confidence and self-esteem evidenced through small and large scale performances. Excellent engagement and uptake in enrichment activities allowing pupils to build their courage and curiosity.	Continue with all approaches (if covid restrictions allow)	Extended activities £500 Summer activity days £750 Music tuition £500