



Westover Green Community School

Bridgwater Somerset TA6 7HB

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Pupil premium grant expenditure: Report to governors – 2016/17

The Purpose of Pupil Premium

Figures produced by DfE show that pupils who are eligible for free school meals (FSM) underachieve considerably compared with their non-FSM peers at every key stage. The Government therefore believes it is right that additional funds are available to give the poorest children who achieve less well a better start in life.

The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM').

The Pupil Premium is additional funding from outside the Schools Budget, given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers. Across the country, the Pupil Premium budget rose from £1,840 million in 2013 -14 to £2,413 million in 2014-15. Schools were provided with £1300 per disadvantaged primary pupil, as well as £1,900 for certain former Looked After Children and £300 for Service children. In a statement released by the Schools Minister of the time, this significant increase in funding was to:

enable more targeted interventions to support disadvantaged pupils to be secondary ready and achieve our ambitious expectations for what pupils should know and be able to do by the end of their primary education. Early intervention is crucial: the more disadvantaged pupils who leave primary school with strong literacy and numeracy, the greater their chances of achieving good GCSEs.

In the spending Review 2015: future funding levels, the Conservative Party Manifesto included an undertaking to "continue to provide the Pupil Premium, protected at current rates." This was also stated in the government document (School funding: Pupil Premium – Briefing Paper -6700 – 21/11/2016). Since 2015, the Pupil Premium budget has remained virtually the same. Primary schools currently receive £1320 per Ever 6 pupil, £1995 for each Looked After child and £300 for each Service child.

Overview of the school

Number of pupils and pupil premium grant (PPG) received 2016-17	
Total number of pupils on roll	419
Total number of pupils eligible for PPG	183 (+4 service children and 1 looked after child)
Amount of PPG received per pupil	£1320 (+ 4 x £300 for service children and £1995* allocated for the looked after child)
Total amount of PPG received	£242,760

*This has not been included in the amount of PPG and amount available to spend and is kept separately.

Pupil Premium Numbers - Table 1

Below are the numbers and percentages of Pupil Premium children and current Free School Meals in each cohort and year group.

Cohort	Number of Pupil Premium Children in each Year Group	Number of Current Free School Meal Children in each Year Group	Number of Pupil Premium Children who are Current Free School Meals
Foundation Stage			
Foundation Stage	21/60 (35%)	16/60 (27%)	16/21 (76%)
Mulberry	10/30 (33%)	6/30 (20%)	6/10 (60%)
Plum	11/30 (37%)	10/30 (33%)	10/11 (91%)
Year 1			
Year 1	22/60 (37%)	18/60 (30%)	18/22 (82%)
Apple	11/30 (37%)	8/30 (27%)	8/11 (73%)
Cherry	11/30 (37%)	10/30 (33%)	10/11 (91%)
Year 2			
Year 2	24/60 (40%)	15/60 (25%)	15/24 (63%)
Pear	14/31 (45%)	8/31 (26%)	8/14 (57%)
Willow	10/29 (34%)	7/29 (24%)	7/10 (70%)
Year 3			
Year 3	34/61 (56%)	21/61 (34%)	21/34 (62%)
Holly	19/30 (63%)	11/30 (37%)	11/19 (58%)
Silver Birch	15/31 (48%)	10/31 (32%)	10/15 (67%)
Year 4			
Year 4	32/56 (57%)	20/56 (36%)	20/32 (63%)
Cedar	16/28 (57%)	8/28 (29%)	8/16 (50%)
Larch	16/28 (57%)	12/28 (43%)	12/16 (75%)
Year 5			
Year 5	27/59 (46%)	15/59 (25%)	15/27 (56%)
Elm	14/30 (47%)	6/30 (20%)	6/14 (43%)
Sycamore	13/29 (45%)	9/29 (31%)	9/13 (69%)
Year 6			
Year 6	30/58 (52%)	18/58 (31%)	18/30 (60%)
Beech	14/30 (47%)	8/30 (27%)	8/14 (57%)
Rowan	16/28 (57%)	10/28 (36%)	10/16 (63%)
Whole School			
Whole School	190/414 (46%)	123/414 (30%)	123/190 (65%)

As can be seen from the data above, the percentage of Pupil Premium children in the school is 46%, slightly up on last year. The figures for Free School Meals children were not included in last year's report, so a comparison cannot be made. The greatest numbers of Pupil Premium children are in Holly -Year 3, both Year 4 classes and Rowan – Year 6, with all of these having more than 50% Pupil Premium children. Holly, Larch and Rowan also have a disproportionate number of current Free School Meal children.

Attendance - Table 2

Average Attendance						
Year Group	Non Pupil-Premium Average Attendance %			Pupil-Premium Average Attendance %		
	2014-15	2015-16	2016-17 (to 28/06/2017)	2014-15	2015-16	2016-17 (to 28/06/2017)
Foundation Stage	96.58%	94.97%	94.26%	91.78%	93.06%	95.00%
Year 1	95.43%	96.42%	95.32%	95.41%	95.34%	93.05%
Year 2	95.80%	96.26%	97.06%	95.16%	96.42%	96.74%
Year 3	97.65%	94.89%	95.40%	95.82%	94.91%	97.67%
Year 4	95.45%	97.13%	96.10%	94.69%	96.12%	96.34%
Year 5	95.77%	96.64%	97.65%	95.88%	92.72%	96.97%
Year 6	96.10%	96.09%	96.24%	95.37%	95.98%	94.03%
All Years Average Attendance %	96.11%	96.06%	96%	94.87%	94.94%	95.69%
Whole School Average Attendance						
2014-15		2015-16		2016-17 (to 28/06/2017)		
95.49%		95.63%		95.85%		

Current Foundation Stage	Current Year 1	Current Year 2	Current Year 3	Current Year 4	Current Year 5	Current Year 6
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Whole School Pupil Premium Progress - Table 3

Performance of Pupil Premium Progress (whole school Pupil Premium average)		
Academic Year	2015-16	2016-17
% of pupils making expected progress in Reading	85%	90%
% of pupils making expected progress in Writing	90%	87%
% of pupils making expected progress in Maths	91%	93%

Whole School Pupil Premium Attainment - Table

4

Performance of Pupil Premium Attainment (whole school Pupil Premium average)		
Academic Year	2015-16	2016-17
% of pupils working at age-related expectation or above in Reading	58%	61%
% of pupils working at age-related expectation or above in Writing	54%	60%
% of pupils working at age-related expectation or above in Maths	61%	63%

Pupil Premium Cohort Progress and Attainment - Table 5

Current Foundation Stage	Current Year 1		Current Year 2		Current Year 3		Current Year 4		Current Year 5		Current Year 6	
Cohort	Pupil Premium Pupils making expected progress or more (%)						Pupil Premium Pupils working at age-related expectation or above (%)					
	Reading		Writing		Maths		Reading		Writing		Maths	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Foundation Stage	100	100	100	100	100	100	65	86	65	81	74	86
Year 1	68	100	84	95	84	95	58	55	63	68	68	73
Year 2	86	100	100	96	89	100	70	63	67	58	70	63
Year 3	80	81	83	84	87	91	55	56	55	56	52	66
Year 4	86	71	89	68	93	71	61	48	54	42	57	41
Year 5	77	88	77	85	83	96	42	58	23	62	39	58
Year 6	96	88	96	81	100	100	58	63	50	56	65	56
School Average	85%	90%	90%	87%	91%	93%	58%	61%	54%	60%	61%	63%

Based on the above information:

- When comparing the attainment of pupils in the same year group for the last two years (e.g. Year 6 from 2015-16 with Year 6 from 2016-17), in all year groups apart from Year 4, the percentage of Pupil Premium children working at age-related expectations or above is comparable to last year for Reading, Writing and Maths. Similarly, all year groups, except for Year 6 (Writing) and Year 4 (Reading, Writing and Maths) have made appropriate or accelerated progress. Where figures are slightly down, this can be explained by mobility. See bullet points 3, 4 and 5. **Refer to Table 5 above.**
- When comparing the attainment of current pupils for the last two years (e.g. Year 5 from 2015-16 with Year 6 from 2016-17), for all year groups the percentage of Pupil Premium children working at age-related expectations or above is comparable to last year for Maths. The picture is similar for Reading and Writing, except for Year 3 Reading, and Year 4 Reading and Writing. All year groups, except for Year 4 (Writing and Maths) have made appropriate or accelerated progress. **Refer to Table 5 above.**
- Pupil mobility and poor attendance have had a detrimental impact on percentages and have affected some year groups more.
- Excluding children from Foundation Stage and the Autism Base, 23 children have joined Westover Green this academic year and are still here. Other children have joined and since left. Of these 23 children, 13 (57%) are Pupil Premium children and data is held for 12. Only 3 (25%) are working at age-related expectations or above for Reading, 5 (43%) for Writing and 4 (33%) for Maths. Just 4 of these children (33%) are working at age-related expectations for all aspects, with 6 (50%) working below. Most year groups have been affected by mobility and the associated adverse impact on attainment. However, Year 3 has been particularly affected. The three Pupil Premium children joining Westover Green in this year group are working below age-related expectations for all subjects.
- In the last academic year, 8 Pupil Premium children have left Westover Green. 5 of these children (63%) were working at or above age-related expectations for Reading and Writing and 4 (50%) in all subjects. Year 5 have been particularly affected by this, with 2 children working at age-related leaving.
- The whole school average attendance is slightly up on last year but is 0.75% up for Pupil Premium. The gap in attendance between Pupil Premium and Non Pupil Premium has significantly reduced and is now just a deficit of 0.31% compared to 1.12% last year. When comparing the attendance of current Pupil Premium pupils for the last two years (e.g. Year 1 from 2015-16 with Year 2 from 2016-17), for all year groups the percentage is either comparable (Year 1) or has increased. **Refer to Table 2 above.**
- However, despite average attendance having improved, individual poor attendance has had a major impact on attainment in some year groups. When looking at poor attendance, the figure of 95% or below has been used. In Year 1, nine Pupil Premium children have attendance below this, with only 2 (22%) working at age-related expectations in Reading, Writing and Maths. In Year 2, three out of five children (60%) and Year 3, 5 out of ten children (50%), are working at age-related expectations. In Year 5, three out of six children (50%), Year 6, seven out of 14 (50%) and Foundation Stage, six out of eight (75%) are working at age-related expectations. The detrimental impact is extremely noticeable in Year 4, with only 1 out of seven (14%) children working at age-related expectations.
- The year group, Year 4, with the highest percentage of Pupil Premium children (57%) and current Free School Meals children (36%), also has the lowest percentage of Pupil Premium children working at age-related expectations in Reading, Writing and Maths. Years 3 and 6 also have a high proportion of Pupil Premium children and current Free School Meals. These year groups both have a low percentage of children working at age-related for writing, with Year 3 also have a low percentage for Reading. **Refer to Tables 1 and 5 above.**

Summary of PPG spending 2016/17

Objectives in spending PPG:

- To narrow the gap in attainment between those who are entitled to free school meals (or have been in the past 6 years) and their peers.
- To improve attendance.
- Continue to provide a Home School Liaison Worker and Pastoral Support Worker.
- To provide counselling for some of our more vulnerable pupils.
- To promote active lifestyles (for health and academic purposes).
- Fund extra-curricular opportunities including some free Breakfast club places and subsidised after-school club sessions.
- Enable targeted 1:1 interventions and boosters.
- Continue to invest in ICT equipment to enable children to access the curriculum and develop academic confidence.
- Continue to provide a cooking club (and invest in more equipment) to develop understanding of health and hygiene, as well as to enhance English language skills by writing a recipe book and learning and talking about different foods.
- Continue to provide opportunities to inspire and motivate children towards academic success, through provision of author writing workshops.
- Continue to provide opportunities and develop an awareness of different careers through workshops in art and music, as well as children visiting a range of workplaces in the locality.
- To encourage children to work together, developing tactical and teamwork skills.
- Increase adult-pupil ratios to provide additional small group support and ensure appropriate CPD is provided.
- To subsidise educational and residential trips.
- Holiday Schemes for our more vulnerable pupils (Conker Club).
- To encourage parental participation in courses aimed at using positive but assertive strategies in parenting (Incredible Years, in partnership with the NHS).

Summary of spending and actions taken:

The purpose of Pupil Premium funding is to narrow the gap between those who are entitled to free school meals (or have been in the past 6 years) and their peers. It is therefore essential to identify and reduce the barriers to learning. To do this, we need to ensure we have sufficient funding. Whilst we have continued to have increasing numbers of Pupil Premium children throughout the school, last year there was a shortfall in funding due to parents in Foundation Stage either not completing appropriate paperwork or not doing so on a timely basis. This was mainly due to the introduction of the Universal Free School Meal. Since then, systems have been reviewed and any incomplete or missing forms are followed up promptly. This has meant we have the maximum amount of available funding, to create the maximum impact.

Throughout the year, a variety of means have been used to narrow the gap, including teacher and pupil feedback, reviewing successes of previous actions, discussions with other primary schools in Somerset and monitoring of data.

Based on research from the Educational Endowment Foundation (EEF) and the Sutton Trust¹, a number of effective strategies and academic interventions aimed at improving attainment have been used. These include the full introduction of 'Mastery Learning'² in Mathematics, one-to-one tuition, small group tuition, oral language intervention and reading comprehension strategies. The less effective strategy of being taught in ability groups in Year 1 for Maths has been reviewed and will cease from September 2017. As well as investing in the above effective strategies, Westover Green has tried to utilise its funding in a forward-thinking fashion, deeming it essential to provide enrichment activities and opportunities for these pupils, in order to support their holistic development and allow them to develop ambitions and motivation for academic success. This, in turn, enables children to develop more positive attitudes towards learning, which has an advantageous impact upon their academic attainment.

The Pupil Premium funding has also allowed for the school to extend pupil's learning to outside of school hours, with many interventions and enrichment activities taking place before or after the school day (and lunchtimes), as well as during school holidays. Following the last Ofsted inspection in January 2016, the inspector stated in his report:

The school provides a good curriculum and a wide range of enrichment activities. Pupils fully appreciate the clubs available to them, including cooking, dance, drama and sports. The curriculum helps pupils develop a good understanding of people of different backgrounds, beliefs and cultures;

In addition to this, the school has continued to make attendance and punctuality a big priority in terms of Pupil Premium spending. Again, findings in the January 2016 Ofsted inspection concluded:

The attendance of pupils has improved significantly since the previous inspection. Leaders have raised the importance of good attendance with pupils and parents; rigorous systems are now in place to monitor each pupil's attendance level. Alongside the local authority education welfare officer, leaders take appropriate action to tackle poor attendees and also, through the home-school liaison worker, to offer families extra support when needed. Attendance of groups of pupils, including disabled pupils and those with special educational needs, is also rising.

Furthermore, Westover Green has fully understood the significance of parental involvement and support in education. Therefore, much time has been directed towards exploring new strategies to involve parents and substantial funding has been committed to ensuring that parents are able to support their children both academically, physically and emotionally.

Last year Pupil Premium children in Years 1 to 6 were given homework packs to support them with their learning at home and, in September, this pack was made available to Pupil Premium children who had come from Foundation Stage into Year 1. It has also been given to any Pupil Premium children joining the school during the year or to children whose status has changed from being non-Pupil Premium to Free School Meals. The pack has been updated to include resources to support handwriting as this is now deemed essential for children to reach age-related expectations in writing. Parents of non-Pupil Premium children were also given the opportunity to buy the packs at cost price. Feedback from parents and children has been positive. As well as these packs, all children in Years 1 to 5 have been provided with an appropriate Key Stage Maths pack, developed in liaison with the Maths Coordinator. This includes games, a resource sheet and an information leaflet explaining how the revised Maths curriculum works, and how parents can support their child. In September 2017, parents of children in Years 1 to 6 will also be given an information leaflet specific to their child's year group, detailing how maths is taught and the strategies used.

¹ The EEF and the Sutton Trust are jointly designated by the Government as the 'What Works' centre for improving education outcomes for school-aged children.

² Mastery learning involves breaking down subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps and must achieve a level of success measured through assessment, before progressing to new content. Additional support is provided for pupils who do not reach the required level.

As well as targeting our Pupil Premium children, it is also essential to continue to explore opportunities to increase parental involvement. Through educating parents and carers on the importance of education and helping them to further their own skills, it is hoped this will reflect in pupil well-being and academic attainment. A lunchtime Homework Zone began in September, aimed at children who regularly choose not to complete homework. This has been carefully monitored and parents informed if their child regularly attends. For children unable to do homework (for whatever reason), support can usually be arranged and given within their class or year group.

In addition to the above, much work has been done by the Home School Liaison Worker to support parents and children with their emotional well-being. Parents have been encouraged to take part in the 'Incredible Years' course, aimed at positive but assertive strategies in parenting and complete a 14-week programme – Get Set - aimed at preventative action before any formal Social Care involvement is needed.

Outcomes to date:

Due to the continued effective spending of Pupil Premium funding through the Conker Club and Summer Schools (both academic and recreational), as well as regular, focused 'Team Around the Child'³ meetings, for the fourth consecutive year Westover Green has commenced with a calm and stable start, with no Social Services referrals in the primary weeks of September. This is a deserved reflection of the efforts of our Home School Liaison Worker, who is funded through Pupil Premium.

Our full-time Home-School Liaison worker has worked effectively with pupils, parents and families throughout the year; this includes during school holidays as well as term time. As a result of this, there has been minimum disruption to the pupils' education. Despite any domestic issues, pupils have been encouraged to come to school and have been supported in their ease into the classroom in order to ensure physical, mental and emotional engagement.

The school has continued with its aim to increase its learning hours through its Pupil Premium spending, by providing more opportunities outside of the school day. This includes after-school clubs and extra-tuition, as well as weekend and school holiday learning and activities. After-school clubs have aided extra-tuition where sibling after-school care is needed.

When comparing the attendance of current Pupil Premium pupils for the last two years (e.g. Year 1 from 2015-16 with Year 2 from 2016-17), it is comparable or has increased for all year groups across the school and the deficit between Non-Pupil Premium and Pupil Premium is just 0.31%. This is due, in part, to the funding committed to attendance incentives, including the support provided to families by the Home-School Liaison worker, and is essential for boosting attainment. However, there are still a considerable number of children with poor attendance and this has had a detrimental impact on attainment, particularly in Year 4.

Refer to bullet point 7 on page 6.

Pupil Premium Funding has allowed Westover Green to employ a full-time member of staff for Mathematics interventions for the last two years. Based on comparing the performance of the same group of children with last year, for all year groups except Year 4, the percentage of Pupil Premium children working at age-related expectations is comparable or up to last year. In Year 6, where the member of staff has carried out a significant number of interventions, the percentage has increased by 17%. There has also been a marked improvement in these children making appropriate or accelerated progress, especially in Years 2 and 6.

³ Team Around The Child (TAC) is a multi-agency team which meets regularly and discusses any concerns about a child or a family identified within a Common Assessment Framework (CAF). Any intervention and support is identified and put in place at the earliest opportunity, to prevent the need for statutory intervention.

In addition to supporting Pupil Premium children who are working below age-related expectation in accessing the curriculum, Westover Green believes in targeting all Pupil Premium children to meet their full potential. Lower attaining children have received interventions to bring them in line with or nearer to age-related expectations, and interventions have also been put in place to stretch those pupils working at age-related expectations. The needs of more able pupils have been addressed through investing Pupil Premium funding in Gifted and Talented lessons, 'Mastery' intervention in Mathematics, workshops and residential visits.

Record of PPG spending by item/project 2016/17
These are some of the items/projects implemented this year. For full break-down please see Appendix A.

Item/project	Approximate Cost	Objective	Outcome
Residential Trips - Year 6 Charterhouse	£3750	To enable children from low income families to take part in residential trips.	Children developed independence and tried new activities, including trying new foods.
Kilve Courses (Gifted and Talented)	£1350	To enhance the academic and creative abilities of the Gifted and Talented Pupil Premium children.	Children mixed with pupils from other schools and took part in enriching activities outside of school hours.
Year Extra tuition – 1:1 and Booster Groups (Maths and English) -	£7000	To provide more personalised teaching and learning time in order to help pupils access the curriculum and boost progress.	The majority of children who attended all or most sessions on offer, made accelerated progress. 11 children made 6 or more points progress in Reading (compared to the expected 3 points) and 10 children made 6 or more points progress in Maths.
Full-time member of staff for Mathematics intervention	£11,400	To work with individuals and groups of pupils as well as support in-class, to ensure children can fully access the Maths curriculum and make appropriate or accelerated progress.	Based on comparing the performance of the same group of children with last year, for the majority of year groups, the percentage of Pupil Premium children working at age-related expectations is comparable or up to last year. In Year 6, where the member of staff has carried out a significant number of interventions (including Mastery), the percentage has increased by 17%. There has also been a marked improvement in these children making appropriate or accelerated progress, especially in Years 2 and 6.
Cooking Club	£900	To develop children's awareness of food hygiene and healthy eating.	Children have learned about using healthier ingredients. They really enjoyed cooking then eating their food, and have passed their new knowledge and recipes onto their families with pride.
Counselling Service	£1400	To support those children with emotional needs.	Children have increased confidence and self-esteem. This improves their ability to access the curriculum and develop holistically.
Wrap-around Care funded places	£5000	To provide wraparound care for pupils before and after the school day, providing children with breakfast and after-school sandwiches, as well as engaging activities.	Vulnerable pupils are receiving a healthy breakfast to help them through until lunchtime. Wraparound care also supports attendance and allows siblings to attend extra-tuition sessions, homework clubs or other clubs such as drama and sport.

Conker Club	£7,000	For the home-school liaison officer to provide engaging and enriching activities during the school holidays.	Pupils participated in activities that maintained links and consistency between school and home during the school holidays. They also developed tactical and teamwork skills through taking part in a range of sporting activities.
Gardening Club	£650	To learn about the different types of gardening including floral (developing a sense of pride and ownership in how the school looks) and fruit and vegetable (developing understanding of healthy eating and growing food).	Children have a sense of pride in how the school looks and a better understanding of healthy eating and growing food. All classes have been encouraged to grow and use their own produce.
Swimming	£250	For children to participate in swimming lessons regardless of cost.	All children in years 3, 4, 5 and 6 have swimming lessons, developing water confidence and/ or the ability to swim.
Accelerated Reading	£9500	To boost reading levels for those working below age-related expectation in Year 2 (and for some children entering Year 3).	For those children in Year 2 completing the programme, progress has been good, with the vast majority now reading at or close to age-related expectations. 4 children have made more than 4 points progress (3 being the norm). Confidence has been boosted. Five Year 3 children completed the programme in the autumn term and, although they have not made accelerated progress, have not fallen further behind with the increasing demands of the Year 3 curriculum. Some children joining the programme in the summer term have not quite completed the programme but have made good progress. With some focused intervention in the autumn term, they should be working nearer to age-related expectations.
Attendance Incentives	£1800	To improve whole school attendance.	Whole school attendance has improved for the academic year so far. Last academic year: 95.63%. This academic year (up to 28/06/2017): 95.85%. The gap in attendance between Pupil Premium and Non Pupil Premium has also significantly reduced and is now just a deficit of 0.31% compared to 1.12% last year.
Black Rock Team Building - Years 3 and 4	£625	For children to work together, developing tactical and teamwork skills.	Children were encouraged to work together as a team and develop their problem solving skills.
Year 2 Storytelling workshops - Annie Fisher and Ann Harvey	£800	For children to develop new vocabulary and basic writing skills and to use this to enhance future writing.	Children enjoyed the workshops and have become more confident when writing. The majority of Year 2 children attending the focused writing sessions have made good progress.
Homework and handwriting resource packs for PP children in Years 1-6	£420	For children to have the necessary resources to carry out homework and independent learning.	All Pupil Premium children in Years 1 to 5 have received a handwriting pack. All new Pupil Premium children (whether new to the school or with a change in status from non-Pupil Premium) have received a full homework pack. As a result, children have been able to undertake homework and practise handwriting. There has been positive feedback from parents and children.
Singing lessons	£1800	For children to develop their pitch and depth of voice.	Children clearly enjoy their singing lessons and some have become sufficiently confident to perform in school productions and public.

Musical instrument lessons	£2650	For children to learn specific instruments such as the piano.	Children have enjoyed learning to play an instrument.
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Monitoring the Impact

The effectiveness of Pupil Premium projects, items and interventions is monitored according to the purpose of the initiative or item.

Academic interventions are monitored through termly audits and evaluations. These are completed by the class teacher and scrutinized by the Deputy Head/ SENCo and English and Maths subject leaders. The interventions are adapted according to the outcome of the evaluations.

In addition to this, academic progress is also monitored through termly Pupil Progress Meetings, where cohort class teachers report the progress (or concerns) of their pupils to the Head Teacher or Deputy Head. Teachers are asked to identify strategies that work or barriers to achievement. A comparison is made between Pupil Premium and non-Pupil Premium to monitor the gap in progress and attainment. Comparisons are also made to monitor progress of Pupil Premium children throughout the academic year. To support this, teachers are provided with relevant data and analysis by the Pupil Premium coordinator. Discussions are then held about how to progress the pupils further. These Pupil Progress meetings then feed into the spending of Pupil Premium for those children who receive the funding.

Furthermore, the Pupil Premium coordinator also monitors academic data. Class teachers are asked to provide details of all academic opportunities and interventions that their Pupil Premium children receive. This information is recorded on a cohort SIMs spreadsheet, alongside the term-by-term attainment grade and progress points. This is monitored to ensure that all Pupil Premium children are benefitting from their funding and has also proven to be helpful when monitoring the academic data. The coordinator provides staff with termly reports, identifying where there are gaps in provision or where children are working below age-related expectations. Where appropriate, discussions are held with class teachers and support put in place.

As previously stated, Pupil Premium spending is not solely about academic intervention work. It is also about providing the pupils with a wealth of experiences and opportunities. These opportunities are also recorded on the cohort SIMs spreadsheet and monitored by the Pupil Premium coordinator. For children who are average achievers, there is the potential to be overlooked, as they may not receive intervention or Gifted and Talented opportunities. They may also choose not to take up the offer of after-school extra-curricular activities or tuition opportunities. Therefore, regular discussions and staff meetings, as well as termly reports, are had with class teachers to ensure no pupils are slipping through the net. Where pupils have chosen not to participate in after-school extra-curricular activities or tuition opportunities, this is recorded on the SIMs spreadsheet and alternatives considered.

All of the above is supported by the January 2016 Ofsted which stated:

The needs of disadvantaged pupils are met effectively. The teacher responsible for pupil premium funding tracks and monitors each pupil's academic progress and involvement in enrichment activities to ensure that they are achieving well. Any pupil who is at risk of falling behind is quickly given extra help. This support is effectively evaluated. As a result, disadvantaged pupils achieve as well as other pupils in the school.

Over the last year, Westover Green has had a considerable number of Pupil Premium children joining. The majority of these are working below age-related expectations. It is imperative that any support, intervention and enrichment activities are identified and put in place at the earliest opportunity. Our systems have been reviewed and, as soon as a Pupil Premium child joins the school, the Coordinator and relevant staff are

informed. This minimises the risk of a child falling behind and, as a result, widening the gap between Pupil Premium and non-Pupil Premium. This process also applies when a child's status changes from being non-Pupil Premium to Free School Meals or from Ever6 (those who are no longer current FSM but have been in the last 6 years) to Free School Meals and vice versa. As well as being notified when a new Pupil Premium child starts, teachers are regularly given a list showing their current Ever6 and Free School Meals children and percentage of their class and cohort.

The impact of attendance incentives is monitored by Debbie MacGregor and Richard Rosslyn through tracking attendance percentages.

Finally, the effectiveness of social interventions is monitored across a variety of means, including academic progress, attendance, behaviour audits, parent consultations, pupil and teacher audits and discussions with the Home-School liaison worker. This whole strategy is reviewed termly and written reports provided to the Governors. The strategy is reviewed annually each July, when a full report is presented to the Governors. This report is then published on the Westover Green website.

Total PPG received 2016-17	£242,760 (Does not include looked after child)
Total PPG expenditure for 2016-17	£235,218.50
PPG carried from 2016-17	£24,000
PPG budget for 2017-18	£242,760 (+ £24,000 carried over from 2016/17) = £266,760

Next steps for the academic year: 2017/2018

With the Government placing increasing significance on supporting Pupil Premium children it is essential to continue to maintain evident successful provision and create innovative ways of supporting these pupils to narrow the gap academically and socially.

It is important to ensure that all possibilities and opportunities for narrowing the gap are recognised and explored. In order to achieve this to our full potential, we need to dedicate termly staff meeting time to discuss Pupil Premium provision. Each term, teaching staff receive a 'Teaching Tasks' sheet, detailing jobs to be done that term, split into half terms. As well as being reminded to update attainment grades, this sheet now includes a reminder to update the cohort provision spreadsheet on SIMs at or near the end of each term. To ensure maximum and timely provision, this should be revised to updating SIMS each half term.

After analysing the Pupil Premium data in this report, it is evident that the current Year 4, having the highest percentage of Pupil Premium and current Free School Meals children, as well as the lowest rates of attainment and progress, should be considered for extra support and intervention. This is vital if Pupil Premium progress and attainment is to improve. In order to achieve this target, it will be essential to continue to provide opportunities for intervention during the school day, as well as consider out-of hours learning, and resources and support should be targeted accordingly (including volunteer readers). Attendance of individual pupils will also need to improve and be carefully monitored. **Refer to bullet point 7**

on page 6. In Year 4, there is a child whose attendance is just over 80%, but is currently working above age-related expectations. Should his attendance continue to remain this low, it is highly likely that future attainment will be affected, especially as he moves through the school and the curriculum becomes more challenging. Similarly, for other children in Year 4 with poor attendance and who are working below, the gap is likely to widen as they fall further behind.

We will continue to focus on establishing stronger links with parents and carers so that they and pupils can enjoy learning together. This can be achieved through continuing to develop simple but creative ways of providing curriculum information and practical advice that will enable parents/carers to support their children's learning. All Pupil Premium children in Key Stage 1 and Key Stage 2 (except Year 6 for Maths) have now received resources and games to support homework, handwriting and Maths. In September, Year 1 Pupil Premium children will be given these packs, as will any children who become Pupil Premium or join the school with that status. In September, in conjunction with the Maths Coordinator, parents for children in Years 1 to 6 will also be given an information leaflet specific to their child's year group, detailing how maths is taught and the strategies used.

Following the successes of practices put in place over the past few years, we will maintain the profile of encouraging a 'Healthy body, healthy mind'. There will be a continued focus on sport, as well as healthy eating, cooking and lifestyle choices. Children will continue to grow and use their own fruit and vegetables.

Since January 2017, the attainment and progress of current Free School Meal (FSM) children has been identified and tracked separately by the Coordinator and compared to Non-Pupil Premium Children and Ever6 (those who are no longer current FSM but have been in the last 6 years). When comparing the performance of current FSM children against Non-Pupil Premium Children, the gap appears to be considerably wider than if just comparing Ever6 children against Non-Pupil Premium Children. Teachers have been advised of this finding and to try and ensure the gap does not further widen, by providing appropriate support or intervention. From September 2017, this will be monitored more closely by the Pupil Premium Coordinator, ensuring information is provided regularly to staff and for Pupil Progress Meetings.

Appendix A - Academic Interventions & resources

Maths

Targeted number formation group (Year 1)
Basic Maths Skills groups
Maths Intervention groups with Carmen Pywell
(Years 1 – 6)
Mastery lesson with Maths Consultant (Year 2)
Mastery Intervention groups (Year 2, 4 and 6)
Springboard
Pre-teaching of maths vocabulary to EAL children
In-Class Basic Maths Interventions
Target times-table groups
Extra Maths Tuition for Year 6
Year 6 Maths Booster
Year 6 Maths Confidence Booster
Year 6 regular follow-up intervention
Maths Club (Years 2,3 & 4)
Maths Packs (Years 1 – 5)

Reading

Individual targeted reading support (all Year groups)
Individualised Literacy Intervention (ILI)/Wave 3
Accelerated Reading Programme (Years 2 & 3)
Additional Guided/ Independent Reading sessions
Group Phonics Interventions (FS – Year 3)
Targeted individual phonics (Year 4 – Year 6)
EAL Phonics group
Reading Booster (Year 6)
Extra Tuition (Year 6)
Year 6 Target Comprehension Interventions

Speaking & Listening

Talk Boost
Talking Partners

Writing

Spelling Detectives
Target Spelling groups
Group Phonics Interventions (FS – Year 3)
Targeted individual phonics (Year 4 – Year 6)
EAL Phonics group
Handwriting Interventions
Target Grammar and Punctuation groups
Sentence Construction groups
Basic Writing Interventions
Guided Writing groups (Year 2)
English support (FS)
Year 6 SPAG Booster
Year 6 Targeted Basic Writing skills
Year 5 Author Writing/Story-telling Workshop
Year 5 Poetry workshop
Year 2 Grammar and Story-telling workshops
Year 2 Museum workshop (to stimulate writing)
Handwriting Packs (Years 1 – 6)

Other

Homework Zone
Lunchtime in-class support with Homework
Homework Packs (new children or children who have become Pupil Premium in Years 1 – 6)
EAL support
Kilve Court Gifted and Talented Residential courses
Chilton Science & Maths Day – Year 5

Appendix B - Social/ Enrichment Activities

Breakfast Club	Individual Trampolining Club (1610)
After School Club Provision/ Wrap around care	Martial Arts lessons
Toast Club	Multi-Sports Club
Family Conker Club/ Play scheme (During school holidays)	Coordination Group
Cooking Club	Cycling Proficiency
Gardening Club	Computer Club
Musical Instrument Tuition	E-Cadet Club
Beamz Club	Spanish Club
Singing lessons	KS1 Science Club
Show Choir	KS2 Science Club
Recorder Club	Year 5 Space Odyssey Dome Visit
Dance Club	YMCA
Drama Club	Black Rock Team Building
Football Club	Charterhouse Residential Trip
Table Tennis Club	Trip to London Theatre
Gymnastics Club	Years 1 trip to Noah's Ark Zoo
Individual Gymnastics lesson (1610)	Year 4 Viking Day
Swimming	Year 6 trip to @Bristol
Individual Swimming lessons (1610)	Glass Workshop
	HSLW/ PFSA (family support)