

**West Vale Primary School**

<b>School's Pupil Premium Profile 2017</b>	
<b>Total number of pupils in the school</b>	173 (Figures accurate at 19 <sup>th</sup> June 2017 )
<b>Number of PP-eligible pupils:</b>	34
<b>Amount per pupil:</b>	£1320 – Pupil Ever 6, £1900 – CLA and children who have been adopted
<b>Total pupil premium budget: 2016/2017</b>	£64,980

**Evidence of school performance**

**Key statements from Ofsted report(s) relating to the performance of disadvantaged pupils:**

- The standards reached by disadvantaged pupils and those who have special educational needs and/or disabilities in the school are not improving rapidly enough.
- ensuring that governors hold leaders to account for their actions, including the effective use of additional government funding for improving the outcomes of disadvantaged pupils
- Ensuring that disadvantaged pupils and those who have special educational needs and/or disabilities are given more effective support, so that they make progress that is at least in line with other pupils nationally.
- Weaknesses in teaching remain, especially at upper key stage 2. Consequently, in 2016, results at key stage 2 indicate a decline in outcomes, especially for writing. Over time, and currently, progress for different groups of pupils, including those who are disadvantaged, the most able and those pupils who have special educational needs and/or disabilities, is variable because the quality of teaching is too variable.
- Leaders' analysis of the progress made by different groups of pupils has been inaccurate, especially for disadvantaged pupils and those who have special educational needs and/or disabilities
- Leaders have spent pupil premium funding on a range of measures, but this has not been effective and disadvantaged pupils have not achieved as well as other pupils nationally. Leaders have started to track the progress of disadvantaged pupils but they have not checked carefully enough on the impact of learning support. Consequently, the use of pupil premium funding to raise standards requires improvement.
- The progress made by disadvantaged pupils requires improvement. Pupil premium funding has not been used effectively to bring about rapid improvement for this group of pupils. The school's own information indicates that disadvantaged pupils in key stages 1 and 2 make variable progress in reading, writing and mathematics.
- The most able pupils, including those who are disadvantaged, do not reach the highest standards.

**Summary of school's performance data:**

**Current expectations for all pupils:** (Reported March 2017 without information for Years 1,3,4 and 5 )

- **Reception:** 65% (17) to achieve GLD with an ambition to achieve 73% (19)
- **Year 1:** 83% (19/23)
- **Year 2:** (24)

	<b>School Expected+</b>	<b>GD</b>	<b>National (2016) Expected+</b>	<b>GD</b>
<b>Reading:</b>	75% (18)	25% (6)	74%	24%
<b>Writing:</b>	75% (18)	25% (6)	66%	13%
<b>Maths:</b>	79% (19)	25% (6)	73%	18%
<b>RWM:</b>	75% (18)	21% (5)	60%	

- **Year 6:** (26)
- |                 | <b>School<br/>Expected+</b> | <b>GD</b> | <b>National (2016)<br/>Expected+</b> | <b>GD</b> |
|-----------------|-----------------------------|-----------|--------------------------------------|-----------|
| <b>Reading:</b> | 77% (20)                    |           | 66%                                  | 19%       |
| <b>Writing:</b> | 73% (19)                    |           | 74%                                  | 15%       |
| <b>Maths:</b>   | 69% (18)                    |           | 70%                                  | 17%       |
| <b>SPaG:</b>    | 69% (18)                    |           | 72%                                  | 22%       |
| <b>RWM:</b>     | 58% (15)                    |           | 53%                                  |           |

## West Vale PP Review-Initial findings/explorations

<p><b>School's pupil premium statement:</b></p> <p>“Each year we receive an amount of money from the government for all of our children who are in receipt of free school meals or those who are considered ‘looked after’. It is called Pupil Premium or Disadvantaged Children. It is targeted at pupils from low income homes using known eligibility for free school meals (FSM) as a proxy. According to the government, evidence and facts make it clear that poverty is the single most important factor in predicting a child’s future life chances. The government has asked all schools to report on their websites how this money is used. The information should not and will not refer to individual children. “</p>	<p>Total Funding for 2016- 2017: £64,980</p>
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### 2016/2017 – Pupil Premium Gender Information

- children are on roll at school
- Of these children, (boys and girls) are eligible for PP funding, including Pupil Ever 6, CLA, SGO/Adoption and Service children
  - Year 6 – children (6 boys, 1 girl)
  - Year 5 – children (5 boys, 4 girls)
  - Year 4 - children (2 boys, 2 girls)
  - Year 3 – children (1 boy, 3 girls)
  - Year 2 – children (4 boys, 1 girl)
  - Year 1 – children (2 boys, 3 girls)
  - Reception – children (0 boys, 0 girls)

School visit

School visit	
<b>Summary of school's existing areas of focus: (SIP/SDP 2016-2017)</b>	<p><b>Area A: Leadership and Management</b></p> <ul style="list-style-type: none"><li>· Restructure SLT team</li><li>· ML monitoring teaching and learning in their subjects to improve quality</li><li>· ML reports to be evaluative</li><li>· Sharing good practice</li></ul> <p><b>Area B: Quality of Teaching and Learning</b></p> <ul style="list-style-type: none"><li>· Improve writing standards</li><li>· Improve maths standards</li><li>· Improve reading standards</li><li>· Lessons to be consistently good</li></ul> <p><b>Area C: Behaviour and Safeguarding</b></p> <ul style="list-style-type: none"><li>· Low level disruption</li></ul> <p><b>Area D: Pupil Achievement</b></p> <ul style="list-style-type: none"><li>· More children achieving age expected in writing</li><li>· More children achieving age expected in reading</li><li>· More children achieving age expected in maths</li><li>· Narrowing the gap for disadvantaged children</li></ul>

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School visit	
<p><b>Summary of how effectively school uses evidence to identify effective strategies:</b> <b>Evidence from SIP</b></p>	<ul style="list-style-type: none"> <li>• Network meetings</li> <li>• Learning walks to be completed at staff meetings</li> <li>• Data meetings led by coordinators</li> <li>• Coordinator book scrutinies to ensure that Learning Objectives, Success criteria and National Curriculum Links are consistently used</li> <li>• Foundation subject coordinators to use release time to look at planning and work in their subjects to ensure coverage and progression and writing in foundation subjects (PE,DT,Science,RE)</li> <li>• Book scrutinies for foundation subjects</li> <li>• SLT to conduct learning walks through classrooms to see lessons daily</li> <li>• Co-ordinator coaching &amp; opportunities for monitoring. - -with Alison Stewart</li> <li>• Conduct lesson observations and scrutinies with Headteacher and governor.</li> <li>• Data meetings led by coordinators</li> <li>• Foundation subject coordinators to use release time to look at planning and work in their subjects to ensure coverage and progression and writing in foundation subjects (PE,DT,Science,Geography, art, history)</li> <li>• Book scrutinies for foundation subjects</li> <li>• SLT to conduct learning walks through classrooms to see lessons daily</li> </ul>
<p><b>Names of key people to speak to:</b></p>	<ul style="list-style-type: none"> <li>• Assistant Headteacher- Mrs Helen Wilkinson</li> <li>• Chair of Governors- Mrs Lynn Lynch</li> <li>• Executive Headteacher- Mr Chris Whiteman</li> <li>• Governor responsible for PP (unknown at moment)</li> <li>• SE0- Michelle Joyce</li> </ul>

West Vale PP Review-Initial findings/explorations

Area (including sources of evidence)	Questions and areas to explore
<p><b>Pupil characteristics</b></p> <ul style="list-style-type: none"> <li>• Interview with pupil premium co-ordinator (PPCo)</li> <li>• Published data</li> </ul>	<ol style="list-style-type: none"> <li>1. What is the overall number and proportion of pupil premium eligible pupils within the whole school population?</li> <li>2. What is the two/three year pattern of ineligibility for pupil premium?</li> <li>3. How well does the school know the eligibility data and patterns?</li> </ol>
<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>• Interview with PPCo</li> <li>• Published data</li> <li>• Current progress data</li> <li>• Lesson observation and work scrutiny</li> </ul>	<ol style="list-style-type: none"> <li>1. How well does the school make use of evidence?  Do evidence-based systems for evaluation of impact exist?</li> <li>2. What is the progress of disadvantaged pupils relative to their starting points?</li> <li>3. How quickly are attainment gaps for disadvantaged pupils closing compared to the national average?</li> <li>4. What story does the current data tell?</li> </ol>
<p><b>Leadership &amp; Management</b></p> <ul style="list-style-type: none"> <li>• Interview with Head Teacher (HT) and Governors' PP rep</li> <li>• Interview with PPCo</li> <li>• Scrutiny of pupil premium policy documents</li> </ul>	<ol style="list-style-type: none"> <li>1. How well does the school make use of evidence?  Do evidence-based systems for evaluation of impact exist?</li> <li>2. How effectively does the school identify priorities for pupil premium funding?</li> <li>3. How well matched are the school's strategies with the perceived barriers to learning for disadvantaged</li> </ol>

West Vale PP Review-Initial findings/explorations

Area (including sources of evidence)	Questions and areas to explore
<ul style="list-style-type: none"> <li>• Scrutiny of SEF</li> <li>• Most recent OFSTED report</li> <li>• Published and current data</li> </ul>	<p>pupils?</p> <ol style="list-style-type: none"> <li>4. How ambitious are the targets for disadvantaged pupils?</li> <li>5. How does the school divide its use of funding between activities which have a clear and direct impact on pupil progress and those which focused on providing wider opportunities or meeting social/ emotional needs?</li> </ol> <p>How effective are the strategies used and how does the school evaluate them?</p>
<p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>• Lesson observation/ learning walks, to include work scrutiny and discussion with teachers</li> <li>• Observation of out of class interventions</li> <li>• Current progress data</li> </ul>	<ol style="list-style-type: none"> <li>1. How well do class teachers plan for disadvantaged pupils within lessons and for targeted interventions?</li> <li>2. How effective are teaching assistants in implementing strategies and raising attainment and progress of disadvantaged pupils?</li> <li>3. Are parents/carers and multi professional involved in these discussions?</li> <li>4. How well does the school plan for and achieve quality first teaching for disadvantaged pupils?</li> <li>5. Where out of lesson interventions take place, how does the school evaluate impact?</li> </ol>

West Vale PP Review-Initial findings/explorations

Area (including sources of evidence)	Questions and areas to explore
<p><b>Behaviour &amp; safety</b></p> <ul style="list-style-type: none"> <li>• Learning walk and discussion with PPCo</li> <li>• Scrutiny of behaviour records</li> </ul>	<ol style="list-style-type: none"> <li>1. How well is the school using Pupil Premium funding to support pupils to develop positive attitudes to learning and a thirst for knowledge across all learning contexts?</li> <li>2. Where support is focused on wider issues in pupils' and their families' lives and / or to widen opportunity, is there evidence that this support is improving engagement and contributing to closing performance gaps?</li> </ol>
<p><b>Evaluation of impact, drafting action plan and next steps</b></p> <ul style="list-style-type: none"> <li>• Discussion with HT/ Gov responsible for PP/ PPCo</li> </ul>	<ol style="list-style-type: none"> <li>1. How well is pupil premium funding used to:</li> <li>2. Ensure quality first teaching and above expected progress?</li> <li>3. Support effective interventions?</li> <li>4. Widen opportunity?</li> <li>5. What support can the reviewer offer for action planning and on-going monitoring of the plan?</li> </ol>

## West Vale PP Review-Initial findings/explorations

### Action Plan

**Potential Key points from the available data:**

1. Need to create an overarching PP policy and strategy
2. Teachers' planning – does this focus on the needs of PP children through differentiation
3. Targeted support for PP children in and out of lessons...to what extent
4. Shared understanding of PP data between all staff... how effective is this?
5. Is there an Assessment Timetable which supports the agenda for analysis
6. Data looks unreliable, how true is this?
7. Why do disadvantaged pupils at West Vale perform better in reading and maths (Y6) than the Calderdale non-disadvantaged?
8. What is Breakfast club provision like?
9. Understand which PP children are Boys or Girls
10. Understand how big an issue behaviour is for PP children

Focus	Main issue(s)	Desired outcomes/ Success Criteria	Chosen Strategies	Evaluation of impact <i>(To be completed at the end of the term)</i>
<b>Reading</b>				
<b>Writing</b>				
<b>Maths</b>				

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<b>Gaps PP and non PP</b>	2016 data and any available 2017 data			
<b>Investigate behaviour records in relation to PP children v non-PP children</b>	How does the SDP strand on behaviour relate to PP children			

<b>Agreed date for follow-up visit:</b>		
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