

SWF Pupil Premium Sept 2017 to August 2018

Key:
 T=Targeted spend U=Universal spend
 Purple-Across federation strategy
 Red-Unique to West Minster strategy
 Blue- Unique to Rose Street Strategy

Estimated revenue Rose Street-£190,080
 Estimated revenue West Minster-£289,080

	£479,160.00				
Action	Cost for academic year	Targeted or Universal	Intended Impact	April evaluation	August evaluation
Extra staffing, especially in Year 3, to run literacy and numeracy interventions	£8,580.00	T	PP Children in Year 3 achieve National expectations in reading, writing and maths	Targeted PP children in Year 3 who are on track for National expectations in reading: 72%; Maths and writing: 76%.	
Extra staffing in Years 1 & 2, to run literacy and numeracy interventions	£28,773.00	T	PP Children in Years 1 & 2 achieve National expectations in reading, writing and maths	Focus of attention has been on Year 1. In Maths 74%, in writing 66% and reading 69% are on track to achieve National expectations. Focus will switch to Year 2 in terms 5 & 6.	
Extra staffing in Years 5 and 6, to run literacy and numeracy interventions	£51,519.00	T	PP Children in Years 5 and 6 achieve National expectations in reading, writing and maths	Year 5 PP children achieved Maths 65%, Writing 55%, Reading 74%. A stronger focus will be on writing in terms 5 & 6. Year 6 PP children received intense focussed interventions (1:1 or 1:3) and achieved Maths 85%, Writing 70% and Reading 71%	
The employment of a very experienced and outstanding Inclusion Manager to lead on PP data analysis with EHT & HOSs and manage well-being and SEND staff	£59,673.00	U	All SEND & PP children achieve school age related progress expectations (5 steps) in reading, writing and maths	All PP children who also have SEND at Rose Street who are on track to achieve 5 steps progress: Reading 76%, writing and maths 67%. At West Minster, reading 67%, writing 80% and Maths 87% are on track.	
Employment of very experienced, outstanding staff who are able to support children's emotional welfare, removing barriers and enabling accelerated progress	£115,219.96	U	Overcoming social and behavioural barriers to ensure that PP children achieve age related progress in reading, writing and maths	In all year groups across the Federation data is suggesting that PP children making good progress and gaps are narrowing between PP and non-PP children. Through pupil progress meetings and alongside evaluated provision maps, individual PP children are identified who are not making satisfactory progress. These will be targeted in terms 5 & 6.	
To employ an experienced and outstanding speech & language therapist: a) providing guidance on: baseline assess children across the EYFS; undertake individual assessments and support for targeted children, train key staff in delivering interventions and monitor the progress of those interventions; provide universal and targeted level staff training; introduce and lead on programmes across EYFS, KS1 and KS2 addressing the very high incidence of speech and language needs amongst children within the Federation.	£27,300.00	T / U	Impact will be measurable through a number of means: reporting on universal screening (identification of need) and targeted level interventions introduced (outcomes); monitor and review specific targets for PP children on an identified speech and language therapy caseload (outcomes); engagement with parents and staff to maximise the benefit of any communication support for identified children (impact); provide information to staff to ensure they are aware of up to date targets and how to support children in class (impact).	Baseline screening of Nursery and Reception completed; targeted SLCN interventions in place and staff trained. The percentage of all pupils with Speech, Language and Communication Needs (SLCN) is 17% (WM) 11% (RS) The percentage of PP pupils with SLCN out of those with SLCN is 39% (WM) 50% (RS) The percentage of PP pupils with SLCN achieving SLCN specific targets across both schools is 90%	
We have two attendance officers and a family support worker who support parents to enable them to get their children to school every day and who facilitate parental engagement and courses	£43,982.52	U	Improved attendance levels of targeted PP children; children achieving national expectations in reading, writing and maths.	PP attendance at RS: T1 96% T4 94% (school 95.4%); WM: T1 95% T4 94% (school 94%)	
Mini Bus leasing to ensure hard to reach families improve their attendance and enable vulnerable children to be fully include in off-site activities	£11,000.00	T	There is no difference in attendance rates for targeted PP children and their peers and the persistent absentees are attending school more regularly.	35 children have had access to the mini bus to help with attendance. 80% of these children were PP; the mini bus is also used for a variety of off site activities therefore used by pp children.	
Breakfast Club to ensure all children who need it get a healthy nutritious start to their day	£17,434.09	U/T	PP children are not at a dis-advantage because of the school's high social deprivation index and are achieving national expectations in reading, writing and maths; attendance rates for PP children in line with peers	Breakfast clubs are open to all children and on an average day 130 children across the Federation attend of which 97% are PP.	
Year 6 have a week long residential to an activity centre every year. We subsidise this to ensure that disadvantaged children can take part.	£9,002.00	U	All year 6 children are given the chance to attend an active residential centre to ensure they are secondary ready	64% of all pupils from WM going on the trip are PP; 35% of all pupil from RS going on the trip are PP.	
Through a Director in Residence (SNAP Theatre), creativity is encouraged to develop children's confidence, language and writing skills.	£14,700.00	U	The wider curriculum is supported and creativity is encouraged amongst all the children with a specific focus on PP and most disadvantaged children to again broaden their perspective on life; PP children achieving National expectations in writing.	Data identified slower progress in writing, in particular PP boys,	
Providing children with a wider view of their environment beyond the island and experiential learning that we cannot otherwise within the school setting.	£7,851.00	U	Aspiration is promoted and a wider view than just their immediate environment on the island is encouraged through the whole experience of travelling to and attending the theatre Children use the experiences gained to inform their writing back in the classroom.	All children across the Federation, unless absent, attended the theatre of which 49% of West Minster pupils are PP and 32% at Rose Street	
Totals	£395,034.57				