

Pupil premium strategy statement (Primary)

School overview

Metric	Data
School name	West Ashtead Primary School
Pupils in school	314
Proportion of disadvantaged pupils	11%
Pupil premium allocation this academic year	£48,840
Academic year or years covered by statement	2019-22
Publish date	01 December 2019
Review date	01 November 2020
Statement authorised by	Youssef el Dada
Pupil premium lead	Ruth Hall
Governor lead	Youssef el Dada

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-2.57
Writing	-2.96
Maths	-5.58

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	54.5%
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Maths	Ensure all relevant staff (including new staff and TAs) receive high quality training to embed Teaching for Mastery across all year groups Ensure all staff have strong subject knowledge and pedagogy with regards to maths teaching
English (Spelling and Grammar)	Ensure all relevant staff (including new staff and TAs) receive high quality training to embed effective

	teaching of writing with a particular focus on spelling and grammar
Barriers to learning these priorities address	Ensuring staff are consistent, deliver high quality first teaching and have persistent high expectations for all Sufficient emotional and well-being support so that children can fully access learning and opportunities
Projected spending	£26,549

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Reduce the gap in West Ashted average scaled score in reading between disadvantaged and non disadvantaged	July 20
Progress in Writing (Spelling and Grammar)	Reduce the gap in overall progress score between WA disadvantaged and non disadvantaged	July 20
Progress in Mathematics	Reduce the gap in overall progress score between WA disadvantaged and non disadvantaged	July 20
Phonics	Achieve national average expected standard in PSC	July 20
ELSA	Children able to fully access learning and opportunities	July 20

Targeted academic support for current academic year

Measure	Activity
Reading	Lexia Core 5 Online reading programme Small group comprehension work
Writing (Spelling and Grammar)	Small group composition sessions. Vocabulary development, grammar and spelling interventions
Mathematics	Booster groups, small group pre and post teaching
Barriers to learning these priorities address	Encouraging wider reading when not in school. Overcoming reluctance to write. Developing wide vocabulary and sentence construction Embedding fluency in mathematics
Projected spending	£9,793

Wider strategies for current academic year

Measure	Activity
ELSA	Bespoke support for the most vulnerable children
SEND	Efficient use of work force
Barriers to learning these priorities address	Improving readiness to learn for our most disadvantaged pupils
Projected spending	£12,498

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring quality staff professional development and consistency	Staff meetings, monitoring, support from outside agencies
Targeted support	Ensuring support staff are confident to deliver high quality interventions Interventions are carried out regularly and are evaluated for impact	SENCo to lead and monitor. TA subject knowledge
Wider strategies	Engaging the families facing most challenges	Regular contact with parents Work with outside agencies as appropriate

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	.
Progress in Mathematics	
Phonics	
Early Years	
Other	