



William Stockton and Wimboldsley Federated Primary Schools Pupil Premium Strategy Statement

Wimboldsley Primary School

Pupil Premium Strategy Statement 2017-18

1. Summary information					
School	Wimboldsley Primary School				
Academic Year	2017-18	Total PP budget	£15,680	Date of most recent PP Review	N/A
Total number of pupils	118	Number of pupils eligible for PP Number of pupils eligible for PP	9 11	Date for next internal review of this strategy	September 2018

2. Current progress				
	<i>Pupils eligible for PP (your school) in KS2 (2017 Y6) 2 pupils</i>	<i>Pupils not eligible for PP (national average)</i>	<i>Pupils eligible for PP (your school) in KS1 (2017 Y2) 2 pupils</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in ARE or above in reading, writing and maths	100%	67%	100%	
% achieving in ARE or above in reading	100%	77%	100%	79%
% achieving in ARE or above in writing	100%	81%	100%	72%
% achieving in ARE or above in maths	100%	80%	100%	79%

3. 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.	Self belief and motivation of individual pupils	
B.	Home environment and consequent delayed development often contributes to poor social skills, work ethic and lack of aspiration specifically a concern for CiC pupils and those families engaged with TAF	
C.	Standard of teaching, learning and progress in some classes historically and for some individual pupils	
D.	English as Additional language pupils	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
E.	Social interactions having a detrimental affect on their ability to engage in school for some pupils	
F.	Safeguarding and welfare issues which may link to mental health issues for the child and / or family	
G.	Poor attendance and limited support from some parents / carers to help child improve attendance and punctuality	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved outcomes closing the gap between Pupil Premium pupils and non-PP Nationally pupils at end of KS1 and KS2. Measured half-termly using internal tracking system, then annually against National Standards and locality benchmarking	Progress shows PP pupils inline with National non-PP
B.	Improved phonics and reading skills for PP pupils at end of KS1 half-termly and annual data	Progress shows PP pupils inline with National non-PP
C.	Improved mathematical understanding and attainment at KS2 for PP pupils through monitoring through Precision Teaching systems and internal data collection tracking	Precision Teaching monitoring records to show pupils' knowledge 'gaps' closing
D.	Improved attendance, punctuality and engagement of PP pupils through Assertive Mentoring and tracking systems	Qualitative data to show improvements in these areas and attendance data to improve for this group

5. Planned expenditure					
Academic year		2017-2018			
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 after analysis of 2016 – 17 data					
Education Endowment Foundation research gains shown in months in brackets, in green ie (EEF +8)					
i. Quality of teaching for all (Specialist Maths Teacher, extra Y6 teacher hours, Teaching Assistants to ensure PP pupils supported)					
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?
Year 6 PP pupils' progress, from their KS1 end of phase data, and KS1 PP pupils from their GLD, to be 'good or better'	Formative Assessment focus on closing the gaps through 'structured conversations' and peer feedback	Positive impact of specialist teacher for Mathematics improving outcomes for disadvantaged pupils - teaching staff to target PP pupils in this whole class system, catch up programme with maths specialist (Feedback EEF +8) See EEF Report Publication: Guidance on improving Maths in KS2/3 March 2018. https://educationendowmentfoundation.org.uk/tools/guidance-reports/	SLT have CPD/research on assessment strategies – 'precision teaching monitoring' to regularly assess effectiveness of strategy	Jo Axon-Milburn / Andy Johnston	To be completed and reviewed end of each Term.
	Digital enhancements for pupil and teacher resources	Teaching staff to ensure PP pupils, especially PP pupils requiring support with communication, have access to digital resources and teaching staff to target PP pupils in whole class system of using updated whiteboards, visualisers and other ICT to improve feedback and formative assessments (Digital Enhancement EEF +4)	Focus area for 'precision teaching monitoring' to regularly assess effectiveness of strategy	Katy Morris	

<p>PP pupils' progress, from their starting points across the school to be good or better</p>	<p>Kagan Structures</p>	<p>Pupils to continue collaborative work to further impact upon 'learning to learn' strategies and teacher 'structured conversations' (Collaborative Learning EEF +5)</p>	<p>Focus in 'precision teaching monitoring' to regularly assess effectiveness of strategy</p>	<p>Katy Morris</p>	<p>Termly</p>
<p>PP pupils' progress, from their starting points across the school to be good or better</p>	<p>Meta-cognition and Self-regulation approach; learning to learn, MindSet</p>	<p>Teachers/Support staff to use Assertive Mentoring and Structured Conversations around learning to further impact positively upon progress Therapy sessions for individuals with F Chesters (Meta-cognition and Self-regulation EEF +8)</p>	<p>School Welfare Support / Councillor to ensure parents informed and fully engaged in supporting work taken home - TAF.</p>	<p>Katy Morris / Fiona Chesters</p>	<p>Ongoing</p>
<p>To increase interest and engagement of learners requiring support with communication</p>	<p>Continuation of improvement in computing and digital literacy skills.</p>	<p>Pupils are positively engaged through the use of iPad and other technology (Engagement EEF +4 Digital Technology EEF +4) Work with Parents, with language help where necessary (Parental Engagement EEF +3)</p>	<p>Support from Federation Language Team to raise standards of English and improve pupil engagement. Monitoring of input and termly scrutiny of outcomes.</p>	<p>Claire Hazeldine / Lisa Hillstead</p>	<p>Termly</p>
<p style="text-align: right;">Total budgeted cost</p>					<p style="text-align: right;">£9,000</p>

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?
To raise standards of in basic skills of reading, writing and Maths and self-esteem and communication skills	Pupil Premium Champion TA for 1:1 sessions weekly	Early intervention for individuals to assess their own learning and provide targeted feedback for them to improve impacting positively on end of key stage outcomes. (Feedback EEF +8)	Half termly assessments for individuals – qualitative and quantitative data (e.g self-esteem questionnaires and measures and Pupil Tracker data)	Katy Morris / Fiona Chesters	Termly
Improved engagement and accelerated development of social skills	Support for vulnerable pupils in developing 'learning to learn' strategies – targeted groups and individuals	Using Assertive Mentoring and Structured Conversations alongside teacher extra adults (Pupil Premium champion and Support staff) can target individuals that show signs of slow progress (Meta-cognition and Self-regulation EEF +8)	Support staff delivering the programmes will be monitored by class teacher. Specific time set aside for all pupils to access input from Pupil Premium Champion support weekly.	Katy Morris / Class teachers / Fiona Chesters	On-going reviews of progress throughout the year

<p>To improve attendance of identified pupils. Work closely with other services to support children and families, inc EWO. TAF lead – vulnerable families – supporting children in ascertaining wishes and feelings. To work alongside families to reduce a range of barriers to learning, including EAL, emotional and family support.</p>	<p>Engagement with TAF process - school to provide lead by K Morris, F Chesters Attendance monitoring by Headteacher and Admin assistant</p>	<p>Attendance and punctuality of pupils remains a focus, provision of support to identify barriers to pupils attending punctually (Parental engagement EEF +3) Emotionally vulnerable groups of pupils require additional support to develop self-esteem resilience to be able to engage in learning within their classes (Social and emotional learning EEF +4) Meta-cognition and Self-regulation EEF +8)</p>	<p>Attendance monitoring by Headteacher and Admin assistant and Welfare Officer TAF cluster meetings attended, further training to be attended when relevant and available.</p>	<p>Katy Morris/ Fiona Chesters</p>	<p>Review through on-going discussions regarding the work undertaken with MAt, KM, CH and FC</p>
Targeted support budgeted cost					£4,000
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?
<p>To support pupils from Early Years to Year 6 in class and during small targeted intervention group sessions – providing pastoral support to ensure engagement in learning. Improved outcomes and accelerated progress from low starting points.</p>	<p>Provision of TA support within class Engagement and Intervention 1:1 Pupil Premium additional intervention /workshop sessions</p>	<p>Support to provide suitable interventions for children identified through planning. Skills sets of TAs include languages, early reading and phonics, emotional support, positive mental health, ICT (Small group tuition EEF +4) Teaching Assistants EEF +1) Twice weekly sessions with Teaching Assistant Grade 6 - Pupil Premium</p>	<p>Training for staff as appropriate in delivery of strategies and structured intervention programmes, i.e. Assertive Mentoring, Reading / phonics intervention, maths intervention.</p>	<p>Class Teachers / Fiona Chesters</p>	<p>Reviewed at budget setting and for new academic year</p>

		Champion on individual targets. Targets matched to individual needs (One to One Tuition EEF +5)			
Other approaches budgeted cost					£2,680
TOTAL SPEND					£15,680

6. Review of expenditure

Review of expenditure 2016-2017 (£21,120)

Desired Outcome	Action Taken	Impact
To help children reach more than expected progress and attainment in Maths Move disadvantaged middle attainers to high attainers in maths	Specialist maths teacher	80% pupils at ARE in maths and 20% ARE+ 100% made expected progress +1 disadvantaged pupil moved from MA to HA in Reading. +2 disadvantaged pupils moved from MA to HA in Writing
Intense input to improve reading ages of pupils (KS2) and IMPACT upon phonics (KS1)	1.1 tuition	90% pupils at ARE 40% pupils at ARE+ Pupils eligible to partake in phonics screening test on track to achieve. 100% pupils made expected progress in reading. 40% made MORE than expected progress.
To target middle attaining children and raise number of pupils achieving more than expected expectations in reading, writing and maths. To consolidate learning and increase application of skills across all subjects	Pre-teach	+1 disadvantaged pupil moved from MA to HA in Reading. +2 disadvantaged pupils moved from MA to HA in Writing Cross-curricular writing and deeper learning opportunities in ALL sessions.
Providing small group work with an experienced TA's focused on diminishing gaps between groups in their learning.	KS2 group interventions (including pre-teach)	90% of disadvantaged pupils in KS2 are working at ARE in reading – 40% ARE+ 90% of disadvantaged pupils in KS2 are working at ARE in writing – 30% ARE+ 80% disadvantaged pupils in KS2 are working at ARE in maths – 20% ARE+
Providing small group work with an experienced TA's focused on diminishing gaps between groups in their learning	KS1 group interventions (including pre-teach)	100% (5/5) disadvantaged pupils in KS1 are working at ARE in reading – 10% ARE+ 80% (4/5) disadvantaged pupils in KS1 are working at ARE in writing – 0% ARE+ 80% (4/5) disadvantaged pupils in KS1 are working at ARE in maths – 20% ARE+

Review of expenditure 2015-2016 (£18,480)

Desired Outcome	Action Taken	Impact
To help children reach more than expected progress and attainment in Maths	Specialist maths teacher	100% of disadvantaged pupils achieved expected standard or above at END of KS2 in maths. Scaled score average for Disadvantaged pupils = 109 school = 108 National = 103

		All more able disadvantaged pupils achieved above national expectations. 40% disadvantaged middle attainers achieved higher expectations in maths 94% of disadvantaged pupils achieved age related expectations or more (1 pupil below) in whole school.
Intense input to improve reading ages of pupils and IMPACT upon phonics	1.1 tuition	All disadvantaged pupils passed their phonics screening test. Year 1 results – 94%, Year 2 retakes – 100% (2016)
To target middle attaining children and raise number of pupils achieving more than expected expectations. To consolidate learning and increase application of skills	Pre-teach	100% pupils in Year 6 achieved Age Related Expectations or more 14% achieved more than age related expectations in reading. 43% achieved more than age related expectations in writing 57% achieved more than age related expectations in maths. No disadvantaged pupils in Year 2 (2016)
Providing small group work with an experienced TA's focused on narrowing the gap in learning.	KS2 group interventions (including pre-teach)	All disadvantaged pupils achieved age related expectations. 63% achieved more than age related expectations in reading and maths. 38% achieved more than age related expectations in writing. (whole school)
Providing small group work with an experienced TA focused on narrowing the gap in learning.	KS1 group interventions (including pre-teach)	All disadvantaged pupil achieved age related expectations. 50% achieved more than age related expectations in reading.

Review of expenditure 2014-2015 (£18, 200)

Desired Outcome	Action Taken	Impact
To help children reach their potential in Maths	Specialist maths teacher	Pupil Premium pupils making expected or more progress in maths
Intense input to improve reading ages of pupils	1.1 tuition	Pupil Premium Pupils making expected progress or more in maths and literacy.
To target able children and raise number of L3 and L5 children To target children to make age related expectations.	Pre-teach	100% Pupil Premium pupils achieved Level 3 in reading, writing and maths (2015) 100% achieved level 4B+ in writing 50% achieved Level 5 in maths 100% achieved level 4B+ in reading 100% achieved level 4B+ in writing
Providing small group work with an experienced TA focused on overcoming gaps in learning.	KS2 group interventions	Pupils making expected progress or more in maths and literacy.
Providing small group work with an experienced TA focused on overcoming gaps in learning.	KS1 group interventions	Pupils making expected progress or more in maths and literacy.