

## Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	Wheelers Lane Primary School				
Academic Year	2016/17	Total PP budget	249,480	Date of most recent PP Review	July 16
Total number of pupils	630	Number of pupils eligible for PP	189	Date for next internal review of this strategy	

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% Foundation pupils achieving expected or above GLD	60	73
% Pupils achieved phonic screening pass rate	72	82
% Pupils achieved expected in reading KS1	50	75
% Pupils achieved expected in writing KS1	35	61
% Pupils achieved expected in maths KS1	50	75
% Pupils achieved expected in reading KS2	70	89
% Pupils achieved expected in writing KS2	63	79
% Pupils achieved expected in maths KS2	70	92

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Use and understanding of language in core curriculum areas
B.	Lack of positive behaviour and social skills
C.	Lack of self- esteem and self-worth
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Limited experiences, attendance issues with small targeted group

4. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	The gap between children in receipt of pupil premium and those not, will reduce on the previous year in English and Maths, in all year groups	Evidence from end of year assessments, end of key stage assessments and the phonic screening test will show a reduction in the attainment gap between advantaged and disadvantaged pupils.
<b>B.</b>	Improved attendance for disadvantaged children	Attendance records show improved attendance
<b>C.</b>	Improved self- esteem and well- being leading to improved behaviour and positive attitudes to learning	Pupil voice, parent meetings, outside agency reports, behaviour logs, class teacher reports show improved attitudes to learning.

5. Planned expenditure					
<b>Academic year</b>					
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					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

Pupils make expected or better progress in English and Maths	Increased opportunities for marking and feedback for individual pupils	Research by NFER shows improving feedback to pupils is a successful strategy to improve the attainment of disadvantaged pupils. EEF shows feedback has a high impact for a very low cost.	New policy SIP CPD Book scrutiny Observations Learning walks Pupil conferencing Tracking pupil progress through FROG and learning reviews	LST SMT MMT DHT & AfA coach	Half-termly Termly
Pupils show a better understanding of the learning objectives in English and Maths by having misconceptions addressed daily	Daily feedback through post tutoring	NFER research shows grouping pupils together of a similar need to be a successful strategy and recommends addressing misconceptions earlier.	SIP As Above	LST SMT MMT	Half -termly

**Total budgeted cost**

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Targeted pupils achieve individual objectives in English and Maths	Small group after school tuition	EEF shows small grp tuition to have moderate impact for moderate cost +4 months	YR grp leaders organise groups in liaison with CT and SENCO Tuition plans monitored by DHT beginning and end of 10 week programme of intervention	DHT YR grp leaders	December 2016 April 2017

Pupils in YR1 and 2 improve phonic knowledge and use	Daily phonic lessons, smaller groups	EEF shows phonics interventions have moderate impact, low cost +months WLPS previous successful phonic interventions-pass rate above national	Phonics lead/interventions manager organise groups YR group leaders and phonics lead organise programme of work Support and training for TAs	MF (phonics lead) DHT to monitor	Half -termly
Pupils to make expected or better progress in language, using Speechlink planning and assessment tool	Small intervention groups led by TAs	EEF shows oral language interventions have moderate impact, low cost, extensive evidence + 5	SENCO and interventions manager and HLTA organise groups, assessment and planning using Speechlink Training and support for TAs	ES MF RS	Half termly review Formal assessments 6 months
Pupils to make expected or better progress in reading	Small intervention groups developing inference skills	EEF shows a focus on reading comprehension intervention has moderate impact and small group work has a moderate impact for moderate cost	SENCO and interventions manager organise groups using assessments Training for TAs	ES MF	Half termly
Pupils make expected or better progress in basic number skills	1:1 and small group intervention- Catch Up Maths and Numbers Count	EEF shows small group work has a moderate impact for a moderate cost. WLPS data shows previous success of Catch Up interventions.	Interventions manager and YR group leaders organise groups and monitor the interventions and assessments completed by Teaching Assistants	MF	Half-termly

<b>Total budgeted cost</b>	MF/after school tuition/part KS1 and KS2 TA salary
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<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

Targeted pupils to improve behaviour and develop positive relationships	1:1 mentoring Small group work DL-school mentor CI-play therapist SF-Dare2dream	EEF shows behaviour interventions have a moderate impact for moderate cost based on extensive evidence NFER research shows employing designated staff to offer pastoral support and supporting children with emotional and behavioural needs are successful strategies.	Small groups and 1:1 support organised by DHT and BeCo using school tracking data, school evidence and liaison with parents and outside agencies	DHT AHT	Weekly 6 weekly 12 weekly
Pupils to have a positive attitude to school and to experience learning through outdoors. Increased opportunities and experiences for disadvantaged children	Small group interventions at school (eg forest classroom, creative rainbows) School day trips Residential trips	EEF shows outdoor adventures have a moderate impact for moderate cost, limited evidence +3 months Feedback from parents and children at WLPS show a positive response to increased opportunities and experiences.	Experiences organised by DHT, LST, MMT using school data and curriculum planning	DHT MMT	Termly
Home school links improved to impact on children's learning	Achievement for All Big Community	EEF shows parental involvement has a moderate impact for moderate cost +5 NFER research recommends increased opportunities to work with families, this is a successful strategy.	Involvement and targeted support is organised by DHT using school data and information on pupils and their families.	DHT AfA coach CT SENCO MF	Half termly Termly

To improve attendance for targeted pupils	Attendance officer Learning mentor Big Community	NFER recommends a quick response to non-attendance	Attendance policy Key members of staff work together, daily and half termly	HT PJ DL	Daily Half termly
To increase opportunities for learning at home through reading and maths games	Book Trust-Letter box parcels for PP children- Books and games-age related	Evidence from Education Matters in Care shows clear progress in children's reading ability 120 local authorities take part- (11,000 children in UK)	TA deliver to individual pupils and share the books and play the games in school before going home DHT follow up with children CT follow up in parent mtg	JR Teaching Assistants Class teachers	Termly
<b>Total budgeted cost</b>					<b>£40-£50,000</b>