

IAnnex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	Wheelers Lane Primary School				
Academic Year	2018/19	Total PP budget	£19800 + Rec	Date of most recent PP Review	July 16
Total number of pupils	630	Number of pupils eligible for PP	150 + Rec	Date for next internal review of this strategy	July 19

2. Current attainment		
	<i>Pupils eligible for PP (your school) 2018</i>	<i>Pupils not eligible for PP (national average) 2017</i>
% Foundation pupils achieving expected or above GLD	42	72
% Pupils achieved phonic screening pass rate	71	81
% Pupils achieved expected in reading KS1	61	72
% Pupils achieved expected in writing KS1	42	72
% Pupils achieved expected in maths KS1	57	79
% Pupils achieved expected in reading KS2	56	77
% Pupils achieved expected in writing KS2	67	81
% Pupils achieved expected in maths KS2	67	80

3. Barriers to future attainment (for pupils eligible for PP)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	Use and understanding of language in core curriculum and the application of skills in these areas
B.	Positive behaviour and social skills, well-being and emotional/mental health needs

C.	Self- esteem and self-worth leading to low aspirations	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Limited experiences, attendance and punctuality issues with small targeted group	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	<p>SIP priority 1: standards</p> <p>The gap between children in receipt of pupil premium and those not nationally will reduce on the previous year.</p> <p>All children to make expected or better progress from their starting points in reading, writing and maths</p>	Evidence from end of year assessments, end of key stage assessments and phonic screening test results show all children make expected or better progress from their starting points
B.	Improved attendance for disadvantaged children	Attendance records show improved attendance for individuals and whole school
C.	Improved self esteem, and well being leading to improved behaviour, positive attitudes to learning and raised aspirations.	Pupil voice, parent meetings, outside agency reports, behaviour logs, class teacher reports and observations to show a reduction in incidents, improvement in engagement, positive attitudes and raised aspirations

5. Planned expenditure	
Academic year	2018/19
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	

i. Quality of teaching for all

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?			
Pupils make expected or better progress in reading, writing and maths	Assessment data in place and shared with new class teacher Appropriate planning in place to address next steps in learning Appropriate feedback and marking given to pupils to lead to next steps in learning-encouraging goal setting and self/peer assessment Evaluation of learning environment to aid learning Develop independent learning CPD to support staff YR4 trial : weekly pre tutoring with parents including support on web site. EYFS trial: support with reading/phonics -parents and web site and opportunities to complete homework during school day.	Research by NFER and EEF shows improving feedback to pupils is a successful strategy, high impact for low cost EEF: some individualised instruction can have moderate impact for low cost, developing meta-cognition and self regulation has a high impact for very low cost Research showed positive impact in other primary schools eg Greenfield School who won a primary award for PP.	Observations Book scrutiny and feedback Pupil progress meetings Data tracking by JR (PP lead),ES (SENCO), HH, JH Performance management targets and review.	JR HH JH SLT SMT	Jan 2019	R	Wr	M
					R			
					YR1			
					YR2			
					YR3			
					YR4			
					YR5			
					YR6			

In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They identify & support those who are falling behind and intervene quickly.	Assessment used to inform planning. Marking and feedback to inform planning. Teachers will analyse data to identify gaps and put in place plans to address individual and group needs	Ofsted school inspection handbook	Observations Planning scrutiny Book scrutiny Pupil progress mtgs Interviews with children	JR SLT SMT HH JH	Termly
Total budgeted cost					CPD £3000
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?
Targeted pupils achieve individual objectives in English and Maths	Small group after school tuition	EEF shows small group tuition to have moderate impact for moderate cost +4months WLPS experience shows positive impact, increased scores	YR group leaders organise in liaison with CT and DHT and SENCO	DHT YR group leaders	10 weekly
Pupils in YR1 and YR2 improve phonic skills	Daily phonic lessons in phased groups	EEF shows phonic interventions have moderate impact, low cost WLPS shows positive impact, improved scores	Phonics lead to organise groups, provide training. YR group leaders organise planning and ensured implemented.	MF DHT	Half termly

Pupils to make expected or better progress in reading	Small intervention groups developing reading skills: fluency and comprehension (YRs 2-5)	EEF shows a focus on reading comprehension intervention has a moderate impact and small group work has a moderate impact	SENCO and interventions manager organise groups using assessments Training and support is provided for those delivering the interventions YR2 led by a teacher YR6 led by a teacher	ES MF JR LMc MS	10 weekly
Pupils make expected or better progress in writing skills	Small intervention groups to improve basic writing skills and groups for higher order skills	EEF shows small group intervention has a moderate impact	SENCO and interventions manager organise groups using assessments YR 2 led by a teacher YR 6 led by teacher	ES MF JR LMc MS	10 weekly
Pupils make expected or better progress in maths	1:1 and small group intervention: Catch Up Maths Rapid Maths and Numbers Count interventions YRs 2-6	EEF shows small group intervention has a moderate impact and WLPS data shows positive impact	SENCO and interventions manager organise groups using assessments Training and support is provided for TAs YR2 led by a teacher YR6 additional teacher for grouping for maths	ES MF JR LMc MS	10 weekly
Total budgeted cost					£126,000

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?
Targeted pupils to improve behaviour and develop positive relationships, improved self esteem, confidence and emotional well being	Long term plans in place for individuals 1:1 mentoring Small group work MC-school mentor CI-play therapist S -Dare2dream	EEF shows behaviour interventions have 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. WLPS shows positive impact , reduction of risk of exclusion	Long term plan put in place at strategy meeting with outside agencies 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	Daily 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 Woodland Warriors Grow to Learn School day trips Visitors to school Residential trips	EEF shows outdoor adventures have a moderate impact for moderate cost , limited evidence+3months Feedback from children, parents and staff at WLPS show a positive response to increased opportunities and experiences	Experiences organised by DHT, SLT, MMT using school data and curriculum planning	DHT MMT	Termly
To increase opportunities for learning at home through additional reading materials and maths games	Book Trust –letterbox parcels for pupils in receipt of PP grant Parent workshop	Evidence from Education Matters in Care shows clear progress in children’s reading-national project for disadvantaged children	TA work with groups of children on the letterbox activities before taken home DHT follow up pupil response	TAs DHT FN	Half termly
To improve attendance for targeted pupils	Employment of education social worker	NFER recommends a quick response to non -attendance	Attendance policy Key members of staff work together daily. Fortnightly visits from ESW	OW JR PJ MC	Daily Half termly

Improved partnership with parents leading to raised aspirations and celebration of achievement	Achievement for All programme	AfA is underpinned by strong values and moral purpose, the charity has established partnerships with schools and local authorities.	A small group of targeted pupils and their families make positive relationships with school Actions completed by class teacher and JR Supported and monitored by AfA coach termly	Classteachers JR MB (AfA)	Half termly JR Termly MB
Pupils in full uniform, PE kits ensure access to whole curriculum	Uniform vouchers	Feedback from parents and staff show pupils and parents benefit from this support	Monitor take up of vouchers July observations	JR Class teachers	Annually
KS 2 pupils have access to fruit Rec children breakfast cereal-trial	Fruit bought for KS2 Cereal for R	Feedback from staff and parents shows children benefit from this support	observations	JR PJ Class teachers	daily
Total budgeted cost					£101,378