

IAnnex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	Wheelers Lane Primary School				
Academic Year	2019/20	Total PP budget	£238,920 Estimate	Date of most recent PP Review	July 16
Total number of pupils	630	Number of pupils eligible for PP	166	Date for next internal review of this strategy	July 20

2. Current attainment		
	<i>Pupils eligible for PP (your school) 2019</i>	<i>Pupils not eligible for PP (national average) 2018</i>
% Foundation pupils achieving expected or above GLD	42	72
% Pupils achieved phonic screening pass rate	76	81
% Pupils achieved expected in reading KS1	64	72
% Pupils achieved expected in writing KS1	60	72
% Pupils achieved expected in maths KS1	60	79
% Pupils achieved expected in reading KS2	55	75
% Pupils achieved expected in writing KS2	52	78
% Pupils achieved expected in maths KS2	64	76

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 the core curriculum and the application of skills in these areas. An increase in the number of children working well below age related expectations on entry to school.

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	2019/20
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 Additional teacher in R Additional teachers in KS1 to support PP with reading, writing and maths TAs in YR1 classes to ensure instant feedback. Additional teacher across 5 and 6(low attainment in YR5, high expectations of YR6 towards SATs)	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 2020	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. Personal targets in books. 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 TWW MF RC	Half termly book monitoring 10 weekly pupil conversation
Total budgeted cost					£13,029
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 (YR3/4)	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	Delivered and monitored by DHT and AHT	JR OW	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. Weekly planning in place	MF JR RC	Half termly

Pupils to make expected or better progress in reading	Small intervention groups developing reading skills: fluency and comprehension (YRs R-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. R/YR1/YR2 led by a teacher YR 5/6 led by a teacher	ES MF JR TWW OW	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 YR1 led by teacher YR 2 led by a teacher YR5 led by a teacher	ES MF JR RC TWW OW	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 YR1 led by a teacher YR2 led by a teacher YR5 led by teacher	ES MF JR RC TWW TB	10 weekly
Total budgeted cost					Additional hours from SLT in R, 2, 5&6 Additional part time teachers in 2 and 5 MF part time in YR1 £133,000

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 D Mc school mentor CI-play therapist	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
Targeted pupils to improve their resilience, confidence and physical and social skills. This will impact on their academic progress, wellbeing attendance and attainment.	Junior Award Scheme	JASS has been developed by the Duke of Edinburgh Award scheme and is recommended by Birmingham's outdoor education service. The children in Year 5 will benefit from additional outdoor experiences and challenges including team building skills and leadership skills	JASS will be delivered weekly by the instructor, 3 terms work will be planned. It will be supported by TWW and YR5 class teachers and monitored by JR and TB	JR TWW Y5 team	½ day 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 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	SLT ULT	Termly

To increase opportunities for learning at home through additional reading materials	Wheeler's Wallets to support reading for pleasure and curriculum topics Parent workshop		YR groups inform PP leads of book titles, PP leads order and deliver to children. JR and TAs support delivery too.	TAs DHT JH HH FN	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 DMc	Daily Half termly
To build on home-school relationships.	Keeping up with the Children (family workshops) Blended Learning Writing workshops	To develop parental understanding of the strategies that are used in school and to build positive relationships between parents and school. Research shows that parental engagement has a positive effect on	MF to plan and deliver keeping up with the children workshops. Report to DHT. PP Leads to monitor blended learning. PP leads to monitor writing workshops-based on the needs of the cohort.	MF JH HH JR	12 weekly Half termly Half termly
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 AB	Annually
KS 2 pupils have access to fruit Bagels N-YR6	Fruit bought for KS2 Bagels offered daily to all children	Feedback from staff and parents shows children benefit from this support	observations	HH JR PJ DMc Class teachers	daily
Total budgeted cost					£55,400