# Primary School Pupil premium strategy statement

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| 1. **Summary information** | | | | | |
| **School** | Great Wishford Primary School | | | | |
| **Academic Year** | 2018/19 | **Total PP budget** | £20,700 | **Date of most recent PP Review** | Feb 2019  April 2019  July 2019 |
| **Total number of pupils** | 108 | **Number of pupils eligible for PP** | 16  3 Service (£900)  13 PP  (£19,800) | **Date for next internal review of this strategy** | April 2019  July 2019 |

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| **2a. Current attainment - (Summer 2018 End of KS1)** | | | | | |
|  | | *All pupils in school* | *Pupils eligible for PP in school* | | *All pupils national average (PP)* |
| % achieving the expected standard or above in reading, writing & maths | | 53% | *6%* | | *64% (\*Avenue?)* |
| % making expected progress in reading | | 65% | 18% | | 75% (60%) |
| % making expected progress in writing | | 59% | 12% | | 70% (53%) |
| % making expected progress in maths | | 59% | 12% | | 76% (61%) |
| **2b. Current attainment - (Summer 2018 End of KS2)** | | | | | |
|  | | *All pupils in school* | *Pupils eligible for PP in school* | | *All pupils national average (PP)* |
| % achieving the expected standard or above in reading, writing & maths | | 50% | 40% | | 64% |
| % making expected progress in reading | | 75% | 40% | | 75% |
| % making expected progress in writing  (GPS) | | 63% | 0% | | 78%  (78%) |
| % making expected progress in maths | | 63% | 0% | | 76% |
| **3. Barriers to future attainment (for pupils eligible for PP)** | | | | | |
| **In-school barriers** | | | | | |
|  | Poor oral language of younger children in the pupil premium group | | | | |
|  | Emotional needs of some of these children negatively affect progress | | | | |
|  | History of poor progress for disadvantaged pupils | | | | |
| **External barriers** | | | | | |
| **D.** | Low attendance rates of some of these children | | | | |
| **E.** | Family welfare concerns around some of these children | | | | |
| **4. Desired outcomes** *(Desired outcomes and how they will be measured)* | | | | **Success criteria** | |
| For all pupils who are eligible for the pupil premium grant to make ***at least*** the same amount of progress as those who are not eligible for the pupil premium grant (set as a full years progress in school). | | | | All pupils will, from their different starting points, make a full years progress. | |

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| **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 | | | | | | | | | |
| 1. **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 receive immediate intervention to fill any gaps in learning. | * Maintain level of Teaching Assistants who will support learning in the classroom for English and Maths. * TAs will also provide small group / 1:1 intervention to close gaps where needed | | | Initial baseline assessment on arrival shows that some PP children have learning gaps. EEF demonstrates that pupils make most progress if the TA is working to support learning within the classroom- targeting the right child at the right time. | * Lesson observations * Learning walks * Academy Council monitoring * Work scrutiny * Pupil progress meetings * Ongoing assessment and data tracking | | Executive Head Teacher Head Teacher | | * Three times a year in Academy Council meetings * Three times a year in pupil progress meetings * Overall review in July 2019 * Data analysis following assessment periods |
| Improved oral language skills  Improved results in writing progress and attainment. | * Improve FS2 outside play area to provide quality resources to encourage language development * Staff development – writing / GLOD TD day / training * Target intervention groups – specifically focusing on READING COMPREHENSION STRATEGIES and PHONICS to close the vocabulary gap * Targeted phonics groups from termly phonics screening * SPAG resources bought to support basic skill teaching | | | The National Literacy Trust points out that children’s vocabulary development can significantly affect their long term learning- we want to invest some of our PP in longer term change which will help all pupils. Communication skills and writing development are key to attainment in all subjects.  EEF = +6months impact for READING COMPREHENSION STRATEGIES EEF = +4months impact for PHONICS  Evidence from in school book scrutinies are showing children have low basic skills (Phonics and SPAG skills which is negatively impacting on progress in writing. | * Lesson observations * Work scrutiny * Pupil progress meetings * Lesson drop-ins * Termly review of impact of interventions– all TA/Teachers running interventions must use PPM to report data progress of pupils in groups | | English Subject Leader | | Overall review July 2019 |
| Y5/6 classes split for mornings- four out of five mornings | * Improved quality first teaching time * Improved targeted teaching and differentiation through smaller class numbers. | | | EEF states that quality/good teaching in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements. | * End of year outcomes | |  | |  |
| Emotional support | * Play Therapy * ELSA trained TA | | | Research shows children are more likely to play out their problems and anxieties through less pressurising activities. These can then be talked through with a specially trained worker / ELSA TA  EEF research shows that on average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. | * Reports from Play Therapist | | SENCO  Head Teacher | | Termly review with SENCO |
| **Total budgeted cost** | | | | | | | | | RESOURCES FOR EYFS PLAY- £2000.00  TA HOURS FOR INTERVENTIONS- £TBC  Play Therapy- TBC  ELSA Training- £600  ELSA TA hours- TBC  SENDCO MONITORING ELSA AND STRATEGIES TO SUPPORT- 0.1 days- £150 p/w for 38 weeks £TBC  0.4 TEACHER FOR SPLIT CLASS +PPA Time- £TBC |
| 1. **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?** |
| For all pupils to have access to all activities. | Supplement school outings, sports activities, trips and music lessons as well as providing Sports Kit where needed. | | | We have seen that some of our PP children and FSM children do not always have Sports Kit; conversations with parents has revealed that they are unable to afford it. Similarly, the cost of a school trip or school sports transport can be difficult for some parents to afford.  Music provision is also offered and paid for our PP children to ensure fair access to activities | All of our PP children have appropriate kit and are able to participate in school trips without financial hardship to parents.  All our PP children have the chance to take part in all areas of the curriculum and are not negatively affected by financial pressures | | Senior Leadership Team | | Every term (3 times a year) although it will also be review throughout the year as needs arise |
| Enable children to access education in different forms to allow for individual needs to be met.  Allow children to develop their self-esteem. | Forest School | | | Education in the outdoors environment has allowed some of our children to be successful in a way they couldn’t have been in school.  Forest School offers learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees. | Reports from Forest School  Reports from children and parents | | SENDCO | | Weekly Reports from Forest School  Every term alongside children accessing / SENDCO and parents |
| Celebrating success to improve self-esteem | Our embedded rewards policy is a contributory factor to improving attainment, behaviour and engagement. Weekly Celebration Assembly continues, where rewards are presented. There are awards for good work; good attendance. Winning House rewards; reading awards etc | | | For pupils to feel positive about themselves and that they can achieve.  To encourage parents into the school to support their children improve parental engagement with school and learning.  EEF research advocates approaches to develop a positive school ethos or improve discipline / low level disruption across the whole school which also aim to support greater engagement in learning. | Weekly celebration assembly and termly house point reward / VIP lunch  Keeping a record of who our achievers are- ensuring this matched our good behaviour policy and in class attitude. | | All staff | | Annually  (implement continuation of weekly checks at PDMs) |
| Meeting emotional needs of some of our children through Restorative Justice | Restorative Justice | | | Positive behaviour management that allows children to discuss and talk through incidents guided by an adult.  An approach to develop a positive school ethos across the whole school which also aims to support greater engagement in learning- tackles and allows discussion of ‘anti social’ behaviour from some of our children who don’t have role models at home. | A reduction in low level disruptive behaviour in the classroom, in sports lessons and during playtimes will allow for more positive learning time.  Issues will be dealt with through talking and gaining an understanding of consequences, feelings. Improvement in social behaviours and self regulation. | | All staff | | Termly through staff PDM.  (This has been successful- Look to re training / whole staff training in new academic year as new members of staff joining the school and to ensure MDSAs etc all familiar and using well)  Safeguarding Governor has made this a topic of discussion in her visits with children- it is seen as hugely positive by all children. |
| For all pupils to be successful and supported to reach their potential in school | Managed Move  Access to education at specialist base, Link2. | | | We have seen good rates of success for children who are not ‘coping’ and learning in one school to have a fresh start and build new relationships in another  Specialist, trained teachers to meet the needs of the individual and the family  High adult:child ratio | All children who take part in a Managed Move will have new school uniform and sports kit provided by the home school to make sure they get a good start regardless of any financial difficulties  Help with cost of transport where needed | | Exec Head Teacher  Head Teacher  SENDCO | | Regular discussions with new school for up to 16 weeks until Managed Move is completed- Managed Move successful and completed.  Weekly Reports from Link2.  Weekly meetings with SENDCO. |
| Ensure all children have a good start to the day and have appropriate and healthy breakfast | | Informal breakfast club for children (x2 throughout the year) who arrive at school without nourishment in the morning.  One child, as a young carer doesn’t get time to get breakfast, so comes to school and we supply breakfast to ensure a good start and a healthy start to the day. | | We have noticed a positive improvement in children’s ability to concentrate and learn well in the morning sessions once breakfast has been eaten compared to days when we have noted breakfast wasn’t eaten.  Providing breakfast allows all the PP children in school to have the same good start to the day as other children. | | SC and MH ensure children receive breakfast when children come in in the morning.  TA allocated to set up bowls etc, Class Teachers remain vigilant on named pupils to send down once registered. | | SLT | Regular discussions with Class teachers and SLT |
| All children to be supported in their learning and have adult help where needed. | | Homework Club | | PP children to have the same support for homework as other children in school. Those PP children who do not receive help, or time, to practise skills learnt in school will have access to this provision at school. | | All children will have completed homework ready to hand in on time.  All children will have received adult support to complete homework and develop effective learning habits.  All children will have access to internet / Ipads to complete online maths practice. | | TA - MP | Termly through discussions with TA running club and attendance register. |
| Total Budgeted Cost | | | | | | | | | BREAKFAST- £500.00  SPARE PE KIT- £500.00  SUPPLEMENT SCHOO OUTINGS/TRIPS/EDUCATIONAL TRIPS/HELP WITH TRANSPORT- £2000.00  SCHOOL UNIFORM COSTS FOR SPARE AND MANAGED MOVE- £500.00  REWARDS- £500.00  MUSIC PROVISION- £TBC  Cost of TA hours to run homework Club- TBC  REWARDS- £500/£800  RESTORATIVE JUSTICE TRAINING- TBC |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2017/18** | | |
| 1. **Quality of teaching for all** | | | | |
| **Desired outcome** | **Chosen action / approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Progress for all children to be at least expected across the school | Targeted interventions and planning for next steps  1:1 tutoring  Homework Club | Improved vocabulary- Talk Boost (training and implementation)  Improved progress rates for our disadvantaged children  Rapid progress shown in areas of 1:1 tutoring and targeted intervention  Support for children who don’t receive education support at home | More targeted PPM with a specific focus on what is being done to help disadvantaged children.  SENDCO to be present at these meetings if possible- EEF states that good assessment and monitoring of pupil progress has a positive impact on closing the gap- Targeting the right pupils at the correct stage.  SENDCO to have termly meetings with HT to ensure shared information  We will continue with this approach, but with more focussed target setting. |  |
| **ii. Other approaches** | | | | |
| **Desired outcome** | **Chosen action / approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for  PP, if appropriate. | **Lessons learned** | **Cost** |
| All children supported and able to access all education | * Contribution towards Emotional Literacy Support work * Subsidy towards school trips and swimming * Social Skills groups * Counselling * Multi-Skills Club * Martial Arts Club | All will be continued as our disadvantaged pupils were all able to access the curriculum and the wider curriculum regardless of finances.  Therapy groups were successful for those children who needed the chance to talk about difficulties at home or school. Mum has reported play therapy was particularly beneficial for one of our Year 5 children facing a difficult situation at home.  Children enjoyed our Martial Arts Club. We will be looking at finding another provider of this. This enabled our children to experience focus and quiet whilst channelling their thinking and keeping fit. | As above |  |