

# Wickersley St Albans CE Primary School

## Pupil premium strategy statement.

1. Summary information					
School	Wickersley St Albans CE Primary School				
Academic Year	2016/17	Total PP budget	17,000	Date of most recent PP Review	n/a
Total number of pupils	210	Number of pupils eligible for PP	13	Date for next internal review of this strategy	July 2017

2. Current attainment		
	Number Pupils eligible for PP (your school) in Y6 2016	Number PP pupils achieving national expected standard at the end of KS2 2016
% achieving ARE or above in reading, writing and maths KS2 2016	2	1 (50%)
% achieving ARE in writing KS2 2016	2	2 (100%)
% achieving ARE in reading KS2 2016	2	2 (100%)
% Achieving ARE in maths 2016	2	1 (50%)

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<p><b>2016 KS1 and KS2 outcomes:</b>            KS2: 1 pupil (50%) did not make good progress in mathematics (2c Y2: below ARE KS2). KS1: Y2 outcomes positive 2016, 100% PP ARE RWM            The school needs to ensure that bespoke interventions are sufficient throughout school to enable pupils to be well prepared before end of key stage tests in order to ensure they do not narrowly miss ARE.            There are no PP children in y6 in 2017</p> <p><b>In-school PP outcomes:</b>            Y3 2016 outcomes in Reading: Writing maths 100% ARE; 50% greater depth            Y4 2016 outcomes in Reading: 50% ARE (4 pupils); Writing: 75% ARE; 50% maths. Y5 PP cohort in 2016/17 need accelerated support.            Y5 2016 no PP pupils            Y1 2016 1 PP pupils (100 ARE RWM)</p>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Lack of parental support (homework/ attendance at meetings about pupil's achievements)
<b>B.</b>	Attainment in maths is lower than for other pupils in y6 (1 pupil)
<b>C.</b>	Attainment of PP children in Y5 2016/17 cohort (4 pupils) variable, with only 50% on track for ARE

**External barriers** *(issues which also require action outside school, such as low attendance rates)*

**E.** Attendance rates for pupils eligible for PP was 57% , below national (96%) in 2016. There is no persistence absence of PP children in 2016.

**4. Outcomes**

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve the rate of progress for PP children across all year groups, particularly vulnerable y5 cohort 2016/17	Pupils eligible for PP across all year groups make rapid progress by the end of the year so that all pupils eligible for PP close the gap towards achieving age related expectations. Those identified as high ability make as much progress as 'other' pupils identified as high ability. PP pupils in y5 cohort make rapid progress and the % gap with their peers is closed. Bespoke, high quality 'point of need' interventions to be delivered; homework clubs to be introduced; structured conversations with PP families to be introduced.
<b>B.</b>	Rapidly improve the rate of progress in maths for PP children across all year groups.	Pupils eligible for PP across all year groups make rapid progress by the end of the year so that all pupils eligible for PP close the gap towards achieving age related expectations. Those identified as high ability make as much progress as 'other' pupils identified as high ability. Bespoke, high quality 'point of need' interventions to be delivered; homework clubs to be introduced; structured conversations with PP families to be introduced.
<b>C.</b>	Attendance will continue to improve and % low attendance of PP children will decrease.	Attendance for pupils eligible for PP will continue to improve. Attendance for those persistently missing school will be addressed and closely monitored. Rewards for attendance for both PP and 'other' children will encourage high attendance.

5. Planned expenditure					
Academic year	2016/17				
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?
A. Improve the rate of progress in RWM for PP children across all year groups with a particular focus on y5 cohort	<ul style="list-style-type: none"> <li>- Targeted booster support and catch up programmes for PP pupils in order to enable vulnerable pupils to make progress.</li> <li>- Additional TA support deployed for interventions</li> </ul>	<p>We need y5 PP pupils to perform in line with peers at ARE by the end of y6, and to securely achieve this not narrowly miss.</p> <p>All PP pupils across school need to continue to make good progress and perform at ARE or better.</p>	Intervention maps and results from regular pupil progress meetings will evidence the impact on RWM	<p>Executive Head AA</p> <p>Head of school AG</p>	Termly July 2017
B. Rapidly improve the rate of progress in maths for PP children across all year groups.	<p>Whole school investment in the 'Abacus' scheme to ensure rigour in the content delivered, coverage for all year groups and opportunities to continually monitor and assess progress for PP children.</p> <p>Ensure the home learning Abacus programme is used effectively</p> <p>Reorganisation of the timetable to ensure that homework clubs are staffed to support children with no home support</p>	<p>We want to invest some of the PP in longer term change which will help all pupils.</p> <p>Ensuring Abacus homework is used effectively will ensure PP children begin to close the gap on their peers and make rapid progress.</p> <p>Intervention maps and results from regular pupil progress meetings will evidence the impact on mathematics.</p>	<p>Evidence from monitoring the 'take up' of the Abacus home learning.</p> <p>Maths leads will monitor through observations and work scrutiny to assess the impact maths interventions have upon maths for PP children and also 'other' children.</p> <p>Maths lead to support targeted year groups where the gap wider (Year 5)</p> <p>Intervention maps will be crossed checked with the progress of PP children.</p> <p>Key stage leaders will monitor use of homework clubs to ensure they are being used effectively and targeting our most vulnerable pupils</p>	<p>Maths Lead</p> <p>Key stage leaders</p>	July 2016

<p>D. Attendance of PP pupils will improve and the % PP pupils attending below national average will improve compared to 2016 (57%).</p>	<p>Introduce whole school attendance awards.</p> <p>Structured conversations/ regular focused meetings with families of PP pupils/ SLT</p>	<p>57% of our PP children in 2016 had attendance rates between 90% and 95%, lower than national and school target. We need to ensure that our most vulnerable pupils are accessing a full curriculum and attending school in order to make accelerated progress.</p>	<p>Half-termly monitoring of attendance rates of PP pupils and meetings with families of PP pupils whose attendance rate falls below 96%.</p>	<p>AA/ AG</p>	<p>July 2016</p>
<p>£2000 staffing to cover homework clubs £400 towards residential visits £14,600 over staffing TAs to provide booster/ interventions at point of need.</p>					<p style="text-align: right;"><b>Total budgeted cost</b></p> <p>£17,000</p>

6. Review of expenditure				
Previous Academic Year 2015/16				
i. 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
PP pupils performing in line with peers by end of KS1/ KS2 (ARE)	INTERVENTION AT POINT OF NEED: - 1-1 mentoring and tutoring - Catch up maths programme - Additional writing booster - Additional reading (1-1)	KS2: (y6 2016 2 PP pupils) Reading 100% ARE; Maths 50% ARE; Writing 100% ARE. Outstanding progress made in <b>reading</b> (1 pupil Level 1 Y2: ARE y6; 1 pupil 2B Y2: ARE+ Y6). Outstanding progress made in <b>writing</b> for 1 pupil Level 1 y2: ARE y6; expected progress made by 1 pupil (2B Y2: ARE Y6) KS1: (y2 2016 3 pupils) Reading 100% ARE, 33% Greater Depth. Writing 100% ARE 33% greater depth. Maths ARE 100%; greater depth 33%. Success criteria met (or narrowly missed maths 1 pupil, who also has high SEN need).	- PP pupil in y6 narrowly missed maths test by 2 scale score points. Ensure bespoke interventions start early enough to enable pupils to be very secure before the end of y6. - Consider more effective support with homework for vulnerable pupils (homework club)	£9932
ii. Targeted support				
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
Improve spelling/ phonics knowledge PP pupils	Training and resourcing Read Write Inc	No PP pupils in y1, phonics test Y1 pass mark 93% all pupils. KS1 outcomes: reading PP 100 ARE, 33% Greater depth; writing ARE 100% PP pupils, 33% Greater depth. Success criteria met.	Staff feedback indicates that the support was effective.	£368
iii. 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 (and whether you will continue with this approach)	Cost
Raise children's aspirations and life chances.	Funding for disadvantaged pupils to attend residential visits	Medium: positive impact for students who attended residential visits.	Next year, will continue with this strategy	£100

## 7. Additional detail

**In this section you can annex or refer to additional information which you have used to inform the statement above.**

Exceptional support will be provided to pupils via our **enhanced staffing ratios**, with bespoke interventions at point of need. All Pupil Premium pupils have individual action plans and are tracked closely and robustly each half term. This will mean that each disadvantaged child will receive individual input and feedback when they need it and at the level of their need, in order for them to make accelerated progress. One to one or small group interventions are planned for and adapted regularly to meet pupils needs.