

Wickersley St Alban's CE Primary School

Pupil premium strategy statement.

1. Summary information					
School	Wickersley St Alban's CE Primary School				
Academic Year	2017/18	Total PP budget	£22,280	Date of most recent PP Review	n/a
Total number of pupils	210 (R-Y6)	Number of pupils eligible for PP	17	Date for next internal review of this strategy	July 2018

2. Current attainment		
	<i>Number Pupils eligible for PP (your school) in Y6/ Y2 2017</i>	<i>Number PP pupils achieving national expected standard at the end of KS2 2017)</i>
% achieving ARE or above in reading, writing and maths KS2 2017	n/a: no PP Y6 2017	n/a
% achieving ARE in writing KS2 2017	n/a: no PP Y6 2017	n/a
% achieving ARE in reading KS2 2017	n/a: no PP Y6 2017	n/a
% Achieving ARE in maths KS2 2017	n/a: no PP Y6 2017	n/a
% achieving ARE or above in reading, writing and maths KS1 2017	2	100
% achieving ARE in writing KS1 2017	2	100
% achieving ARE in reading KS1 2017	2	100
% Achieving ARE in maths KS1 2017	2	100

In-school barriers (*issues to be addressed in school, such as poor oral language skills*) for some PP pupils

A.	Lack of parental support (homework/ attendance at meetings about pupil's achievements)
B.	Attainment in writing and spag is lower than for other pupils in some cohorts, particularly PP boys
C.	Lack of confidence and resilience in the classroom due to vulnerability and trauma triggers

4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve the rate of progress for PP children across all year groups, particularly vulnerable Y6 and Y4 2017/18 cohorts.	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 across school and in particular in y4 and y6 cohorts 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 embedded and quality evaluated; structured conversations with PP families to continue. Continue overstaffing to support this.
B.	Rapidly improve the rate of progress in writing and spag for PP children across all year groups.	Pupils eligible for PP across all year groups make rapid progress in writing and SPAG 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 embedded; structured conversations with PP families to be continued. RWI spelling to be embedded across school and PP given additional support to learn spellings.
C.	Raise attainment of PP pupils, including more able PP pupils, through systematic support for emotional health, including raising confidence, creating risk-takers and building resilience of our most vulnerable pupils.	Outcomes for PP pupils improve in 2017/18 compared to 2016/17, for pupils working at expected and greater depth. Our most vulnerable pupils gain confidence and contribute more freely in class. Monitoring and evaluation evidences improved resilience in the classroom.

5. Planned expenditure

Academic year

2017/18

The following heading enables the school to demonstrate how we 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?
<p>A. Improve the rate of progress in RWM for PP children across all year groups with a particular focus on y2, y4 and y6 2017/18 cohorts. Outcomes for PP pupils at Expected are in line with peers, and at Greater Depth have improved since 2017</p>	<ul style="list-style-type: none"> - Targeted booster support and catch up programmes for PP pupils in order to enable vulnerable pupils to make progress. - Optimum learning plans in place for all PP pupils not on track for attainment or progress. - Additional TA support deployed for interventions - Teacher and TA PP interventions - Overstaffing of support staff to achieve the above. 	<p>We need all 2017/18 PP pupils to perform in line with peers at ARE by the end of y6, and to securely achieve this not narrowly miss. We have identified the PP pupils in school who need targeted intervention, particularly in vulnerable cohorts. We will use TA's and teachers to deliver high-quality one-to-one and small group support using structured interventions (research evidence base Education Endowment Foundation).</p> <p>All PP pupils across school need to continue to make good progress and perform at ARE or better.</p> <p>TA maths specialist booster groups in maths Y6 1x weekly</p>	<p>Intervention maps and results from regular pupil progress meetings will evidence the impact on RWM</p> <p>Optimum learning plans in place for all PP pupils, monthly progress meetings to monitor progress.</p>	<p>Executive Head AA</p> <p>Head of school AG/EK</p>	<p>Termly</p> <p>July 2018</p>

<p>B. Rapidly improve the rate of progress in writing and spag for PP children across all year groups.</p>	<p>1/ Whole school investment in the spelling 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>2/ Reorganisation of the timetable to ensure that homework clubs are staffed to support children with no home support</p> <p>3/ Targeted support for writing and spag, including interventions at point of need. Ensure curriculum offer is fluid and responsive to individual needs. Interventions provided by TAs plus qualified teachers (overstaffing).</p> <p>4/ Teaching and Learning Consultant (AG) to focus on strategies for raising attainment of PP pupils in writing and spag when engaging in coaching with staff</p>	<p>We want to invest some of the PP funding in longer- term improvements, which will help all pupils but PP in particular. We are adopting evidence-based interventions to support one-to-one and small groups instruction (RWI spelling) (research evidence Education Endowment Foundation)</p> <p>Ensuring spelling and SPAG homework is used effectively will ensure PP children begin to close the gap on their peers and make rapid progress. Intervention maps and results from regular pupil progress meetings will evidence the impact on writing and spag.</p> <p>Writing and spag are areas of underperformance for PP pupils within school (y1 – 5 2016/17 data), and there is a gap in the achievement of PP boys in particular in this area. Targeted support ensures that pre/post teaching boosters can take place in writing, and that intervention at point of need will enable PP pupils to make enhanced progress.</p> <p>We strongly believe that PP pupils learn best when taught by good or outstanding teachers, and therefore want to prioritise improving the quality of T+L, with a focus on PP pupils including more able PP, through coaching provided by AG (Executive T+L consultant/ HOS).</p>	<p>Evidence from monitoring the 'take up' of the spelling home learning. Support PP pupils to learn spellings.</p> <p>English leads and will monitor through observations and work scrutiny to assess the impact writing interventions have upon writing for PP children and also 'other' children.</p> <p>English leads to support targeted year groups where the gap is wider (Year 2/ Y4/ Y6) Intervention maps will be crossed checked with the progress of PP children. Key stage leaders will monitor use of homework clubs to ensure they are being used effectively and targeting our most vulnerable pupils</p> <p>Monitoring of writing/ spag to include interventions as well as lessons. Monthly pupil progress meetings/ book scrutiny will be in place for all PP pupils not making sufficient progress in spag or writing or who are not yet achieving ARE.</p> <p>T+L monitoring termly</p>	<p>English Leads (JT/PF)</p> <p>Key stage leaders (PF/JT/C T)</p> <p>HOS Key stage leaders to monitor homework clubs at least monthly PF/JT</p> <p>AA/EK/AG</p> <p>AA/ EK/ AG</p>	<p>Termly</p> <p>July 2018</p> <p>Monthly</p> <p>Monthly</p> <p>Half Termly</p>
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<p>C. Raise attainment of PP pupils, including more able PP pupils, through systematic support for emotional health, including raising confidence, creating risk-takers and building resilience of our most vulnerable pupils. Vulnerable pupils will be supported emotionally in order to ensure they are able to access a full curriculum</p>	<p>Using research findings relating to vulnerability and resilience in the classroom, teaching staff will engage in CPD and peer coaching to improve the methods used to install confidence, encourage risk-taking and build resilient, courageous PP pupils.</p> <p>The school will resource a more systematic method for recording interventions/ incidents relating to PP pupils (CPoms)</p>	<p>For many of our most disadvantaged pupils, circumstances beyond school impact significantly upon their emotional, spiritual, personal welfare, and this often affects their ability to access a full curriculum.</p> <p>Our most vulnerable pupils lack confidence and this often prevents them from engaging fully in the learning process. They lack resilience and easily give up when learning becomes challenging. The school intends to improve the strategies we use in the classroom to build confidence and foster resilience. We intend to focus in particular on raising the confidence of vulnerable PP boys:</p> <ul style="list-style-type: none"> - what motivates boys? - Communication and delivery of teaching to inspire boys - Styles of learning - Feedback to boys/ PP <p>SEMH audit to further inform school how to support our most vulnerable pupils</p>	<p>Teaching and learning leads (AG, Executive T+L consultant and HOS to work alongside AA/EK to coach staff with new strategies for building resilient PP learners, including implementing peer challenge. SLT to monitor impact of peer challenge and CPD half termly.</p> <p>Termly wellbeing tracking in the pupil progress meeting</p>	<p>AA/EK AG</p>	<p>Monthly</p> <p>July 2018</p> <p>Termly</p>

<ul style="list-style-type: none"> • £2,000 interventions for y6 PP pupils (additional TA support to provide interventions) <p>Access to broad, rich experiences and support to ensure equality of provision and offer:</p> <ul style="list-style-type: none"> • £1,000 towards for all FSM pupils to support with visit experiences, including residential visit costs. • £1000 bespoke support to enhance broad experiences (eg music scholarship) • £1,000 CPoms to improve tracking of PP pupils • £10,280 over staffing TAs to provide booster/ interventions at point of need for all cohorts/ homework clubs. • £2,000 resources and training for improved writing/ spag curriculum • £3,000 CPD and peer coaching to improve resilience and confidence of PP learners, particularly boys (release non-contact for staff/ T+L consultant support) • £1000 resources to improve spag (spelling) • £1000 books/ reading into writing resources to improve access to reading into writing and impact upon progress of PP pupils in writing. 	<p style="text-align: right;">Total budgeted cost £22, 280</p>
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See Review of PP expenditure 2016/17 below

6. Review of expenditure

Previous Academic Year 2016/17

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 <i>(and whether you will continue with this approach)</i>	Cost
<p>PP pupils performing in line with peers by end of KS1/ kS2 (ARE), improving rates of progress in RWM, with a particular focus on Y5 vulnerable cohort</p>	<p>Targeted booster support and catch up programmes for PP pupils. Additional TA support to achieve this.</p>	<p>KS2: (y6 2017 no PP pupils)</p> <p>KS1: (y2 2017 3 pupils) 100% Expected RWM and Spag; 100% Greater Depth in reading.</p> <p>Y1 2017: (3 PP pupils) 67% Exp RWM and 34% Spag; no Greater Depth PP attainment.</p> <p>Y3 2017: (5 pupils) 100% Exp Reading and Spag, 80% writing and maths. Greater Depth: 60% Reading, 20% writing and maths; 33% Spag</p> <p>Y4 2017 (2 pupils): 100% RWM and Spag at Expected; 50% RWM and Spag at Greater Depth.</p> <p>Y5 2017 (5 pupils): At Expected - Reading 100%, writing 80%, maths 60%, Spag 80%. No Greater Depth attainment for PP pupils.</p>	<p>Continue to support overstaffing so that disadvantaged pupils access first quality teaching in a bespoke way.</p> <ul style="list-style-type: none"> - Continue effective support with homework for vulnerable pupils (homework club). - Continue to improve spelling at KS1/ kS2 in order to impact on outcomes for writing at KS1 and KS2 for PP pupils. 	<p>14,600</p>
<p>PP pupils performing in line with peers in maths</p>	<p>1-1 mentoring and tutoring</p> <ul style="list-style-type: none"> - Catch up maths programme/ abacus maths including home learning support <p>booster</p> <ul style="list-style-type: none"> - Additional reading (1-1) 	<p>Success criteria met at KS1 (100% maths at Exp), and strong outcomes in maths in Y4, Y3. No PP pupils in Y6 cohort 2017.</p>	<p>Continue to support overstaffing so that disadvantaged pupils access first quality teaching in a bespoke way.</p> <ul style="list-style-type: none"> - Continue effective support with homework for vulnerable pupils (homework club). <p>Continue to improve maths at KS1/ kS2 in order to impact on outcomes for writing at KS1 and KS2 for PP pupils.</p>	<p>2,000</p>

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
Raise children's aspirations and life chances.	FSM Funding visits	Medium: positive impact for students who attended residential visits/ educational visits .	Next year, will continue with this strategy	£400
Support the wellbeing of PP pupils	Track wellbeing through use of CPOMS	High: PP tracked closely on CPOMS, including SEMH concerns and strategies.	Next year we will continue with this strategy	£1,000
Improve attendance rates of FSM pupils	Introduce more robust tracking and more regular meetings with parents of PP pupils with low attendance. Le	52% FSM children in 2015 had attendance rates below 90%. As a result of action, in 2016/2017 attendance rates for FSM pupils rose to 94%, and 7/9 pupils (78%) had attendance above 90%.	Continue to monitor PP attendance and meet with families regularly	

7. Additional detail

In this section you can annex or refer to **additional** information, which you have used to support the sections above.

Exceptional support will be provided to pupils via our **enhanced staffing ratios**, with bespoke interventions at point of need. All Pupil Premium pupils who are at risk of not performing at ARE have individual action plans and are tracked closely and robustly monthly. 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 pupil's needs. Pupil Premium pupils are supported exceedingly well emotionally in order to enable them to access learning and develop emotionally, spiritually, physically and intellectually. Staff development in 2017/18 will include research into raising confidence and resilience of PP pupils in the classroom.

