

Wellow Pupil premium strategy statement (primary)

1. Summary information					
School	Wellow Primary School				
Academic Year	2017/18	Total PP budget (for 2017-18) 9578 (7/12 16/17) 6050 (5/12 17/18)	£15,628	Date of most recent PP Review	Sept 17
Total number of pupils	199	Number of pupils eligible for PP 15/16 Number of pupils eligible for PP 16/17 Number of pupils eligible for PP 17/18	11	Date of next internal review of strategy	Feb 18

2. Current attainment (End of Summer 2016)				
Key Stage 2 (Data taken from Perspective Lite)	<i>Pupils eligible for PP (2)</i>	<i>Pupils not eligible for PP (26)</i>	<i>Pupils eligible for PP (National)</i>	<i>Pupils not eligible for PP (National)</i>
% working at the expected standard or above in reading	50%	88%	59%	77%
% working at the expected standard or above in writing	50%	88%	66%	81%
% working at the expected standard or above in maths	50%	77%	63%	80%
% working at the expected standard or above in EGPs	50%	85%	66%	81%
% working at the expected standard or above in reading, writing and maths (combined)	50%	69%	47%	67%
Average progress score in reading, writing and maths	R =+4.86 W=-1.2 M =+2.95	R = W= M =	R = -0.8 W= -0.4 M = -0.7	R = +0.3 W= +0.1 M = +0.2
The average scaled score in maths	104		102	105
The average scaled score in reading	107		101	

3. Barriers to future attainment (for pupils eligible for PP)105		
4.		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	For some PP children, especially those with SEN, processing is a key areas of need, as well as developing fine and gross motor skills.	
B.	Poor behaviour and lack of understanding of boundaries. Poor attitudes to learning and low levels of engagement	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
C.	Low attendance – 4 of the 11 children have very low rates of attendance which are impacting negatively on their achievement. Some of these children also have SEN and low attendance further contributes to lower rates of progress.	
D.	Social and emotional needs – Parental mental health, parenting skills and positive daily routines	
5. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	<p>Improved processing skills which lead to improved rates of progress (reading, spelling, number)</p> <ul style="list-style-type: none"> • Good levels of support and specific targeted interventions to ensure those children make progress, measured with ratio gains. • Identifying specific areas of need and referring and liaising with appropriate agencies to ensure these areas of need are fully met and appropriate support deployed. • Specialist teacher advisors used to offer advice, strategies and guidance. • Investigate maths specific interventions, • More robust screening for specific individuals • PPMs specifically focus on PP needs with robust monitoring • Further interventions are sought and trialled to ensure maximum progress is made 	<p>All children make at least Expected progress in relation to their own prior attainment.</p> <p>The attainment and progress gap between PP and non PP, where it exists, diminishes.</p>

<p>B.</p>	<p>Improved behaviour, more sustained concentration, increased levels of effort</p> <ul style="list-style-type: none"> • Complete Boxall profile for individuals where appropriate and plan appropriate actions using Individual behaviour Plan • Make referrals to PBS as necessary so that staff can use appropriate and consistent strategies • Make applications for SENSa funding to allow for the appointment of additional adult support. Implement strategies to enable improved engagement in learning. • Develop a nurture group approach for identified children which focusses on areas identified in the Boxall. Review as needed. • Whole school INSET training (including via PBS) to raise profile of expectations, consolidate understanding of the needs behind the behaviours and to ensure consistent approaches across the school. • LSA training on ‘Super Strategies’ in order that key messages are translated into all areas of school and times of the day. • Review of behaviour policies to ensure they are in line with recent training and staff feedback. • Develop a whole school approach to ‘kindness’ using the ‘bucket’ approach • FSW to work with parents to develop relationships and encourage setting of boundaries at home 	<p>Children with complex behaviours are fully supported so that their negative behaviours impact less on their learning.</p> <p>Root causes of behaviours are better understood and individual plans address the reasons.</p> <p>An inclusive approach is maintained.</p>
<p>C.</p>	<p>Gap between PP and Non in attendance reduces</p> <ul style="list-style-type: none"> • Close tracking and monitoring of the rolling 100 days. • Weekly attendance recorded and shared in class and assemblies to promote good attendance. 100% attendance certificates awarded to pupils termly. • Hampshire attendance guidance shared with parents and communication about the importance of regular attendance. • Prompt notification and contact with parents when attendance falls below 95%. • Family Support Worker working with 2 x families to raise attendance. • Make level 2 referrals to support attendance where appropriate • Take advice and refer to the LIT where unauthorised attendance reaches thresholds <p>PP Child A – 92.3% (16-17) / 93.75% (Aut ‘17)</p> <p>PP Child B – 91.5% (16-17) / 71.5% (Aut ‘17)</p> <p>PP Child C – 89.9% (16-17) / 75% (Aut ‘17)</p> <p>PP Child D – 91.8% (16-17) / 75% (Aut ‘17)</p>	<p>Attendance for PP children as a group, improves overall.</p> <p>Attendance for individuals improves and is maintained.</p> <p>Improved attendance leads to better rates of progress and retention of new learning.</p>

D.	<p>Home factors and mental health for all improve</p> <ul style="list-style-type: none"> • Head of School and Leading Teacher for Inclusion/Family Support Worker to work closely with parents and class teachers to improve home/school communication and attendance. • Referrals to specific parenting programmes to aid improvement in setting boundaries and implementing positive routines. • Identify parents own needs (mental health etc) and signpost to relevant agencies/support • Refer for specific Level 2 and 3 help via Children's Services. • Refer to Young Carers, YiR, No Limits and school nurse as appropriate for counselling/respice etc • Support for families in attending medical appointments, following through advice 	<p>Targeted families engage in support offered, attend relevant parenting programmes and implement strategies.</p> <p>Good relationships between school staff and parents are maintained.</p>
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6. Planned expenditure	
Academic year	2017/18
The three headings below enable the school 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?
For more staff to have a wider repertoire of behaviour strategies which impact on the progress of PP/SEN pupils	Further staff CPD Additional adults to support individuals	EEF Teacher Toolkit <ul style="list-style-type: none"> Behaviour interventions + 3 months Teaching Assistants +1 month Meta cognition and Self Regulation +8 Pupils need to engage to ensure successful outcomes.	Whole school approach. Staff training in behaviour strategies. Continued monitoring of behaviour and adaptations to behaviour policy and schools expectations and routines.	HOS Leading Teacher for Inclusion Inclusion Manager	Half termly monitoring with ELSA/nurture LSAs. Improvements in behaviour seen across the school. Weekly behaviour record shows decrease in incidents.
Developing a mastery approach to reading, spelling and maths	Accelerated Reader programme Spelling review to include new schemes of work overviews and approaches Use of White Rose materials to support teaching	EEF Teacher Toolkit <ul style="list-style-type: none"> Reading Comprehension Strategies +5 months Mastery Learning +5 months Increase in reading outcomes shown through assessment.	Regular monitoring by subject leader. Half termly Pupil Progress and AR assessments.	English Leader and HoS.	Half termly through CM data and AR data.

Total budgeted cost £4500

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?
Individualised provision for all PP/SEN pupils to raise the attainment of previously low attainers	SEN Support and Early Intervention	EEF Teacher Toolkit <ul style="list-style-type: none"> Social and emotional learning +4 months Peer tutoring +5 months 	Regular communication with class teachers and LSAs who are supporting these children and carrying out nurture sessions. Monitoring and pupil interviews.	Leading Teacher for Inclusion, HoS	Termly review

Additional teacher led sessions and smaller group sizes.	Holiday booster groups,	EEF Teacher Toolkit <ul style="list-style-type: none"> • Small group tuition +4 months • Summer school +2 	Teacher discussion, Classroom Monitor data, review of RAPs in pupil progress meetings and thorough monitoring.	HOS, Class Teachers	3 weekly assessment summaries produced throughout the year, detailing PP progress and attainment. Monitoring against RAP identified provision. Scrutiny of planning for group interventions and booster groups.
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Total budgeted cost **£23,000**

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?
Equal access to curriculum opportunities for all Additional opportunities for more able PP children.	To subsidise PP pupil extracurricular activities Increase in opportunities to take part in additional activities.	EEF Teacher Toolkit <ul style="list-style-type: none"> • Sports participation +2 months • Outdoor adventure +3 months • Arts participation +2 months 	All PP families will be notified of subsidies and PP pupils encouraged to participate in clubs, musical instrument tuition and other extracurricular activities Inclusion Leader supporting families in Family Support Worker Role	Admin Team, Inclusion Manager	Ongoing
Programme of parental support, education and resources – MIND parenting workshops.	Funded opportunities for parental education (parenting)	EEF Teacher Toolkit <ul style="list-style-type: none"> • Parental participation +3 months Parent involvement to improve attendance and behaviour which will in turn impact on attainment.	One to one contact with vulnerable families, monitoring of pupil progress against identified barriers	HoS Inclusion Manager	Ongoing

Total budgeted cost **£5000**

Review of expenditure 2016-17

Previous Academic Year

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
For more staff to have a wider repertoire of teaching strategies which impact on the progress of PP/SEN pupils	Further staff CPD; Mastery approach to learning Review of SEN practises and systems	Training has ensured that pupils requirements have been successfully identified and achievement data used to check that interventions and techniques have worked, with adjustments being made accordingly for both PP and non PP pupils	Training has to be consistent and sustained so new staff joining the team should also be given the same training opportunities to ensure that staff are aware of PP pupils and responsibility taken for accelerating progress	CPD Resources
For staff to have opportunities and further training to analyse the achievement of PP and non PP pupils	Further staff CPD for teachers and support staff to enable analysis of pupil achievement on a regular basis.	Training has ensured that staff are more aware about how to use assessment tools to track PP and non PP children	End of KS2 data 2017 shows attainment in reading is above national averages for all pupils. Pupil Premium children made good rates of progress (+4). On-going assessment indicates an improving picture.	Staff CPD CRM - 1215 pa

Accelerated Reader Provision	Higher levels of attainment and progress in reading	Reading progress was the greatest of the subjects in KS2. Outcomes in line with national average.	Average scaled score at end of KS2 above national and local authority. Teacher assessment shows that in all year groups children 75%+ achieved ARE at the end of each year group. 88% of children achieved ARE at the end of KS2 which is in line with the national average.	£1300 EL time to manage AR and track data
iv. 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
Individualised provision for all PP/SEN pupils	SEN Support and Early Intervention	Ratio gains measured and evidence shows improvements for PP/SEN pupils	Pupil Progress meetings which now include all staff involved with the children allow for greater consistency in approaches to support PP children.	PP meetings – all staff involved Tracking ratio gains – Inclusion Leader time
More frequent teacher led instruction (small groups)	Provide pre teaching and supported group work to identify PP children requiring additional support	Intervention timetables show an increase in pre-teaching for PP children.	Teacher discussions, Classroom Monitor data, review of RAPs in pupil progress meetings and monitoring show an increase in teacher led interventions to support PP children 3 weekly assessment summaries produced throughout the year detail PP progress and attainment. Monitoring against RAPs identified provision.	Teacher time for pre-teaching groups Interventions led by LSAs Data analysis
Total budgeted cost				£14,800

v. 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
Equal access to curriculum opportunities for all	To subsidise PP pupil extracurricular activities	PP children have school day trips subsidised by 25% and by 50% for residential. All PP children had access to the residential trips and uptake was in line with non PP children.	This approach will continue to ensure all children have the same access to additional learning opportunities beyond the school. Feedback from parents shows that the contributions are appreciated and valued within the school community.	Trips subsidised
Programme of parental support, education and resources.	Funded opportunities for parental education (parenting) Training for school Family Support Worker role Improved communication and accessible materials to encourage parental support	Several families attended the MIND parent workshops. The school trained the Inclusion Leader to be a Family Support Worker which has allowed her to support two families within school	The Inclusion Leader has been able to support families to try and increase attendance and ensure PP children are in school to learn. Parent workshops have allowed parents to engage more with the school and to recognise ways to support children.	Workshops Inclusion Leader time to support families Communication with parents
Total budgeted cost				£12,000