

Annex 2c: Wellow Pupil premium strategy statement (primary)

1. Summary information					
School					
Academic Year	2016/17	Total PP budget (to April 2017)	£23,587	Date of most recent PP Review	Sept 16
		Estimate post April 2017	£16,000		
Total number of pupils	192	Number of pupils eligible for PP 15/16	16	Date of next internal review of strategy	Jan 17
		Number of pupils eligible for PP 16/17	12		

2. Current attainment (End of Summer 2016)				
Key Stage 2	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</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	100	83	52.4	71.5
% working at the expected standard or above in writing	83	78	63.5	78.4
% working at the expected standard or above in maths	83	78	56.9	75
% working at the expected standard or above in EGPs	83	87	60.5	77.4
% working at the expected standard or above in reading, writing and maths (combined)	83	65	38.5	59.4
Average progress score in reading, writing and maths	-2.67	0.62		
	-3.19	-2.65		
	-2.48	-2.68		
			-0.6	0.2
The average scaled score in maths	105	103.3	100.6	104
The average scaled score in reading	105.3	107.2	99.8	103.8See indivi

3. Barriers to future attainment (for pupils eligible for PP)				
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)				

A.	PP pupils with existing SEN (Health/Social & Emotional needs/low core skills)	
B.	Rates of progress of PP pupils with high prior attainment	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Family engagement and levels of attendance and punctuality	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improved core skills – personalised reading, writing and number interventions with ratio gains of at least 2, and strengthening QFT to meet the identified needs within the classroom.	Higher rates of progress for PP SEN pupils
B.	Increase the levels of challenge in the curriculum for more able/previous high attainers at KS1 so that a greater number of children exceed the standard.	Improved progress rates for previous high attainers
C.	Parental engagement/awareness education programme leads to improved rates of attendance and punctuality. Parents engage more with homework tasks.	Parents are more knowledgeable in respect of appropriate home support

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?

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	EEF Teacher Toolkit <ul style="list-style-type: none"> • Mastery approach +5months • Metacognition + 8 months 	Whole school planning and approach. Staff training in mastery approaches. Clear approach to objectives, planning and feedback. Quality resources. Continued monitoring, staff training and support.	HOS SENCo Inclusion Manager	3 weekly assessment summaries produced throughout the year, detailing PP progress and attainment. Monitoring against RAP identified provision.
Accelerated Reader Provision	Higher levels of attainment and progress in reading	EEF Teacher Toolkit <ul style="list-style-type: none"> • Reading comprehension strategies +5months 	End of KS2 data 2016 shows reading significantly above National average	Class Teachers, English Subject Leader	Half termly STAR reading assessments
Total budgeted cost					£4,900
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	SEN Support and Early Intervention	EEF Teacher Toolkit <ul style="list-style-type: none"> • One to one tuition +5months • Phonics +4 	Review at pupil progress meetings and data analysis with ongoing monitoring.	SENCo, Inclusion Manager	Termly review

More frequent teacher led instruction (small groups)	Provide pre teaching and supported group work to identify PP children requiring additional support	EEF Teacher Toolkit <ul style="list-style-type: none"> Reducing class size +4 months Small group tuition +4 months 	Teacher discussion, Classroom Monitor data, review of RAPs in pupil progress meetings and through monitoring.	HOS, Class Teacher	3 weekly assessment summaries produced throughout the year, detailing PP progress and attainment. Monitoring against RAP identified provision.
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Total budgeted cost £14,800

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	To subsidise PP pupil extra curricular 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 extra curricular activities	Admin Team, Inclusion Manager	Ongoing
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	EEF Teacher Toolkit <ul style="list-style-type: none"> Parental participation +3 months Homework (primary) + 2 months 	One to one contact with vulnerable families, monitoring of pupil progress against identified barriers	HoS Inclusion Manager	Ongoing

Total budgeted cost £12,000

Review of expenditure 2015-2016				
Previous Academic Year				
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
For staff to have a wider repertoire of strategies which impact on the progress of PP/SEN pupils	Staff CPD training including EP: Dyslexia Autism Behaviour management,	Training has ensured that staff have received training from Educational Psychologists on specific aspects of SEN. Pupil's needs are more promptly and successfully identified and targeted through interventions and classroom support techniques. Achievement data used to check that interventions and techniques have worked, with adjustments being made accordingly.	Training has to be consistent and sustained so new staff joining the team must also be given the same training opportunities.	£1,810
Increase the range of intervention programmes available	Acceler-read, Acceler-write interventions	Purchase of new online materials, software and hardware has enabled a comprehensive programme of new interventions to run, with good ratio gain outcomes.	Up to date and relevant IT resources are vital to use web based, online learning resources to enable a more positive impact on achievement. This strategy will be ongoing, but to be fully effective interventions need to run for longer amounts of time.	£1,800

Accelerated Reader Provision	Annual subscription to Accelerated Reader	Wellow School was identified as a 'Top Performing' primary school nationally by Accelerated Reader. 100% of PP children in Y6 achieved the expected standard at the end of 2015/16.	<p>End of KS2 data 2016 shows 100% of PP children in achieved the expected standard and 17% exceeded the expectation.</p> <p>This approach will continue, but there now needs to be a greater focus on more children (especially those with high prior attainment) achieving a higher scaled score. PPMs will focus on progress (using AR data) more closely.</p>	£1,305
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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
Individualised provision for all PP pupils	LSA led Wave 2 and 3 interventions	See individual pupil data and ratio gains success	We have reviewed our SEN cycle and made changes to identification and tracking systems. Pupil progress meetings with HOS, Teacher, LSA and Inclusion Manager are now extended.	£13,761
Teacher led booster groups	Provide pre teaching and supported group work to identify PP children requiring additional support	Identify the need within classes and, using teaching expertise, provide support in small group work	<p>Rates of progress have shown this to be a very successful strategy. In 2016 the teacher led booster groups for PP children led to strong outcomes for individual pupils.</p> <p>This approach will continue.</p>	£768

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
Equal access to curriculum	To subsidise PP pupil extra curricular activities	To improve confidence and behaviour so that all pupils have full access to a broad educational experience through clubs, music and trips	Participation monitoring shows that increased numbers of PP children take part in clubs, learn instruments and make timely payments for trips and visits.	£6,833
Attributed costs for business manager, SENCo, HOS to provide leadership and management of the above	Leadership/Admin / Management costs	Good understanding of the organisation of resources and programmes including a balance between support for learning needs, emotional, physical and practical support.	To continue. To allow the time for detailed assessment, analysis every 3 weeks and a child by child account of provision, support and funding has been invaluable and will be maintained. In addition, being able to learn from other school's experience (PP review days) has also led to new cost-minimal programmes such as the Passport documents for PP children.	£4,780

6. Additional detail

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