

Pupil Premium Strategy Statement (2018-2019)

Funding context:

Pupil premium is given to schools by the Government to support children who are in receipt of free school meals (FSM), children who are in care and children of Service families.

'It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.' Source DfE website

Overall aim: Our school ethos is that we care for the needs of our children; all children regardless of what nature this disadvantage takes. Therefore, we aim for increased progress and higher attainment, along with raising self-esteem and participation.

Narrowing the gap: There is no single intervention which provides a complete solution to narrowing the gap, or to supporting our disadvantaged children in a format that suits their individual needs. We implement a range of approaches when spending Pupil Premium which results in a breadth of support to pupils. In addition to the Pupil Premium Grant, many of our existing school systems support children from all backgrounds and of all abilities. We hold regular Pupil Progress meetings these provide an opportunity to discuss in depth all of the children in our school; with regard to both their academic attainment and pastoral issues. Our rigorous assessment, monitoring and tracking systems allow us to identify any children or groups of children who are not making sufficient academic progress.

1. Information					
School	Wood Ley Community Primary School				
Academic Year	2018-2019	Total PP Budget	£44,640	Date of most recent PP Review	February 2019
Total number of pupils	301	Number of pupils eligible for PP	38	Date of next review of this strategy	Sept 2019

2. Attainment 2018 (based on year 2 and year 6 results)

Wood Ley figures for pupils eligible for PP		National figures for pupils eligible for PP	
Year 2			
% achieving expectations in reading	100%	% achieving expectations in reading	
% achieving expectations in writing	100%	% achieving expectations in writing	
% achieving expectations in maths	100%	% achieving expectations in maths	
Year 6			
% achieving expectations in reading	67%	% achieving expectations in reading	73%
% achieving expectations in writing	89%	% achieving expectations in writing	79%
% achieving expectations in maths	78%	% achieving expectations in maths	76%
Progress measure in reading	-3.53	Progress measure in reading	0.3
Progress measure in writing	-0.66	Progress measure in writing	0.2
Progress measure in maths	0.39	Progress measure in maths	0.3

3. Barriers to future attainment (for pupils eligible for PP, including higher ability)

In – School barriers (issues to be addressed in school , such as poor language skills)	
A	Some pupils are not working at age related level and have gaps in their learning or misconceptions.
B	Some children have emotional and social needs
C	In some cases some children have limited speech and language which can impact on learning
D	Learning skills such as resilience, organisation and commitment needs developing.
External barriers (issues which also require action outside school)	
E	Access to resources such as books and life experiences
F	Lack of regular routines such as homework, reading, spelling, being prepared for school.

4. Desired Outcomes

<i>Desired outcomes and how they will be measured.</i>		<i>Success criteria</i>
A	<p>To ensure classroom teaching is precise and of a high quality to meet the needs of disadvantaged pupils so that they make progress by meeting (or exceeding) age related national expectations.</p> <p>To ensure pupils consolidate basic skills</p> <p>To respond rapidly with targeted teaching for pupils at risk of underachievement.</p>	<p><i>Monitoring by SLT and SENCO confirms quality first teaching is of a high standard</i></p> <p><i>SLT monitoring of books and planning identifies - needs of all the children are being met.</i></p> <p><i>Monitoring of PP pupil books alongside pupil perception surveys, identifies good progress is being made and where pupil is not making expected progress, clear intervention is in place to support progress.</i></p> <p><i>Termly pupil progress meetings identify progress of pp pupils</i></p>
B	<p>To provide a nurturing environment to develop social and emotional skills.</p>	<p><i>Pupils being supported through nurture groups and social skills groups have good attendance.</i></p> <p><i>Identified pupils develop resilience, become more confident, able to communicate effectively and a reduction in recorded behaviour incidents in school behaviour logs.</i></p>
C	<p>To develop opportunities for oracy across the school.</p> <p>To embed and sustain a reading culture that ensures all pupils read regularly and develop 'a love of books.'</p> <p>Pupils read regularly and have access to high quality texts within guided reading</p> <p>Pupils will write extended pieces each week and receive effective feedback to improve these pieces.</p>	<p><i>Tracking of high profile vocabulary is observed during regular class drop ins and learning works carried out by SLT, standard and excellence officer and HLT advisor.</i></p> <p><i>Pupils read more often, increased opportunities built into the school day with reading elders and bespoke class reading times.</i></p> <p><i>Monitoring of books indicate pupils are given time to respond to teacher feedback – this is part of the class teaching and learning cycle.</i></p> <p><i>Teaching assistants are used effectively to close gaps using prescription method.</i></p>
D	<p>Pupils will be proactive, organised and enthusiastic learners</p>	

		<i>Drops ins, lesson observations and pupil perception interviews will demonstrate positive attitudes towards learning. Phase monitoring mornings will identify good behaviours for learning using behaviour checklists</i>
E	School will deliver an engaging, broad and varied curriculum	<i>Audit of the school curriculum carried out by SLT Subject leaders audit their subjects, resources and children's work to ensure a broad and balanced curriculum. Curriculum maps include additional activities and opportunities offered linking to school values.</i>
F	Pupils will have opportunities in school to read, consolidate x tables and complete homework (if necessary).	<i>Increased opportunities for reading in school – Read 2 Dogs, Reading Elders, Reading Buddies and class reading time enables wider reading curriculum. Times Tables Rock Star clubs running in school lunchtimes to provide opportunities to consolidate learning.</i>

5. Planned Expenditure 2018 - 2019

Provision	Who it is supporting	Premium Category	Costs	Outcomes
Adult Support TA intervention support for identified groups / individuals.	Children identified through Pupil Progress Monitoring as making less than expected progress or with low attainment, in all year groups. Vulnerable children with additional social and emotional needs	<i>Changes throughout the year on ½ termly basis.</i>	FS – £2,090 KS1 – £4,200 LKS2 – £2,640 UKS2 – £4,200 TOTAL £13,130 contribution	<ul style="list-style-type: none"> • Provided higher quality development of social skills, confidence and attitudes to learning. • Pre teaching groups promoted understanding and confidence. • Bespoke Nussy, beat dyslexia, gym trail and speech and language intervention with targeted children pupil progress data reflect impact made.

TA to carry out 1:1 prescription across key stages to close gaps identified through marking and feedback	Across the school.	<i>All children (PPG identified)</i>	<p>£1,960 weekly - contribution JI/RG working in UKS2 (14 hrs weekly£770) DL & RG working in LKS2 (6 hours weekly £420) HS/ JG working in KS1 (14 hours weekly ££770)£23,520</p>	<ul style="list-style-type: none"> Gaps in learning and understanding identified through marking and feedback – individual support given to reinforce and support learning.
Increasing support across school to enable smaller working groups and improved teacher focus on those struggling.	F = 2 Y1 = 2 Y2 = 5 Y3= 7 Y4 = 7 Y5 = 9 Y6 = 4	<i>All children (PPG identified)</i>	<p>£2,310 WK contribution F / KS1 additional support hours -18 WK LKS2= Additional support hours 6 WK UKS2 = Additional support hours -18WK</p>	<ul style="list-style-type: none"> A higher proportion of all pupils reached age related expectations. Progress scores increased enabling all children to make acceptable levels of progress according to their needs and abilities.
Increased support for those children experiencing behaviour issues. 1:1 support for 2 specific Pupil Premium children	Years 4, and 6	<i>PP, SEN</i>	<p>2 x 6 ½ hrs daily £715 weekly £8580 term</p> <p>7.5 hrs weekly £765 termly</p>	<ul style="list-style-type: none"> Higher provision of 1:1 and small group support enabled targeted support Specific support for behavioural and social difficulties to enable integration within mainstream school setting and fewer incidents occurred. Behaviour consistently graded as good Stronger relationships between home and school developed

1:1 additional Lunchtime TA Provision for 1 children.	1 PPG child	<i>PP</i>		<p>through effective communication and welfare role.</p> <ul style="list-style-type: none"> Improved behaviour and as a consequence improved involvement in class and school life.
Speech and Language Support	Children across the school	<i>PP & SEN</i>	1 HLTA x 3 hours 30 minutes a week £1,881	<ul style="list-style-type: none"> Supported children to overcome issues/difficulties related to communication and language skills. Progress of individuals can be seen in S&L monitoring.
Nurture Groups	1 x KS1 1 x KS2 1x social skills group ELSA support sessions	<i>PP, Vulnerable and SEN</i> <i>PP KS2</i>	KS1 – TA 1½ hours per week £18 (£684 over year) KS2 – Teacher 1½ hours per week £50 (£1900 a year) Welfare Officer 1 ½ hrs weekly (£209) Plus cost of Nurture resources £702.97 to improve Nurture room and on going resources and consumables £368.90 welfare room refurbishment and resources £491.46+ £70+ £40 + £17 = £1,690	<ul style="list-style-type: none"> Positive relationships promoted Self-esteem and raise self-confidence in the children taking part. Children more able to regulate responses to stressful situations, evidence recorded in reduced number of behaviour logs
Further English resources	Children across the school	<i>PP, Vulnerable</i>	100 reads UKS2 100 reads LKS2	<ul style="list-style-type: none"> Used effectively to promote reading skills, particularly

		<i>e and SEN</i>	100 reads KS1 £350	<p>comprehension skills – progress increased year on year..</p> <ul style="list-style-type: none"> • 100 recommended reads across the school increased opportunities to experience a range of different text types
Maths resources	Children across the school	<i>PP, Vulnerable and SEN</i>	£181.25 £580	<ul style="list-style-type: none"> • Mathematical skills and confidence increased evident during monitoring and KS1 monitoring morning • Numicon used effectively to promote practical maths experiences • Dennes resources effective practical resources which has increased understanding
CISS recommended Therapy for one child experiencing social, emotional and behavioural difficulties	One PPG child in Year 3	<i>PP & SEN</i>	£45 x 8 =£360	<ul style="list-style-type: none"> • To explore feelings through play based therapy • To promote self-esteem and raise self-confidence • To regulate responses when feeling angry
Extra-curricular enhancement activities	Whole School	<i>PP</i>	£1000	<ul style="list-style-type: none"> • To enable all children to benefit from the extended curriculum opportunities, regardless of family financial restraints • Improved social skills • Access to healthier lifestyles • To provide opportunities for a broader experience for PP families eg fishing afternoons, school trips and activities payment covered.

<p>Additional release time for SENCo Time to observe/work alongside children with needs, as well as carry out book scrutiny.</p> <p>SLT release time SLT monitoring PP provision and attainment - key stage monitoring morning x4 year</p>	<p>All PP children who may for whatever reason be making less than expected progress, as well as those children not attracting Pupil Premium</p>	<p><i>PP & SEN</i></p>	<p>Approx 2 day x per term = £1,134</p> <p>½ day x 4 per year each for 2 members of SLT = £960</p>	<ul style="list-style-type: none"> To observe provision in place for PP/SEN/Vulnerable learners thus ensuring all classes are inclusive. To monitor individual children and their progress and address any needs identified. To identify areas where pupil premium funding can be used to 'narrow the gap' between vulnerable learners and the rest of the cohort.
<p>Read 2 Dogs Programme Teaching assistant to work alongside Pets as Therapy dog handler and reading dog</p>	<p>Identified PP children who require additional support, confidence building and self esteem</p>	<p><i>PP</i></p>	<p>1.5 hours weekly = £684</p>	<ul style="list-style-type: none"> Improved confidence with reading. Develop social and communication skills Improved attainment in reading
<p>Welfare Officer - To support vulnerable children and their families. Support sessions available as needed. SEAL for families programme running spring 2019 x 2 hrs for 6 weeks</p>	<p>Vulnerable children and families</p> <p>SEAL for families targeted for PP families across the school</p>	<p><i>PP, Vulnerable</i></p>	<p>Welfare Officer £23,111 contribution from PP £ 11.61 @ 10 hrs weekly x 38 =£4,411 6 sessions blocks x 2hrs 2 members of staff £557</p> <p>Resources for SEAL for families £100 project / weekly consumables £ 60</p>	<ul style="list-style-type: none"> SEAL for families to run in Spring term to support family engagement with education. Pupils will be better supported at home. Effective home school liaison through the welfare role, supporting families with behaviour, anxieties and general concerns.
<p>Total Expenditure: Contingency for additional children / requirements joining school :</p>			<p>£ 42,540 £ 2,100</p>	