

# Pupil premium strategy statement (primary)

1. Summary information					
School	Wychall Primary School				
Academic Year	2016/17	Total PP budget	£391,710.00	Date of most recent PP Review	January 2017
Total number of pupils	411	Number of pupils eligible for PP	283	Date for next internal review of this strategy	June 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE or above in reading, writing and maths	21%	%
% achieving ARE in reading	32%	%
% achieving ARE writing	61%	%
% achieving ARE in maths	42%	%
% achieving ARE in SPAG	39%	
% KS1/2 progress in reading	-6.0	
% KS 1/2 progress in writing	-0.3	
% KS 1/2 progress in maths	-5.2	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Poor language skills for PP pupils when children enter school in Reception. This has a detrimental impact on all areas of learning.
<b>B.</b>	Lack of life experiences which impact on vocabulary and general knowledge which also reduces pupils' ability to apply their learning.
<b>C.</b>	Groups of vulnerable pupils facing emotional and social wellbeing which impacts considerably on their learning engagement and that of their peers.
<b>D.</b>	Pupils who may benefit from an EHC plan need to be quickly identified and professional supporting evidence produced.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	High indication of deprivation which impacts on pupils' emotional wellbeing.
<b>F.</b>	Attendance rates for PP pupils are poor and this reduces their time in school, which can cause them to not achieve.
<b>G.</b>	Barriers to ensuring children arrive at school regularly and on time, which can cause them not to achieve.

<b>H.</b>	Lack of out of school extra-curricular activities which provide new life experiences and which could help with later life opportunities.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve oral language skills in Reception and Year 1.	PP pupils in these classes make good progress making ARE by the end of the year.
<b>B.</b>	Pupils benefit from trips, visitors, performances & workshops which are connected to topic learning, thus making their learning more real and applied.	Pupils can use appropriate vocabulary and relevant applications to their learning.
<b>C.</b>	Identified groups of PP pupils have their emotional wellbeing addressed	Increased attendance and achievement in school.
<b>D.</b>	If required, pupils are seen by professional agency and appropriate reports provided to support any additional help SEND applications.	Support plans offered to assist pupils, which in turn helps them to make progress.
<b>E.</b>	Children are identified via Boxall profile and invited to attend Acorn for the necessary amount of time required.	Pupils make good progress and are reintegrated into main stream class.
<b>F.</b>	Attendance rates are improved in line with national requirements and pupils spend more time in class. Lateness is reduced	Pupils make required progress and there is less interruptions to the rest of the pupil's learning.
<b>G.</b>	Children have support getting them to school every day.	Pupils arrive at school in a better frame of mind which helps them to make required progress.

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2016-17</b>			
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.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Language improvement from Reception to Yr 6 classes	Speech & Language Therapist – to train school staff and to work on 1:1 basis with children with significant language issues. Language Link Specific TA training delivering planned programmes to specific children Screening children and addressing mobility concerns	On entry Baseline assessments show 30 pupils in EYFS have required S & L need for intervention.  Mobility – assessments. Incoming pupils are screened and support planned whether this is with a trained TA or S&L therapist.	Pupil reviews at the end of each term Tracking children via SPTO. The S&L Therapist will prepare an end of academic report identifying actions taken and impact.	SENDCo – Sally Clements	At the end of every term

Greater life experiences and improve attainment cross curricular	Subsidise educational trips including Yr 6 residential trip at the beginning of school year. Introduce music tuition for whole year group as well as specific after school clubs.	To provide experiences and concepts to support curriculum and schemes of work. To provide concepts, language and mental training in new areas of curriculum and schemes of work	Tracking pupil progress in all subject areas	All Teachers and Phase Managers	Annually
<b>Total budgeted cost</b>					<b>£45,546</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To ensure certain PP pupils are classroom ready	Provide a personalised programme delivered in our Nurture Room – Acorn staff	To reduce the impact of attachment difficulties which prevent children being successful in the main stream classroom and achieve the best from classroom teaching.	Complete Boxall Profiles to address where the pupil starts from and review their progress and monitor how many children are successfully integrated back into class.	Ann-Marie Alebon & Rachael Stone	Individual children's progress is tracked on their return to mainstream class.
To identify children who need to receive emotional support, deliver this immediately and monitor the positive impact	Provide 1:1 emotional support with Malachi Family Support Workers and where necessary include work with parents for long term success	By providing support and long term strategies underlying issues can be identified and addressed	Fortnightly update meetings are held with Pastoral Team with improvements being monitored	Pastoral Team	Fortnightly and termly with end of year data gathered.
Attendance % is improved, meaning that more pupils attend school and arrive on time	Utilise services of Pastoral Team and Malachi to establish root causes of poor attendance and support where necessary.	Improved attendance results and greater improvement for individual pupils and the class as a whole, if interruptions are reduced at the beginning of the day.	Regular meetings are held with the Assistant Headteacher to review attendance levels.	Assistant Headteacher	Half termly
Increase reading and vocabulary progress for certain PP pupils	Using Beanstalk reading volunteers to support identified children	This is an invaluable resource for children who are not confident or do not have support in reading at home. Sessions include learning how to play games and interact with an older role model.	Review progress of identified pupils and assess their confidence and attitude towards reading and conversation interaction.	Literacy Manager	Termly data reviews with end of year report.

To identify at the earliest stage the need for SEND interventions	Utilise the services of a recommended Educational Psychologist to assess pupil needs and recommend action to be taken	Due to long delays in referrals seen by the Local Authority, a reputable Ed Psych was identified, who could visit school as required and make reports available for immediate action	The Ed Psych will meet regularly with the SENDCo to review visits and outcomes and support applications for EHC Plans.	SENDCo	As required
<b>Total budgeted cost</b>					<b>£318,356</b>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To provide extra-curricular experiences for children with limited life choices	To offer a selection of art musical clubs to improve abilities and be involved with tournaments and concerts	Children are limited to attend one club so as many children as possible have a chance to enjoy specialised teaching. Pupils are removed from clubs if they are put on a behaviour chart.	Feedback from pupils, behaviour in class and monitoring attendance at clubs	SBM	Termly
<b>Total budgeted cost</b>					<b>£16,200</b>

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>	<b>2015-16</b>			
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

Language improvement from Reception to Yr 6 classes	Language Link Specific TA training delivering planned programmes to specific children Screening children and addressing mobility concerns		Approach has been very successful and school will definitely continue with this outcome next year.	
Greater life experiences	Subsidise educational trips including Yr 6 residential trip at the beginning of school year and Yr 4 Camping trip. Other topic trips have been arranged.	On many occasions, the required funds were not forthcoming however all children benefited from trips, especially Yr 6 children. When arranged at the beginning of the topic, the impact and results from acquired knowledge improved the learning.		
Improve attainment cross circular	Introduce music tuition for whole year group for a year and to continue with extended lessons the following year/s. To offer specific musical instrument clubs to chosen year groups	Year 4 received music tuition as a whole class and pupils moving to Years 5 & 6 continued as elective musicians.	Pupils' skills improved as the tuition covered a whole year and beyond. Pupils also benefited from performing on stage, which has increased their confidence. Will look to continue again next year.	

## 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
To ensure certain PP pupils are classroom ready	Provide a personalised programme delivered in our Nurture Room - Acorn			

To identify children who need to receive emotional support, deliver this immediately and monitor the positive impact	Provide 1:1 emotional support with Malachi Family Support Workers and where necessary include work with parents for long term success			
To reduce chronic health issues that impact on attendance and learning	Buy in Traded Services for a School Nurse for 1 day / week			
To identify at the earliest stage the need for SEND interventions	Utilise the services of a recommended Educational Psychologist to assess pupil needs and recommend action to be taken			
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To provide extra - curricular experiences for children with limited life choices	To offer a selection of sporting and musical clubs to improve abilities and be involved with tournaments and concerts			

To provide a Walking Bus to ensure children in need arrive at school on time to learn	To continue to employ 3 x Walking Bus guides who collect and walk 20 children to school every morning.			
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## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)