



Wychall Primary School



PUPIL PREMIUM STRATEGY 2019-20

Total number of pupils on roll September 2018 (excluding nursery and kindergarten)	388	
Total number of pupils eligible for Pupil Grant	255	£1,320
Total number eligible for Early Years Pupil Premium	24	£300
Total numbers eligible for Previous Looked After Grant	8	£2,300
Total number of service children	0	£0
Total amount of Pupil Premium Grant received	£362,000	
The gap between school PP combined and national other combined decreased from -31.8% in 2018, to -15.6% in 2019. Narrowing the attainment gap by 16.2%		

Outcomes for Wychall School in 2019 compared to the national 2019 data.

% of Pupils	Wychall all Pupils	Wychall non-disadvantaged	Wychall disadvantaged	in school Gap	National all pupils	National non-disadvantaged	<u>Gap compared with national non-disadvantaged</u>
EYFS – GLD	66%	71%	60%	-11%	72%		
Phonics	76%	67%	80%	+13%	82%		
Key Stage 1							
Reading	71%	79%	67%	-12%	75%		
Writing	70%	79%	65%	-14%	69%		
Maths	64%	74%	62%	-12%	76%		
Key Stage 2							
Reading	67%	77%	64%	-13%	73%		
Writing	77%	77%	76%	-1%	78%		
Maths	67%	77%	64%	-13%	79%		
Combined	56%	77%	50%	-27%	65%		

Progress							
Reading	-3.1	-3.1	-3.1	0			
Writing	-1.5	-0.6	-1.9	-1.3			
Maths	-3.5	+0.1	-4.7	-4.8			
NB – national data will be added as available							

PUPIL PREMIUM STRATEGY FOR 2019-20

Our strategy for 2018-19 has been drawn up following an evaluation of last year's pupil premium strategy, our data and a review of current research. Some actions have been extremely successful and these will be continued. Research shows us that highly effective teaching disproportionately benefits disadvantaged children. So, if there is good teaching and learning for all children, the gap should narrow. The most effective resource is always quality teaching, so much of our pupil premium money is spent on the deployment of staff. We have chosen a range of strategies, some of which are continued from last year as they were so successful. The strategies fall into three groups of: quality teaching for all; targeted support and pastoral support.

Barriers to future attainment for pupils eligible for pp

- Poor language and comprehension skills, particularly in relation to vocabulary when speaking and listening and reading.
- Poor behaviour for learning in many disadvantaged learners.
- There is a higher rate of persistent absence and late arrivals amongst disadvantaged children.
- Some parents find it hard to provide support for their child's learning at home, particularly around reading.
- Poor arithmetic skills.
- Poor writing skills.

Quality teaching for all

Desired outcome	Strategy	Rationale	Cost
To improve the attainment of disadvantaged pupils across the school in reading and maths by 10% and writing 15%.	DoL to support planning and QfT in targeted year groups. Provide targeted CPD and structured	Outcomes in all year groups improved as a result of better quality first teaching. Sutton Trust research (2011) found that the correlation between quality first teaching and the attainment of disadvantaged was high. Quality first teaching had the greatest impact on progress of disadvantaged children.	£111,000

	support for staff.		
74% of disadvantaged children in each year group to achieve age expected in reading.	Introduction of Accelerated Reader	Education endowment Fund research with Year 7 pupils showed a gain of 5 months for disadvantaged pupils. Our recommendation has also come from various other local schools.	
74% of disadvantaged children in each year group to achieve age expected in reading.	Maximising the impact of Teaching Assistants. Use of non-class-based SLT to train and provide CPD for TAs.	This is a continuation of an effective strategy used previously. It comes under quality teaching for all because it is about how teaching assistants are best deployed. They will not always be leading a small intervention group. We will minimise the amount of interventions that take place outside of class with TAs focusing on recognised gaps in learning.	
Targeted support			
Raise standards in Year 6 in maths, reading and writing for pp children. • Gap reduced between national other and in school pp by 10%, except in Writing where the target is 8% as the gap is only 8%.	Three additional teachers (one from Jan 20) to be deployed in year 6, one of which is an assistant head teacher, to ensure that the children can be taught in smaller numbers and instant feedback and intervention can be enhanced. HLTA has been deployed to the lower attaining group to support assistant head teacher in closing the gap through focused in-class	Our current year 6 children (previously year 5) have the lowest attainment in the school, despite effective teaching last academic year (where attainment did improve). The children in this year group have suffered from poor teaching in year 3 and 4, whilst serious behaviour impacted on many lessons. Behaviour improves when in smaller groups as specific needs can be catered for more easily. Additional staffing in previous years was successful in improving outcomes and behaviour.	£234,00

	support.		
74% of disadvantaged children in each year group to achieve age expected in reading.	4 support staff will be deployed to conduct addition 1-1 readers across all year groups, in the afternoons. PP children will be prioritised for this provision.	The largest gap in school pp compared to national non pp (2018) was in reading which stood at -18%. Attainment in reading for pp children was -11% compared to the national all pupils (2019). Reading is the gateway to all aspects of the national curriculum and enables children to make greater progress.	
Fully close the 13% gap between in-school PP children achieving GLD and other non pp pupils nationally.	Targeted TA interventions <ul style="list-style-type: none"> • SALT • Reading TA in afternoons. Speech and language practitioner to be funded - providing tailored support and actions.	Education Endowment Fund suggests gains of +6 months for early years interventions. Having better speech and language skills enables access to all areas of the curriculum. Last year's strategy ensured FSM1 pupils improved from 51% (2018) GLD to 61% in 2019. Reading provision to support furthering this improvement.	
Eliminate the 5% gap between in-school pp and national non pp children (2018) passing the phonics screening check in year 1.	TA employed to deliver focused phonics intervention: <ul style="list-style-type: none"> • 1-1, • Small group. 	This strategy led to a 4% improvement in phonics outcomes for disadvantaged pupils in year 1, from 2018 to 2019.	

74% of disadvantaged children in each year group to achieve age expected in reading.	Purchase of MyON to provide additional access to reading materials and questioning at home. (Online based provision).	Evidence from reading records and internal tracking show that children lack access to texts of interest at home. Many parents at parent conferences have requested additional support for reading and questioning at home. Reading logs are rarely completed for many of our disadvantaged pupils - MyOn provides records of pupil interaction at home for teachers. Evidence suggests that reading for pleasure leads to increased attainment. Clark and DeZoya (2011) found a significant positive relationship between enjoyment and attainment indicating that pupils who read more are also better readers.	
Pastoral Support			
Attendance % is improved to at least national expectations, meaning that more pupils attend school and arrive on time.	Employ an Attendance Officer. Offer incentives to pupils as appropriate e.g. disco. Learning mentors.	Attendance for disadvantaged pupils remains stubborn with 93.75% in 2017-18 and 93.66% in 2018-19. This remains behind that of non-PP pupils. 5 pupils, who have multiple, significant vulnerabilities, have a significant impact on attendance data. When removed from the attendance calculations, overall attendance improves by 1%. These children are being supported by a range of external agencies to ensure their safety and access to education.	£19,000
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.	Overall attendance for these children has improved by 1.4%. Only 8 children are currently accessing this provision. 5 of the 8 children have improved attendance. 50% of the children have an attendance above 96%.	
Date of Mid-year Review: Week Beginning: 24/02/2020			