

Pupil premium strategy statement (primary)

1. Summary information					
School	Wychall Primary School				
Academic Year	2018/19	Total PP budget	£385,000	Date of most recent PP Review (External)	26 th January 2018
Total number of pupils	402 (YR – Y6)	Number of pupils eligible for PP	292	Date for next internal review of this strategy	January 2019

2. Current attainment			
	<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (national average)</i>
	<i>2017</i>	<i>2018</i>	<i>Currently showing 2017 outcomes</i>
% achieving ARE or above in reading, writing and maths	18%	33%	64%
% achieving ARE in reading	32%	51%	77%
% achieving ARE writing	61%	49%	81%
% achieving ARE in maths	34%	46%	80%
% achieving ARE in SPAG	37%	62%	82%
% KS1/2 progress in reading	-6.0	-4.3	+0.3
% KS 1/2 progress in writing	+0.3	-7.2	+0.2
% KS 1/2 progress in maths	-5.2	-4.1	+0.3

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor language skills for PP pupils when children enter school in Reception. This has a detrimental impact on all areas of learning.
B.	Lack of life experiences which impact on vocabulary and general knowledge which also reduces pupils' ability to apply their learning.
C.	Groups of vulnerable pupils facing emotional and social wellbeing which impacts considerably on their learning engagement and that of their peers.
D.	Pupils who may benefit from an EHC plan need to be quickly identified and professional supporting evidence produced.
E.	Low attainment of disadvantaged pupils.

F.	Slow progress of disadvantaged pupils.
G.	Poor learning behaviours for some disadvantaged pupils.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	High indication of deprivation which impacts on pupils' emotional wellbeing.
F.	Attendance rates and punctuality for PP pupils are poor and this reduces their time in school, which can cause them to not achieve.
G.	Barriers to ensuring children arrive at school regularly and on time, which can cause them not to achieve.
H.	Increased number of children experiencing mental health and wellbeing difficulties.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Rapidly diminish the gap between disadvantaged pupils and other pupils nationally.	Disadvantaged pupils perform in line with other pupils nationally at the end of KS2 with progress measures at least in line with national.
B.	Improve oral language skills in Reception and Year 1.	PP pupils in these classes make good progress making ARE in Communication and Language, R and W in Reception and in Phonics, R and W in Y1 by the end of the year.
C.	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.
D.	Children are identified via pupil referral and invited to attend Acorn for the necessary amount of time required.	Increased attendance and achievement in school. Progress at end of KS2 in line with national.
E.	Identified groups of PP pupils have their emotional wellbeing addressed.	Pupils make good progress and are reintegrated into main stream class.
F.	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 are less interruptions to the rest of the pupil's learning.
G.	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.

5. Planned expenditure					
Academic year		2018-19			
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?

<p>A. Rapidly diminish the gap between disadvantaged pupils and other pupils nationally.</p>	<p>Director of Learning to support teachers in planning and delivering improved QFT across the school. Bespoke CPD for staff. Director of Inclusion to support with planning to meet needs of all disadvantaged pupils during QFT.</p>	<p>High quality teaching leads to rapid progress as a result of improved engagement, pitch and challenge. Effective Primary Teaching Practice 2016 recognises the importance of continued staff development through planning, teaching and training support. Teaching and learning was judged to require improvement during the most recent Ofsted inspection.</p>	<p>Monitoring and evaluation activities including learning walks, lesson observations, book looks and pupil voice. Staff questionnaires. Review of CPD delivered. Performance management. External reviews.</p>	<p>GS and JD</p>	<p>At the end of each term. (Jan 19, April 19 and July 19.)</p>
<p>B Language improvement from Reception to Yr 6 classes</p>	<p>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</p>	<p>Pupils enter EYFS with low levels of speech and language development. Early intervention is proven to have greater impact on children's learning. On speech and language, Karnes and Lee (1978) have noted that 'only through early identification and appropriate programming can children develop their potential'.</p>	<p>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.</p>	<p>JD</p>	<p>At the end of every term</p>
<p>C Greater life experiences and improve attainment cross curricular</p>	<p>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. Increased visitors to school.</p>	<p>Literature Review by Penny Travlou, OPENSspace Research Centre (2006) "Experience of the outdoors and wilderness has the potential to confer a multitude of benefits on young people's physical development, emotional and mental health and well being and societal development. Mental health and wellbeing benefits from play in natural settings appear to be long-term, realised in the form of emotional stability in young adulthood." Children in our school have very low social mobility and so very few of our pupil premium children visit places of interest. Changing Minds: The Lasting Impact of School Trips (UK) A study of the long-term impact of sustained relationships between schools and the National Trust via the Guardianship scheme. 'We looked at whether school children's learning about their local environment would influence the way they treat it. We found that not only was this the case, but high quality,</p>	<p>Pupil Voice. Progress and attainment tracking in reading, writing and mathematics. Wider curriculum review through learning walks and book looks.</p>	<p>All Teachers and Phase Managers. GS.</p>	<p>At the end of every term</p>

		<p>out-of-classroom learning also influenced how children behave and the lifestyle choices they make. It shows the potential for schools trips not just to change individual lives, but the lives of whole communities.’</p> <p>Key findings</p> <ul style="list-style-type: none"> • School trips are vital for children to connect with nature. • School trips influence lives. • Community spirit is developed from school trips. • School trips help bond families. • School trips improve children’s learning. 			
Total budgeted cost					£167,000
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?
D To ensure identified disadvantaged pupils are able to access age appropriate curriculum expectations.	Provide a personalised programme (Acorns) delivered by a teacher and teaching assistant.	To reduce the impact of behaviour for learning difficulties which prevent children being successful in the main stream classroom and achieve the best from classroom teaching. Children struggling to sustain focus and concentration during traditional length lessons – curriculum to be fully delivered through smaller ‘bite sized’ lessons that extend over time in line with learning stamina improvements.	Complete Boxall Profiles and other school based pupil referral forms to address where the pupil starts from and review their progress and monitor how many children are successfully integrated back into class. Track progress and attainment via SPTO, book looks, learning walks.	AA, RS.	At the end of each term.
A Rapidly diminish the gap between disadvantaged pupils and other pupils nationally.	Robust programme of interventions to rapidly diminish the attainment gap. AHT working in Y6 to provide additional capacity. TAs lead closing the gap sessions during afternoon teaching sessions. Programme of interventions in place.	Some pupils have significant gaps in learning that need to be addressed to ensure they are working at appropriate ARE or GD.	Monitoring and evaluation activities including learning walks, lesson observations, book looks and pupil voice. Performance management. External reviews.	JD	At the end of each term.

E To identify children who need to receive emotional support, deliver this immediately and monitor the positive impact	Provide 1:1 or small group support through two Learning Mentors. Support at the point of learning to secure improved progress and engagement. Support during social times such as lunch and break to improve well-being and engagement. Pastoral Lead employed to coordinate support for vulnerable pupils, signposting to appropriate support agencies and providing family support as required.	By providing support and long term strategies underlying issues can be identified and addressed. Significant number of pupils with multiple barriers to learning.	Fortnightly update meetings are held with Pastoral Team. SPTO tracking system. Book looks and learning walks.	JD, HE and NL.	Fortnightly and termly with end of term and end of year data gathered.
F 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 and Acorns provision to reduce number of fixed term exclusions.	Attendance for disadvantaged pupils is lower (95%) than non-disadvantaged pupils (97.62%) (Y1-Y6 Oct 18). 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.	Weekly cohort attendance checks. Fortnightly meetings are held with the Deputy Headteacher to review attendance levels.	NL, SB and HE.	Half termly
G 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.	There are a number of families on one of the estates who have had high levels of absence and lateness and where the distance is too far for them to walk to school by themselves.	Review attendance levels and encourage Yr 6 children to walk by themselves, thus making more spaces available to younger children.	Attendance Officer and Pastoral Team	Half termly
Total budgeted cost					£213,000
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?
C 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 events and concerts.	Pupil voice shows that curriculum enrichment is valued by pupils. They enjoy music lessons and events.	Feedback from pupils, behaviour in class and monitoring attendance at clubs	GS	Termly

Total budgeted cost					£5,000

6. Review of expenditure					
Previous Academic Year		2017-18			
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	
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	GLD for disadvantaged pupils was 51% with CLL at 69%.	Reduced use of S&L support for those with most significant need.	£19,720	
Greater life experiences and improved 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	Pupil voice in September 2018 showed that pupils value a wide, broad and balanced curriculum offer. They particularly enjoy music lessons and events. Trips and visitors have been used to promote engagement. Levels of engagement across school have improved as evidenced in reduced incidents of disruptive behaviour and from learning walks.	Our new curriculum has strong links to purposeful learning, contextual experiences and engagement. Visits and visitors are planned in across the year.	£25,826	
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	To provide a personalised programme delivered in our Nurture Room – Acorn staff	Academic progress for some children in Acorns was limited. On return to mainstream some children struggled to assimilate back into class leading to a return to disruptive behaviour. Some children benefitted from the nurturing environment and this ensured they attended school more consistently.	The nurture offer will be adapted. A sharper focus on ensuring academic success and progress will be aligned with the capacity to work with smaller groups of children. Planning will be led by class teachers and adapted by Acorn staff providing greater links with ongoing learning. Learning Mentors will be used to compliment the nurture offer, supporting children 1:1, through structured group activities and additional support at the point of learning in class.	£99,811	

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	A review into how Malachi were supporting families and children showed that support was often long term and unsustainable financially.	Learning Mentors employed by the school will now provide support to children with additional emotional needs to ensure they can access learning. Families are signposted to access additional support from external services.	£60,954
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.	A part time attendance officer was employed at the start of the academic year. Overall attendance improved over the three terms in Y1-Y6.	Continue to employ attendance officer.	
Increase reading and vocabulary progress for certain PP pupils	Using Beanstalk reading volunteers to support identified children	All children made improvements in Baseline data and also nurtured their reading enjoyment, fluency and enjoyment.	Continue.	£1,284
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	We have experienced many children across the school who join us in year and who have undiagnosed learning behaviour difficulties. We are able to get advice and support for staff and the child within 2/3 week period. The EP also engages with our multi-agency partners on our behalf which improves outcomes in gaining support.	Continue to use an Educational Psychologist to support diagnosis of learning behaviour difficulties and SEMH needs.	
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.	Many families have improved attendance, however this is not consistent pattern. However this does provide us with evidence when going through attendance processes that school is facilitating all opportunities for children to attend regularly. Some of our most vulnerable families benefit from this service as they are escorted safely to school.	Continue	£3,312

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
To provide extra - curricular experiences for children with limited life choices	To offer a selection of art and musical clubs to improve abilities and be involved with tournaments and concerts	Children have an opportunity to develop additional skills and talents, building self-esteem and confidence. Several groups including choir, steel pans and dance have the opportunity to successfully perform in the local community.	Clubs will continue. An increased number of clubs will be delivered by teaching staff at no additional cost to the school.	£16,200

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

The use of Pupil Premium funding was externally reviewed by a NLE in January 2018 following recommendations made as a result of the Ofsted inspection carried out in November 2017.

The newly appointed Headteacher (DD) (January 2018) used the report to inform the interim plan (below) with NL (DHT), JD (Director of Inclusion taking up post in April 2018) and SN (Challenge Advisor) in February 2018.

Key Barriers to Learning

EYFS

- Poor speech and language.

Chosen action/approach:

- Specific whole school TA training on enhancing effective pupil dialogue, use of effective questioning to develop both receptive and spoken language and to extend the learning.
- Use of Blooms / other questioning stems. (GS (Director of Learning, taking up post in April 2018) and JD ---- > Summer Term 2018).
- EYFS staff training in the use of the Wellcom programme – interventions to be put in place for pupils in EYFS and KS1 with effect from Summer 1.

Impact

CLL in Reception was 69% and was not a limiting factor in pupils achieving GLD.

- Lack of life experiences.

Chosen action / approach:

- Programme of educational visits and visitors / enrichment activities.
- Develop Forest schools. HT of Princethorpe Infants to explore whether the possibility of HLTA support with training to establish Forest School type provision ('Fresh Air Friday'). Before the end of Spring Term. (NB GJ (AHT) now booked on Forest School training in summer term)
- Educational visits to be funded for PP pupils.
- Adapt the curriculum offer to ensure more meaningful, real life experiences that give the children a purpose, audience and context for their learning. All thematic / topic work to culminate in a meaningful outcome for the learning (Launches and Landings) Summer Term with GS.

Impact

New wider curriculum was launched in September 2018. Clearer links to visits and visitors established. Early pupil voice is positive about changes to curriculum. AHT booked on Forest School training to take place this academic year.

- Vulnerable PP pupils with significant social and emotional needs.
Chosen action/ approach:
 - Increase links with Children's Centre and other Nurseries within the locality to ensure early intervention.
 - Increase parental involvement – More Stay and Play session targeted in particular at PP pupils and their siblings.

Impact

Full programme of visits alongside increased stay and play sessions has led to a calm and focussed entry to school for EYFS pupils in September 2018.

- Improve attainment in phonics and reading.
Chosen action / approach:
 - Rationalise phonic interventions in Year R.
 - Develop the monitoring role of the Reading Leader. Summer 1 –SR? to carry out this role in first instance.

Impact

Predicted Y1 Phonics outcomes in December was 45%. In Y1, 78% passed the screening check in June 2018 following introduction of a systematic approach to the teaching of phonics and a robust programme of interventions.

KS1

- Vulnerable pupils with significant social and emotional needs.
Chosen action / approach:
 - JD to explore the Fun Friends programme - Summer 1
- Improve attainment in phonics and reading.
Chosen action / approach:
 - Rationalise phonic interventions and the literacy teaching sequence in Year 1.
 - Ensure that pupils have enough opportunity to apply their phonic knowledge to both the reading and writing process as an integral part of QFT.
 - Develop the monitoring role of the Reading Leader. Summer 1 –SR? to carry out this role in first instance.
- Accelerate the progress of PP SEND in Year 2.
Chosen action / approach:
 - SLE to support with ensuring that the writing offer is appropriate – 15th February.
 - All SLE support to include a specific focus on attainment & progress of PP groups
 - Intervention groups to be put in place for R, W and M in Year 2 wef: beginning of Spring 2.
 - RT to ensure that all teaching staff direct their TAs for all parts of the lesson and monitor the progress that their pupils make when they attend interventions during pm sessions. SR, HLTA to support QFT and lead interventions during pm sessions.

Impact

Predicted Y1 Phonics outcomes in December was 45%. In Y1, 78% passed the screening check in June 2018 following introduction of a systematic approach to the teaching of phonics and a robust programme of interventions.

In Y2, 85% of pupils were disadvantaged.

Greater Depth for disadvantaged pupils in KS1 (Reading 18%, writing 8% and mathematics 12%)

Of the 45 non-SEND pupils, achievement in reading, writing and mathematics were in line with national outcomes for all pupils (Reading 84%, writing 80% and mathematics 78%)

KS2

- Reduce the attainment gap between PP pupils and all pupils in Year 5 and in particular target the pupils who need to attain combined reading, writing and maths.
Chosen action / approach:
 - Additional teacher to be targeted to teach across the Year 5 team wef: Summer 1. Programme of support for NQT with effect from Spring 2 – Year 6 team to support.
- Vulnerable pupils with significant social and emotional needs
Chosen action / approach:
 - JD to explore Friends for Life Programme.
 - Review the effectiveness of the Acorn provision and ensure that the provision is flexible and meeting the needs of the pupils. JD to undertake an audit of the Acorn provision and agree next steps: Summer 1.

New Director of Learning to support with precision monitoring and lesson study / coaching / mentoring to ensure that the QFT offer is differentiated and meeting the needs of the pupils. GS to have a particular focus on ensuring that the **high value EEF strategies** are in place and meeting the needs of PP pupils.

Impact

Progress across KS2 for disadvantaged pupils in Y6 improved in reading and mathematics following the limited time available for interventions after the appointment of the new substantive HT in January. The % of disadvantaged pupils achieving ARE in R/W/M rose from 18% to 33%.