

# Pupil premium strategy statement (primary)

1. Summary information					
School	Wychall Primary School				
Academic Year	2017/18	Total PP budget	£430,745.90	Date of most recent PP Review	November 2017
Total number of pupils	432	Number of pupils eligible for PP	256	Date for next internal review of this strategy	February 2017

2. Current attainment			
	Pupils eligible for PP (your school)		Pupils not eligible for PP (national average)
	2017	2018	
% 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)	
<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 and punctuality 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>	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>
<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>	Children are identified via Boxall profile and invited to attend Acorn for the necessary amount of time required.	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>	Identified groups of PP pupils have their emotional wellbeing addressed.	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>H.</b>	A child Psychotherapist to support children and staff in devising strategies to reduce the impact of individual's mental health needs.	

#### 5. Planned expenditure

<b>Academic year</b>	<b>2017-18</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>
A 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	On entry Baseline assessments show 30 pupils in EYFS have required S & L need for intervention.	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	SENDCo – Sally Clements	At the end of every term

	issues. Language Link Specific TA training delivering planned programmes to specific children Screening children and addressing mobility concerns	Mobility – assessments. Incoming pupils are screened and support planned whether this is with a trained TA or S&L therapist.	taken and impact.		
<b>B</b> 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

**Total budgeted cost**

## ii. Targeted support

<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>
<b>C</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.
<b>E</b> 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.
<b>F</b> Attendance % is improved, meaning that more pupils attend school and arrive on time	Utilise services of new Attendance Officer, Pastoral Team and Malachi to establish root causes of poor attendance and support where necessary. Offer incentives as appropriate eg Disco	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.	Fortnightly meetings are held with the Deputy Headteacher to review attendance levels.	Deputy 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.
<b>D</b> 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>G</b> 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 Office and Pastoral Team	Half termly
<b>H</b> Increased number of children experiencing mental health and wellbeing difficulties.	With other MAT schools, continue the development of a programme (REAP) that supports children and provides staff with a range of strategies to ensure these children can engage fully in the curriculum.	School has identified a increasing number of children who are experiencing mental health difficulties and who are unable to get immediate support from health agencies.	Feedback from training sessions, SENDCo to monitor the progress of identified children and collect information from Teachers and Parents as to the effectiveness of strategies.	SENDCo	Half termly
<b>Total budgeted cost</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>
<b>B</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>					

6. Review of expenditure				
Previous Academic Year		2016-17		
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	EYFS – 70% of children were considered age appropriate at the end of the year. KS1&2 – 66% of the children reached language appropriate levels. 16% had reached these levels following the programme prior to S&L intervention.	Impact has been significant both EYFS outcomes and end of KS1 outcome have improved significantly on the previous year. This will be continued in 2017-18.	<b>£19,720</b>
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	Children's engagement in learning is enhanced across all year groups and the experiences gained enable children with limited experience to better engage with concepts taught.	We are also able to supplement this funding with bursaries for some of the trips. This will be continued with some additional funding next year.	<b>£25,826</b>
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	94% of the children who attended Acorn have been successfully reintegrated into full time main stream classrooms. Case studies show that children make significant progress against the Boxall profile and become more confident in lessons. Levels of disruption are significantly diminished as children develop coping strategies.	Acorn is running for its 14 <sup>th</sup> year and will continue next year.	<b>£99,811</b>

<p>To identify children who need to receive emotional support, deliver this immediately and monitor the positive impact</p>	<p>Provide 1:1 emotional support with Malachi Family Support Workers and where necessary include work with parents for long term success</p>	<p>In reading 83% of the 40 children working with Malachi made 3 or more points progress. In writing 76% of the 40 children working with Malachi made 3 or more points progress. In mathematics 80% of the 40 children working with Malachi made 3 or more points progress. Malachi workers work in a more integrated way with the school Pastoral team.</p>		<p><b>£60,954</b></p>
<p>Attendance % is improved, meaning that more pupils attend school and arrive on time</p>	<p>Utilise services of Pastoral Team and Malachi to establish root causes of poor attendance and support where necessary.</p>	<p>Outcomes for attendance this year were disappointing. Analysis shows that 100% of children with persistent absence were also experiencing significant emotional difficulties and were working with additional agencies. Duly to legal reasons, Spotighting procedures were halted in Birmingham last year – this also had a significant impact.</p>	<p>We have agreed to appoint a part time, term time only Attendance Officer whose sole role will be to support families and organise legal proceedings where required.</p>	<p><b>£15,497</b></p>
<p>Increase reading and vocabulary progress for certain PP pupils</p>	<p>Using Beanstalk reading volunteers to support identified children</p>	<p>All children made improvements in Baseline data and also nurtured their reading enjoyment, fluency and enjoyment.</p>		<p><b>£1,284</b></p>
<p>To identify at the earliest stage the need for SEND interventions</p>	<p>Utilise the services of a recommended Educational Psychologist to assess pupil needs and recommend action to be taken</p>	<p>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.</p>		<p><b>£139,085</b></p>
<p>To provide a Walking Bus to ensure children in need arrive at school on time to learn</p>	<p>To continue to employ 3 x Walking Bus guides who collect and walk 20 children to school every morning.</p>	<p>Many families have improved attendance, however this is not consistent pattern. However this does provide us with evidence when going through spotlight processes that school is facilitating all opportunities for children to attend regularly. 25 children have used this regularly over the year. Some of our most vulnerable families benefit from this service as they are escorted safely to school.</p>		<p><b>£3,312</b></p>

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.		£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](http://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.

- 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.

- 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.

- 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.

#### 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 – 15<sup>th</sup> 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.

#### 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.