



Wolverham Primary and Nursery School Pupil Premium Strategy with end of year evaluation

<i>2016 - 2017</i>		
	January 2016 census	September 2016
Total number of pupils in the school	210 (+ Nursery and Pre School)	210 (+ Nursery and Pre School)
Number of PP-eligible pupils:	87 x PP 5 x Ever 5 2 x LA/Adopted	84 x PP 6 x Ever 5 2 x LA/Adopted
Amount per pupil:	£1320 £300 £1900	£1320 £300 £1900
Total pupil premium budget:	£114,840 & £1800 £3800 = £120,440	£110,880 £1800 £3800 = £116,480

	Nature/focus of support	Predicted % of PPG
a	Learning in the curriculum	£55,300 47.5 %
b	Social, emotional and wellbeing	£25,600 22 %
c	Attendance and behaviour	£22,060 19 %
d	Enrichment within and beyond the curriculum	£11,220 10% %
e	Families/communities/other	£2361 2 %
Curriculum Focus		
To increase % of disadvantaged pupils working at age related expectations in reading, writing and maths		

Evidence of school performance

Key statements from Ofsted report(s) relating to the performance of disadvantaged pupils:

September 2015 report:

- The proportion of pupils known to be eligible for pupil premium funding is more than twice the national average.
- The monitoring inspection was in response to falling standards at the end of Key Stage 2 and the weaker progress disadvantaged pupils make in reading.
- The achievement of disadvantaged pupils is more variable.
- A greater proportion of disadvantaged pupils made better than expected progress in writing and mathematics than in the past. Nonetheless, the gap widened in reading because this group did not make the same gains as their peers in the school and nationally.

November 2016 report:

- By the end of Year 6, pupils' reading is slightly higher than the national average. The disadvantaged pupils have caught up with other pupils nationally and, because of targeted teaching, some higher-ability disadvantaged pupils attain high standards.
- In pupils' work in Years 4, 5 and 6, the disadvantaged pupils, including the most able disadvantaged, are using highly expressive language and vocabulary in their accurate writing.

Priorities for improvement:

September 2015 report:

- Improve the systems for keeping a closer eye on disadvantaged pupils so that this group comes to school regularly and achievement gaps close in all year groups.
- Ensure that governors ask more searching questions about the achievement of disadvantaged pupils and use this information to make decisions about pupil premium spend.

November 2016 report:

- There has been an over focus on the lower-ability pupils instead of challenging those of middle ability to become higher attainers.

Summary of school's performance data July 2017 (whole school):

Key Stage 2 provisional data comparison July 2017	Wolverham all pupils	CWAC all pupils	National all pupils
Reading at expected standard	67%	74%	73%
Reading at higher standard	24%	26%	25%
Reading average scaled score	103%	104%	104%
Maths at expected standard	86%	74%	75%
Maths at higher standard	33%	22%	23%
Maths average scaled score	106%	104%	104%
SPaG at expected standard	86%	79%	77%
SPaG at higher standard	24%	30%	30%
SPaG average scaled score	107.8%	106%	106%
Writing at expected standard	81%	73%	76%
Writing at greater depth	19%	17%	17%
Combined reading, writing and maths	62%	59%	61%
% achieving a higher standard combined	14%	9%	9%

*** Symphony assessment has been used at Wolverham to assess against age related expectations in all subjects since September 2015. This is not comparable with APS levels. Pupils are expected to make 2 symphony points per term to be making expected progress.*

Summary of KS1 data July 2017 (whole school)

Key Stage 1 provisional data comparison July 2017 (CWAC and National taken from Perspective Live data August 2017)	Wolverham all pupils	CWAC all pupils	National all pupils
Reading at expected standard	75%	74.3%	75.5%
Reading at greater depth	18%	25.3%	25.2%
Writing at expected standard	75%	63.6%	68.2%
Writing at greater depth	21%	13.7%	15.6%
Maths at expected standard	79%	72.9%	75.1%
Maths at greater depth	25%	18.6%	20.5%
Combined reading, writing and maths expected	69%	59.5%	63.7%
% achieving greater depth reading, writing and maths	11%	9.4%	11%

Diminishing the difference between pp pupils and all other pupils at end of KS1 (attainment)

	2017 National difference with other pupils (to be added when available)	2017 School difference with other pupils (pupils who have been in school for at least 2 terms)		** 2016 Schools Symphony assessment tracking	2016 National difference with other pupils
		start of year	end of year		
Reading difference		1.9	1.8	-0.8	- 25%
Writing difference		3	2.3	-1	-23%
Maths difference		2.4	2.3	-1	- 17%
Science difference					-26%
	28 finished the year in year 2 with 8 chn joining during the year and 10 chn leaving				

Diminishing the difference between pp pupils and all other pupils at end of KS2 (attainment)

	2017 National difference with other pupils	2017 (9 pupils pp) School difference with other pupils (expected level)	** 2016 Schools Symphony assessment tracking	2015 APS levels
Reading difference	-27%	-39%	-3.3	-1.3
Writing difference	-14%	-33%	-3.1	-0.6
Maths difference	-5%	-25%	-3.6	-2.5
Reading, Writing and Maths difference	-25%	-47%		-1.7

Barriers to educational achievement faced by pupils

1. Children eligible for pupil premium attained a lower percentage at good level of development than other children at the end of foundation stage in communication and language, reading, writing and maths
2. Children eligible for pupil premium made less progress than other children at the end of y2 in reading, writing and maths
3. Children eligible for pupil premium had lower attainment than other children at the end of KS1 in reading, writing and maths
4. Children eligible for pupil premium made less progress than other children at the end of KS2 in reading and writing
5. Children eligible for pupil premium had lower attainment than other children nationally at the end of KS2 in reading and writing
6. Attendance for disadvantaged pupils is lower than other pupils within the school

Desired Outcomes

- 1 Improve communication and language, reading, writing and maths attainment across F/Stage for disadvantaged pupils
- 2 In year progress for pupil premium pupils will be in line with other pupils within the school in KS1
- 3 Improving reading, writing and maths levels for disadvantaged pupils in KS1
- 4 In year progress for pupil premium pupils will be in line with other pupils within the school in KS2
- 5 Improving reading and writing levels for disadvantaged pupils in KS2
- 6 To close the gap of sessions missed for disadvantaged pupils to be in line with other pupils within the school and inline with national other

Planned expenditure

Academic year 2016 – 2017 £110,800 (£1320 per pupil = 84 pupils Pupil Premium funding) Predicted spending				
Item	Cost	Number of pupils benefit	Year groups	Number of disadvantaged pupils benefitting
Free morning snack 3 days per week for all children – 38 weeks	£3600	273	Pre School – y6	84
SATs breakfast	£100	21	y6	13
Music workshops and enhancement	£3000	210	R – y6	84
Wider Opportunities music lessons	£1520	27	4	11
Residential visits – funding subsidy	£18,500	180	1-6	49
Pantomime/Reindeer visit fully funded	£3200	273	Pre School - y6	84
Trips throughout the year	£3500	273	Pre School - y6	84
School Uniforms for FSM pupils (bag, jumper and p.e. kit)	£825	84	N-y6	57
Pre School/Nursery new starter jumpers	£1000	100	Pre/Nursery new starters	10
Tooth brushing	£536	273	Pre School - y6	84
Breakfast Club Staffing 3 staff daily	£6560	30 daily	R – y6	varies
Breakfast Club provision (food and resources)	£2500	30 daily	R – y6	varies
Additional staffing support for interventions including: Speech and Language specialist TA,	£41,500	Varies	F/S, KS1 and KS2	87
Learning Mentors to monitor and support removing barriers for learning and improve attendance	£13,000	varies	F/S, KS1 and KS2	87
Learning Mentors to monitor and support removing barriers for learning and improve wellbeing	£13,000			varies
Passion for Learning	£2400	16	KS1 and KS2	15
Behaviour Support Consultant	£1000	varies		varies
Optional additional extra curricular homework clubs	£800	varies weekly	y1 – y6	varies
Total	£118,041			

SSDP Priority number	Strategy/Action linked to SSDP	Outcomes and success criteria	Staff lead	Milestones/impact measures	Reason for approach	Review of implementation	Number of pupils supported	Cost per focus strategy annual
Outcomes								
F/S 3	Improve communication and language attainment across F/Stage for disadvantaged pupils	Disadvantaged pupils to be achieving as well as non disadvantaged pupils in the school. Diminish the difference in speaking by 6%.	Sharon Littler Foundation Stage Lead/Deputy Head	<ul style="list-style-type: none"> • Analysis of needs, identify individual and groups of pupils • CPD staff audit • Analysis of interventions by S&L, Eklan and other support TAs • Pupil progress meetings of identified pupils • Half termly reporting back to PP lead, SLT and Governors 	To increase opportunity for developing enhanced speaking and listening opportunities and build confidence in talking as well as focused work with dedicated adult	Feb 2017	19	£15,000
<p>End of year evaluation: Analysis of needs was carried out early in the academic year. Interventions started in the Autumn term and continued throughout the year. The employment of a speech and language intervention teaching assistant ensured that early intervention was accessed and support was put in place as soon as it was identified. A number of other additional adults were taught and delivered communication and language intervention throughout the year.</p> <p>Listening and attention - Disadvantaged pupils achieved 83% 20% higher than non-disadvantaged pupils in the school.</p> <p>Understanding - Disadvantaged pupils achieved 67%, 31% higher than non-disadvantaged pupils in the school.</p> <p>Speaking - Disadvantaged pupils achieved 50%, 4% lower than non-disadvantaged pupils in the school.</p>								

F/S 1	Improving reading, writing and mathematics attainment across foundation stage for disadvantaged pupils	Disadvantaged pupils to be achieving as well as other pupils in the school and in line with national all in reading by increasing expected level by at least 13%. Writing 11%, maths 21%.	Sharon Littler Foundatio n Stage Lead/Dep uty Head	<ul style="list-style-type: none"> • Analysis of needs, identify individual and groups of pupils • Audit of CPD needs • Interventions analysis and discussion/monitoring by early years SENCO • Pupil progress meetings of identified pupils • Half termly reporting back to PP lead, SLT and Governors 	Increase opportunities for additional guided sessions with adults focusing on specific areas of learning and age specific development matters targets	Feb 2017	19	as above
<p>End of year evaluation:</p> <p>GLD Reading - Disadvantaged pupils achieved 67%, 16% higher than non-disadvantaged pupils in the school.</p> <p>GLD Writing - Disadvantaged pupils achieved 67%, 16% higher than non-disadvantaged pupils in the school.</p> <p>GLD Maths - Disadvantaged pupils achieved 67%, 11% higher than non-disadvantaged pupils in the school.</p>								
8a, 9a, 10a	Improving reading, writing and maths levels for disadvantaged pupils in KS1 reading by 25% writing by 23% maths by 17%	Disadvantaged pupils to be achieving as well as non-disadvantaged pupils within the school and diminishing the difference with national other. Increased percentage of pupils leaving KS1 at age related/expected in reading, writing and maths and ready for learning in key stage 2	Sharon Littler Deputy Head	<ul style="list-style-type: none"> • Analysis of needs, identify individual and groups of pupils • CPD audit of staff needs • Pupil progress meetings for identified pupils • Half termly reporting back to PP lead and Governors 	Increased intervention and teacher support within the classroom to focus on identified areas. Support from HLTA with specific focus as directed by the teacher.	Feb 17	28	£13,000

End of year evaluation:

A significant increase in numbers of pupils left key stage one ready for the key stage 2 curriculum. 75% in reading and writing and 79% of pupils in maths achieved the expected standard (combined 64%). 18% in reading, 21% in writing and 25% in maths achieved greater depth (11% combined) - all pupils

Reading expected progress – Disadvantaged pupils achieved in line with non-disadvantaged pupils in the school (0.1 symphony points more)

Writing expected progress – Disadvantaged pupils achieved higher than non-disadvantaged pupils in the school (by 0.7 symphony points which is ½ a term)

Maths expected progress – Disadvantaged pupils achieved in line with non-disadvantaged pupils in the school (0.1 symphony points more)

9b, 10b	Improving reading and writing levels for disadvantaged pupils in KS2 Reading by 15%, writing by 10%	Increased percentage of pupils leaving KS2 having achieved more than expected progress in reading, writing and maths and to be in line with other pupils within the school and diminishing the difference with national other.	Jenni Ogden Assistant Head	<ul style="list-style-type: none"> • Analysis of needs, identify individual and groups of pupils • CPD audit and access to mentoring or external CPD • Monitoring and tracking of progress and termly comparisons against non disadvantaged pupils • Termly key stage pupil progress meetings for identified pupils • Half termly reporting back to PP lead 	Targeted additional teacher support for intervention activities and additional opportunities for fluid sessions to follow on from daily activities.	Feb 17	47	£13,000
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End of year evaluation:

21 pupils in year 6 of which 12 were eligible for pupil premium and one child was in receipt of funding for armed forces. Information based on FFT aspire and progress measures set using prior attainment at key stage 1.

Children who were eligible for pupil premium made more progress across key stage 2 in all areas except for those who were identified as being lower attaining at the end of key stage 1. 4 pupils who were identified as SEN support were all eligible for pupil premium.

	Reading		Writing		Maths	
	Pp	Other	Pp	Other	PP	Other
Less than expected progress	2/12 – 17%	1/9 – 11%	1/12 – 8%	0/9		
Expected progress across key stage	5/12 – 42%	6/9 – 67%	9/12 – 75%	7/9 – 78%	4/12 – 33%	6/9 – 66%
More than expected progress	5/12 – 42%	2/9 – 22%	2/12 – 17%	2/9 – 22%	8/12 – 67%	3/9 – 33%
	84% of pp chn made expected progress or more in reading.		92% of pp children made expected progress or more in writing.		100% of pp children made expected progress or more in Maths.	

Pupils who were eligible for pp funding, achieved an average scaled score of 101 which is in line with national expectations (all subjects). Children who are eligible for pp funding and do not have additional needs have an average scaled score of 105.4 which is above national expectations (all subjects). Despite the average scaled score being lower, children made above expected progress across key stage 2.

Personal Development, behaviour and welfare

1	Improved attendance and punctuality	To close the gap of sessions missed for disadvantaged pupils to be in line with other pupils within the school and inline with national other. For all disadvantaged pupils to be in school for the whole of the SPAG/phonics session	Becky Collier/Rebecca Ashworth Learning Mentor	<ul style="list-style-type: none"> • Analysis of attendance and punctuality • Meet with Parents and EWO of families identified • Evaluate action plan against priorities • Analyse attendance over 	To increase parental responsibility in getting their children to school on time and every day. To increase	termly	87	£14,000
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				time including breakfast club attendance to identify PP pupils to see if there has been improvement in attendance/punctuality <ul style="list-style-type: none"> Analyse attendance and impact of collection service 	outcomes for teaching and learning			
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End of year evaluation:

The attendance learning mentor has worked tirelessly with families of disadvantaged pupils to increase attendance. They have issued letters, held attendance meetings, collected children and continually made phone calls to increase accountability with parents improving on attendance. They have worked very closely with families and have set individual targets for families and held meeting with individual families to evaluate targets.

However, analysis of the year demonstrates that there has not been an improvement this year and attendance has dropped slightly from 94.81% 2016 to 94.37% 2017. This will continue to be a target for school again in 2017/18.

Persistent absence for disadvantaged pupils has improved from 15.49% to 13.1%.

a/b/c	Removing/reducing barriers to learning	Learning Mentor to overcome and manage social and emotional barriers. The curriculum to be fully accessed and disruption/distractions in lessons to be limited because of the use of self help strategies.	Rebecca Ashworth Learning Mentor	<ul style="list-style-type: none"> Identify and timetable vulnerable pupils and make fluid as required Meet regularly with pupils and families to discuss strategies Evaluate family support and positive parenting workshops success Evaluate and assess impact of self help strategies Evaluate with class teachers about engagement and access to the curriculum 	To increase self esteem of pupils and reduce disruption as well as increase engagement and enthusiasm for learning	termly	87	£13,000
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End of year evaluation:

Learning Mentors have worked closely with families and individual children to enable them to fully access the curriculum. They have supported individual children and

worked with groups of pupils to build self-confidence and remove barriers. Very few lessons have been disrupted due to behaviour or disruption. On the rare occasion that this has happened they have supported with swift and effective interventions. They have had fluid timetables throughout the year and have supported more than 100 children to remove barriers and improve self-esteem. They have delivered specialised workshops and parenting support to enable families to build up strategies and resilience. They have provided bereavement support, counselling and general advice to parents, pupils and staff.								
b	Improving self esteem and motivation	All children to be able to have the same opportunity to build their independent skills away from home and have new experiences. All pupils to experience a holiday away from home in which they will have the opportunity to build up their independence, work as part of a team, problem solve and have opportunities to participate in new sports as school will pay for the residential	Tracy Webb	<ul style="list-style-type: none"> Provide all pupil premium pupils with the opportunity for a fully paid residential visit and evaluate the impact of this with self esteem and analysis of progress 	A large number of families find it difficult to pay or contribute towards residential visits. To increase opportunities for all pupils to have equal opportunities.	Feb 17	87	£22,000
End of year evaluation: All pupils from year one upwards had the opportunity to attend a residential visit away from home. During which, they were encouraged to become independent, build confidence, resilience, work in teams and experience activities that the curriculum does not deliver.								
e	To improve health and hygiene	For all families and pupils to develop good dental hygiene routines and families to be free from headlice. All children to be provided with the equipment to brush their teeth daily in school and to have a bug busting kit.	Learning Mentors	<ul style="list-style-type: none"> Questionnaire to evaluate the impact of tooth brushing on increasing good hygiene habits To evaluate the number of pupils who are reported with headlice and also evaluate the number of parents who attend termly workshops 	To reduce the absence rate for pupils who are off school with dental problems and treatment for headlice.	Feb 17	87	£536
End of year evaluation: All pupils from within the school from pre-school to year six have been encouraged to manage their oral health better. They are shown how to clean their teeth and have supervised daily sessions to do this. They are taught about good oral health and how this should be integrated into normal daily routines. Headlice workshops have been delivered to parents/carers and they have been encouraged to attend. Bug busting kits have been given to parents/carers to continue with headlice management and there								

has been a reduction in days lost due to children being absent due to headlice treatment. We have not been able to analyse the impact of toothbrushing and if this has reduced the amount of tooth decay in pupils.

	Total pupil premium expenditure in school development plan:	£90,536
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