Pupil premium strategy statement Wolverham Primary and Nursery School Form 2

1. Summary information					
School	Wolverham Primary and Nursery School				
Academic Year	2017 - 2018	**Total PP budget**	£123,305.00	**Date of most recent PP Policy Review**	Autumn 2017
Total number of pupils	292	**Number of pupils eligible for PP**	80	**Date for next PP review of this strategy**	Autumn 2018

2. Current attainment As part of your full strategy you will also wish to **consider results for specific groups of pupils** (such as particular year groups or minority groups) as well as the headline figures presented here. If you have very small pupil number you may wish to present 3 year averages here.

	Pupils eligible for PP (school) in KS2 (2017 y6) 12 pupils	Pupils not eligible for PP (national average other)	Pupils eligible for PP (school) in KS1 (2017 y2)	Pupils not eligible for PP (national average)
% achieving in ARE or above in reading, writing and maths	42%		56%	
% achieving in ARE or above in reading	50%		56%	
% achieving in ARE or above in writing	67%		56%	
% achieving in ARE or above in maths	75%		56%	
% making at least expected progress in reading	83%		89%	
% making at least expected progress in writing	83%		89%	
% making at least expected progress in maths	92%		89%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability) Data sources that can help you identify barriers to attainment in your school include: RAISEonline; the EEF Families of Schools database; FFT Aspire; staff and pupil consultation; attendance records; recent school Ofsted reports; and Ofsted guidance.

In-school barriers *(issues to be addressed in/out school, such as poor oral language skills, attendance, home environment)*	
	Children eligible for pupil premium attained a significantly lower percentage of **exceeding** the good level of development than other children at the end of foundation stage in all areas of learning.
	There was a 29% difference between disadvantaged and other pupils in the school with health and self-care.

	Children eligible for pupil premium had attainment in line with other children at the end of KS1 in reading, writing and maths. This is cohort specific and the good progress needs to be continued.	
	Children eligible for pupil premium with SEND attained lower than other children at the end of KS2 in reading, writing and maths (but were above the national figure for pupils eligible for pupil premium and SEND)	
	Children eligible for pupil premium had lower attainment than other children nationally at the end of KS2 in reading and writing	
	63% of children on the SEND register are also eligible for pupil premium	

External barriers *(issues which also require action outside school, such as low attendance rates)*

	Attendance for disadvantaged pupils is lower than other pupils within the school	
	To improve learning experiences of pupils who struggle to manage social and emotional barriers	
	Improving self-esteem and motivation for all pp pupils and for them to have the same opportunity to build their independent skills away from home and have new experiences. All pupils to experience a residential experience annually	

2. Desired outcomes

	Desired outcomes and how they will be measured	*Success criteria*
A	Improve the percentage of pupils achieving exceeding GLD in reading, writing, maths and communication and language. To reduce the difference between disadvantaged and other pupils in health and self-care.	To be in line or close to both school and national other with the percentage of pupils achieving exceeding the ELG. To be in line or close to both school and national other with the percentage of pupils achieving the ELG in health and self care.
B	In year progress for pupil premium pupils will be in line with other pupils within the school in KS1	For progress of KS1 pupils who are eligible for pupil premium to be in line with others (using school's symphony tracking)
C	Continue to have improved reading, writing and maths levels for disadvantaged pupils in KS1 as per 2016/2017 year	For reading levels for KS1 disadvantaged pupils to be in line with other pupils nationally For writing levels for KS1 disadvantaged pupils to be in line with other pupils nationally For Maths levels for KS1 disadvantaged pupils to be in line with other pupils nationally
D	In year progress for pupil premium pupils will be in line with other pupils within the school in KS2 when tracked using the school's assessment system	For progress of KS2 pupils who are eligible for pupil premium to be in line with others (using school's symphony tracking)
E	Improving reading and writing levels for disadvantaged pupils in KS2	For reading levels for KS2 disadvantaged pupils to be in line with other pupils nationally

		For writing levels for KS2 disadvantaged pupils to be in line with other pupils nationally
F	To diminish the difference between disadvantaged pupils and other pupils in attendance	To diminish the difference between disadvantaged pupils and other pupils to be in line with other pupils within the school and in line with national other

	Nature/focus of support	**Predicted % of PPG grant for academic year 2017 - 2018**	
a	Learning in the curriculum	£64,600	52%
b	Social, emotional and wellbeing	£29,000	24%
c	Attendance and behaviour	£17,060	14%
d	Enrichment within and beyond the curriculum	£ 11,220	9%
e	Families/communities/other	£1425	1%

Curriculum Focus To increase % of disadvantaged pupils working at age related expectations in reading, writing and maths

3. Planned expenditure

Academic year	**2017 - 2018**

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 You may have more than one action/approach for each desired outcome.	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A	• Analysis of data at the beginning of the year (also to include the new starters) • Identify individual and groups of pupils	• 2016-2017 data identified that there is a significant difference between pupils exceeding the GLD.	• Termly analysis of data • Termly pupil progress meetings • Half termly reporting back to PP lead and Governors •	Tracy Webb	January 2018

	• CPD audit of staff needs • Increased intervention and teacher support within the classroom to focus on identified areas. • Support from Teaching Assistants and S&L TA with specific focus as directed by the teacher				
A	• Analysis of data at the beginning of the year (also to include the new starters to identify what areas are lowest and identify why) • CPD audit of staff needs • Increased intervention and teacher support within the classroom to focus on identified areas. • Learning Mentor to support individual pupils with areas identified by teacher	• 2016-2017 data identified that there is a 29% difference between disadvantaged pupils and other pupils in the school.	• Termly analysis of data • Termly pupil progress meetings • Half termly reporting back to PP lead and Governors	Caroline Burgess	January 2018
B C Improving **reading, writing and maths levels** for disadvantaged pupils in KS1 reading by 25% writing by 23% maths by 17%	• 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	• 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 • Written feedback has little impact on Key Stage 1 children's learning so marking			

	focus on identified areas.	policy is being reviewed to identify how this can be improved. EEF research shows that feedback can improve children's learning and retention by up to 8 months if it is given accurately.			
	• Support from HLTA with specific focus as directed by the teacher – additional adult in year 1 and 2 • Assessment for learning lead (JB) who completed Shirley Clark training to share ideas and strategies with staff during PDM meetings				
D E Improving **reading and writing levels** for disadvantaged pupils in KS2, particularly those with SEND Reading by 15%, writing by 10%	• Targeted intervention from highly skilled teaching assistant focused on inference for reading based on ASP (group of 4 children from cohort of 16) • Collaborative writing groups – children will be taught to edit and work together • Whole school focus on providing incisive feedback that accelerates children's progress with a focus on feedback at the point of learning • Key Stage 2 specific training provided regarding spelling and the transferring of this into written work	- Data at the end of 2016-2017 indicated that there is a significant gap between the attainment of those in receipt of PP and those not. - When analysed, the attainment of pupils identified as SEND (4 within the cohort) has had a large impact on the data. Without these pupils included in the figure, attainment of pp children is above the national average for all pupils. - Data from EEF indicates a moderate impact for a low cost of collaborative learning/working but children will need support to access this.	• Analysis of needs, identify individual and groups of pupils • Analysis of children's progress across key stage 2 • TA intervention to support • CPD audit and access to mentoring and 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.	
				Total budgeted cost	

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?**
A	Language and communication in small groups/1 to 1 basis throughout Foundation Stage using Welcomm and Narrative Therapy	- High number of pupils enter Nursery and Reception with lower than average baseline in communication, language and literacy - EEF early years' toolkit identifies a high impact for a low cost of intervention in the early years linked to language	- Intervention will be overseen by early years SENDCO and additional adult employed to deliver speech therapy in school - Tracking will be completed using individual interventions and concerns raised with SENDCO.	**NS** **SD** **CB**	
C and E	Small group after school booster groups with year 2 and 6 pupils in spring term (focus on gaps in learning and reasoning/problem solving).	- Although at a high cost, small group learning with individualised feedback has been proven to have up to 8 months impact on pupils' progress and attainment. The EEF states that feedback should be specific, accurate and clear. - There is high mobility within our school so pupils can enter with gaps in basic skills and knowledge which is best addressed in a small group	- Deputy head teacher and assistant head teacher to oversee intervention as year 2 and 6 leads - Progress to be monitored and tracked using school's tracking system	JO VH	
F	Picks up service provided to families by learning mentors Meet and greet support for vulnerable pupils Targets set with parents to improve attendance and punctuality for those below the expected attendance level	- Persistent absence for disadvantaged pupils has improved from 15.49% to 13.1% over the last academic year which needs to become a trend. Staff have worked tirelessly to improved attendance as it has a direct impact on children's attainment.	- Improved attendance across school for those children identified as pupil premium	RA BC PW	
			Total budgeted cost		

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?**
F **Improved attendance and punctuality** To diminish the difference in sessions missed for disadvantaged pupils To increase parental responsibility in getting their children to school on time and every day To increase outcomes for teaching and learning for disadvantaged pupils by them being in school	• To set individual targets for each identified pupil • Analysis of attendance and punctuality • Meet with Parents and EWO of families identified • Evaluate action plan against priorities • Analyse attendance over time including breakfast club attendance to identify PP pupils to see if there has been improvement in attendance/punctuality • Analyse attendance and impact of collection service	2016 – 2017 data suggests that school is in line nationally for all pupils for attendance. Disadvantaged pupils attendance dropped by 0.44% and the difference between disadvantaged and other pupils in the school for last year was other 96.7% disadvantaged 95.4% –1.3% Persistent absence for disadvantaged pupils other 7.4% disadvantaged 13.1% – 5,7% This was an increase of 2.39% on the last academic year.	• Termly analysis of attendance data • Monthly attendance meetings with the SLT • Reporting to attendance governor half termly and inclusion within the HT report to Governors on a termly basis	Rebecca Ashworth	
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 and increased self-esteem of learners.	• Identify and timetable vulnerable pupils and make fluid as required • To set targets for individuals relating to their area of need e.g. self esteem • Meet regularly with pupils and families to discuss strategies • Evaluate family support and positive parenting workshops success	A large number of pupils have barriers to learning that impact on their self-esteem. There is a large number of families open to outside agencies and accessing support.	• Monthly meetings with the SLT to discuss vulnerable pupils or pupils accessing support • Analysis of targets • Discussion with teaching staff to analyse impact of intervention support • Report to Governors on impact of support and identification of pupils receiving external support	Becky Collier	

	- Evaluate and assess impact of self-help strategies - Evaluate with class teachers about engagement and access to the curriculum - Learning mentors to support every break time and lunchtime				
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	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.	- Analysis of uptake of pupils - Evaluation of pupils prior and after the residential - Discussion with teachers and SLT - Report to Governors		
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	- 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	To reduce the absence rate for pupils who are off school with dental problems and treatment for headlice.	- Learning Mentor analysis of attendance - Report to Governors on attendance at head lice workshops		

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equipment to brush their teeth daily in school and to have a bug busting kit.	number of parents who attend termly workshops				
				Total budgeted cost	£123,305

4. Review of expenditure 2017 - 2018

Previous Academic Year				

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**

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**

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**

5. 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