

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 <small>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.</small>				
	<i>Pupils eligible for PP (school) in KS2 (2017 y6) 12 pupils</i>	<i>Pupils not eligible for PP (national average other)</i>	<i>Pupils eligible for PP (school) in KS1 (2017 y2)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in ARE or above in reading, writing and maths	42%	64%	56%	
% achieving in ARE or above in reading	50%	77%	56%	78%
% achieving in ARE or above in writing	67%	81%	56%	71%
% achieving in ARE or above in maths	75%	80%	56%	78%
% 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) <small>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.</small>	
In-school barriers <i>(issues to be addressed in/out school, such as poor oral language skills, attendance, home environment)</i>	
	Children eligible for pupil premium attained a significantly lower percentage of attaining and 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 (<i>issues which also require action outside school, such as low attendance rates</i>)		
	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		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
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	<ul style="list-style-type: none"> Analysis of data at the beginning of the year (also to include the new starters) 	<ul style="list-style-type: none"> 2016-2017 data identified that there is a significant difference between pupils exceeding the GLD. 	<ul style="list-style-type: none"> Termly analysis of data Termly pupil progress meetings 	Tracy Webb	January 2018

	<ul style="list-style-type: none"> Identify individual and groups of pupils 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 		<ul style="list-style-type: none"> Half termly reporting back to PP lead and Governors 		
A	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 2016-2017 data identified that there is a 29% difference between disadvantaged pupils and other pupils in the school. 	<ul style="list-style-type: none"> 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%	<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 	<ul style="list-style-type: none"> 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 			

<p>writing by 23% maths by 17%</p>	<ul style="list-style-type: none"> Increased intervention and teacher support within the classroom to focus on identified areas. 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 	<ul style="list-style-type: none"> Written feedback has little impact on Key Stage 1 children's learning so marking 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. 			
<p>D E Improving reading and writing levels for disadvantaged pupils in KS2, particularly those with SEND</p> <p>Reading by 15%, writing by 10%</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<p>Targeted additional teacher support for intervention activities and additional opportunities for fluid sessions to follow on from daily activities.</p>	

	the transferring of this into written work				
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	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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).	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Improved attendance across school for those children identified as pupil premium 	RA BC PW	

	the expected attendance level	attendance as it has a direct impact on children's attainment.			
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?
<p>F</p> <p>Improved attendance and punctuality To diminish the difference in sessions missed for disadvantaged pupils</p> <p>To increase parental responsibility in getting their children to school on time and every day</p> <p>To increase outcomes for teaching and learning for disadvantaged pupils by them being in school</p>	<ul style="list-style-type: none"> 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 	<p>2016 – 2017 data suggests that school is in line nationally for all pupils for attendance.</p> <p>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%</p> <p>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.</p>	<ul style="list-style-type: none"> 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	
<p>Removing/reducing barriers to learning Learning Mentor to overcome and manage social and emotional barriers. The curriculum to be fully accessed and</p>	<ul style="list-style-type: none"> 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 	<p>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.</p>	<ul style="list-style-type: none"> 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 	Becky Collier	

<p>disruption/distractions in lessons to be limited because of the use of self-help strategies and increased self-esteem of learners.</p>	<ul style="list-style-type: none"> • 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 • Learning mentors to support every break time and lunchtime 		<ul style="list-style-type: none"> • Report to Governors on impact of support and identification of pupils receiving external support 		
<p>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</p>	<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 	<p>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.</p>	<ul style="list-style-type: none"> • Analysis of uptake of pupils • Evaluation of pupils prior and after the residential • Discussion with teachers and SLT • Report to Governors 		
<p>To improve health and hygiene</p>	<ul style="list-style-type: none"> • Questionnaire to evaluate the impact of 	<p>To reduce the absence rate for pupils who are off school with dental</p>	<ul style="list-style-type: none"> • Learning Mentor analysis of attendance 		

<p>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.</p>	<p>tooth brushing on increasing good hygiene habits</p> <ul style="list-style-type: none"> To evaluate the number of pupils who are reported with headlice and also evaluate the number of parents who attend termly workshops 	<p>problems and treatment for headlice.</p>	<ul style="list-style-type: none"> Report to Governors on attendance at head lice workshops 		
Total budgeted cost					£123,305

4. Review of expenditure 2017 - 2018				
Previous Academic Year		2017 – 2018: 80 pupils eligible for pupil premium		
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
<p>Improve the percentage of pupils achieving achieving and exceeding a GLD in reading, writing, maths and communication and language.</p> <p>To reduce the difference between disadvantaged and other pupils in health and self-care.</p>	<p>Additional member of staff employed within Reception classroom to support with small group teaching and interventions.</p> <p>Staff trained in Welcomm intervention.</p> <p>Member of staff full time to work as a speech therapist in school to develop early language and communication.</p>	<p>8 children within cohort were eligible for pupil premium which is 27% (perspective Oct 18).</p> <p>88% of children achieved the ELG in health and self-care. 96% of those who were not eligible for pupil premium achieved the ELG. Although there is still a difference, this has decreased from 29% to 8%.</p> <p>End of Reception data: GLD: 63% Exceeding: 0%</p> <p>Further data analysis is available in school as individual children could be tracked through in depth analysis.</p>	<p>The additional member of staff will continue to be employed within Reception for the next academic year and will work under the guidance of the Foundation Stage lead who has returned from maternity leave.</p> <p>Groups of learners were not targeted during this academic year to focus intervention in all areas of the curriculum which will be a focus during the next year.</p> <p>Data will be collected termly from the Foundation Stage staff and trends analysed from Nursery and Reception to identify areas.</p>	<p>£27307</p> <p>£30807</p>
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

<p>In year progress for pupil premium pupils will be in line with other pupils within the school in KS1</p> <p>Continue to have improved reading, writing and maths levels for disadvantaged pupils in KS1 as per 2016/2017 year</p> <p>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</p> <p>Improving reading and writing levels for disadvantaged pupils in KS2</p>	<p>HLTA deployed to work within year 2 classes and additional adult employed to replace as a general TA.</p> <p>Pupil progress meetings termly with key stage leads.</p> <p>School purchased units of work from a local company to enhance the curriculum and engagement of children.</p> <p>Booster sessions run after school to support focused pupils.</p>	<p>Key Stage 1</p> <p>Within this year group, there were 22 children who were eligible for pupil premium which is 37% of the cohort.</p> <p>Reading: 46% EXS Writing: 55% EXS Maths: 64% EXS RWM EXS: 36%</p> <p>Emerging other national picture (taken from Perspective, October 2018):</p> <p>Reading: 63% EXS Writing: 55% EXS Maths: 63% EXS RWM EXS: 50%</p> <p>This shows a decline in previous years and in school analysis identifies many reasons for this:</p> <ul style="list-style-type: none"> - 13 children joined Wolverham during Ks1 - 9 chn at the time in the whole cohort were identified as SEND (1 has since left) of which 7 are pp (32%) <p>Key Stage 2</p> <p>Within this year group, there were 8 children who eligible for pupil premium which equates to 50% of the cohort.</p> <p>Reading: 75% EXS Writing: 88% EXS Maths: 75% EXS RWM EXS: 63%</p> <p>Emerging other national picture (taken from Perspective, October 2018):</p> <p>Reading: 80% EXS Writing: 83% EXS Maths: 81% EXS RWM EXS: 70%</p> <p>This indicates an increase in reading and writing and identical attainment to 2016/17 in Maths.</p> <p>Progress across KS2 is significantly above the national average for disadvantaged pupils.</p>	<p>Interventions and support will continue for our PP pupils who require it and this will continue to be tailored to individual need with a particular focus on year 2 (2017/18) as they move into year 3.</p> <p>All PP children will be discussed in Pupil Progress meetings to ensure they are on track to reach their potential and any additional support is put in place for them.</p> <p>HLTA has continued to be employed within this year group to support.</p> <p>Although school will no longer use symphony assessment, the school's assessment system has been rewritten using a similar points tracking system to monitor progress.</p> <p>Booster sessions for invited pupils will be run again with additional support staff working alongside teachers.</p>	<p>£30870 on staffing</p> <p>£15485 on staffing</p> <p>£1000 resources</p> <p>£150 Booster resources</p>
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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
<p>To diminish the difference between disadvantaged pupils and other pupils in attendance</p> <p>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</p>	<p>School has offered children eligible for pupil premium a high level of discount (75%) on school residential trips.</p> <p>All school trips linked to the curriculum have been funded using pupil premium.</p> <p>Additional learning mentor employed to work alongside vulnerable families.</p> <p>Learning mentors trained on 123 Magic (to support parents with strategies at home) and ELSA (emotional literacy support) to identify pupils who have significant barriers to learning.</p>	<p>All of our PP children had access to all educational visits, including residential. This means that they feel fully included and were able to be fully engaged in any follow up work that was completed within class following on from the visits. Children also took part in many activities for the first time which raised self-esteem and confidence.</p> <p>Many parents attended 123 Magic including parents of 9 children who are in receipt of pupil premium. Of these 9 children, 3 are formally LAC children and 1 is a forces child.</p> <p>Attendance disadvantaged: 95.3% Attendance other: 96%</p> <p>For 2016/17 disadvantaged attendance was 94.87% and other was 95.99% based on EVER 6 for PP.</p>	<p>We will continue to offer this to our PP children as we feel it is vital for them to feel fully included socially and educationally. Residential visits help to develop children's independence and their social and emotional skills and educational visits. Some national curriculum objectives are only covered when on visits i.e fieldwork in geography and some outdoor activities therefore they need to attend visits in order to cover these.</p> <p>Additional learning mentor will continue to be employed. 123 Magic will be offered this year and a member of support staff will be working with groups of children.</p> <p>Attendance will be continued to be monitored as a high priority with new strategies and initiatives employed over the next year including a late gate for children arriving slightly after the register.</p>	<p>£27307</p> <p>£1500 (123 Magic – 3 staff)</p> <p>£1800 (ELSA – 3 staff)</p> <p>Residential trips: £14799</p>

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.wpns.org.uk

The current percentage of pupils eligible for pupil premium is:

Within year groups, percentages of pupil premium vary which makes it hard to identify trends across the school.

Progress across individual year groups using schools own tracking systems:

Year 1 progress:

Maths: 0.5 term more progress

Reading: 2 terms more progress

Writing: 0.5 term more progress

Year 2 progress:

Maths: 0.5 term less progress

Reading: more than 2 terms less progress – intervention required for next academic year

Writing: 1 term less progress

Year 3 progress

Maths: in line with others

Reading: term less progress

Writing: 0.5 term less progress

Year 4 progress

Maths 0.5 term less progress

Reading: term less progress

Writing: 0.5 term less progress

Year 5 progress

Maths: significantly less progress – intervention required for next academic year

Reading: term less progress

Writing: 1 term less progress

Year 6 progress

Maths: over 1.5 terms more progress

Reading: over 1 term more progress

Writing: over 1 term more progress