



Pupil Premium & Vulnerable Pupil Strategy 2017/18

Revised April 2018

Background to the Pupil Premium

The Government introduced the Pupil Premium Grant in April 2011 as a way of addressing inequalities in performance between children eligible for free school meals (FSM) and their peers. The Pupil Premium is allocated to schools in addition to the main budget and schools must report on how it has been used to improve outcomes for qualifying pupils. Schools are responsible for deciding how the Pupil Premium Grant is spent based on their knowledge of the needs of the pupils in their care. It is paid to schools according to the number of pupils who:

- Have been registered as eligible for free school meals at any point in the last 6 years
- Are in the care of the Local Authority (or have previously been 'in care')
- Have a parent / carer in the armed forces

The Pupil Premium is funded at the following rate in primary schools:

	Financial Year 18/19
In care or previously in care	£2300 per pupil
Registered for free school meals in the last 6 years	£1320 per pupil
Parent / carer in the armed forces	£300 per pupil

Financial and Academic Years

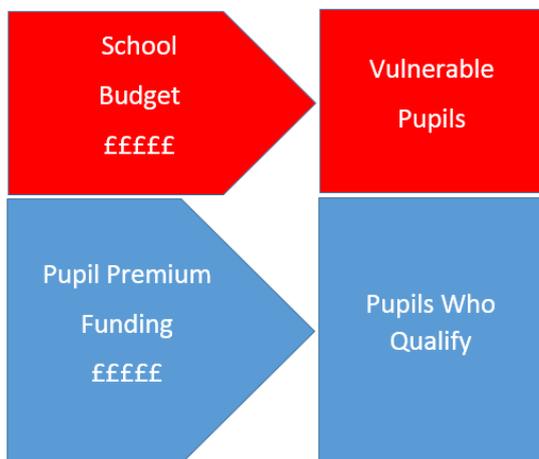
The Pupil Premium is funded on a financial year (starting in April) but provision is planned for each academic year (starting in September). The school therefore reports the spending and impact of the pupil premium on an academic year basis. This report is usually updated and published by the end of Term 1 each year (towards the end of October).

The Pupil Premium at Wheatfield Primary School

Wheatfield Primary is committed to ensuring every child makes good progress regardless of their background, gender, ethnicity or specific needs (or any other protected characteristic or vulnerability). We believe that every child is able to make good progress when:

- ✓ Teaching is consistently good or outstanding (quality first teaching)
- ✓ Behaviour and attitudes to learning are excellent
- ✓ All adults (teachers, teaching assistants and families) have high expectations of what children can achieve and work together in the interests of the pupil
- ✓ All adults have a very good understanding of each child's needs
- ✓ Interventions are precise, timely and clearly evaluated

We recognise that pupils qualifying for the Pupil Premium are statistically at greater risk of underachievement. However, we also know that there are other children in the school, who do not qualify for the Premium, who may have similar needs or vulnerabilities and are therefore equally at risk of underachievement. The Pupil Premium is used to support those pupils who qualify for it but the school will also use its main budget to provide similar support for those pupils who do not (as illustrated by the model below).

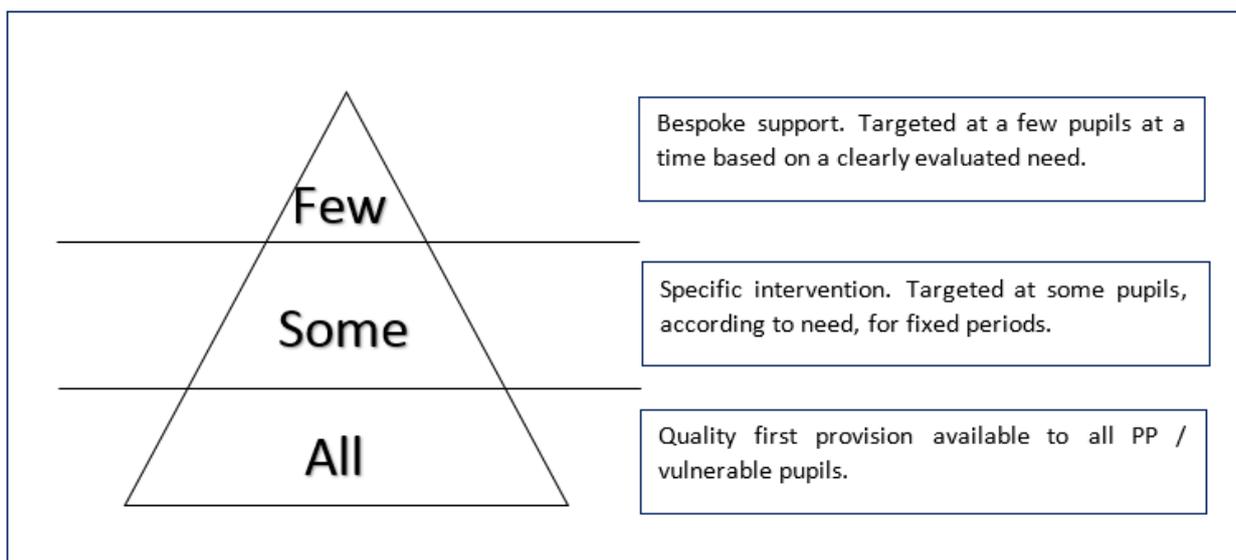


The school's funding model ensures the Pupil Premium is targeted at those pupils who qualify. The main school budget is used to support pupils with similar needs who do not.

The Right Provision for Each Pupil

Some children who qualify for the Pupil Premium will face multiple barriers to their learning; others will face fewer barriers to their learning. The school's role is to ensure every child makes good progress from their starting point and that the 'achievement gap' between pupils who qualify and their peers is diminishing over time.

We recognise that pupils who qualify for the premium or who have been identified as vulnerable, will benefit from different types of support. The model below reflects how the school will support these children. **All** children will benefit from quality first provision, **some** children will require additional 'targeted support' and a **few** children will need highly bespoke support.



The Pupil Premium Team

The school has identified a team of key staff who will make decisions about the allocation of the Pupil Premium and its impact on pupil outcomes. This team consists of:

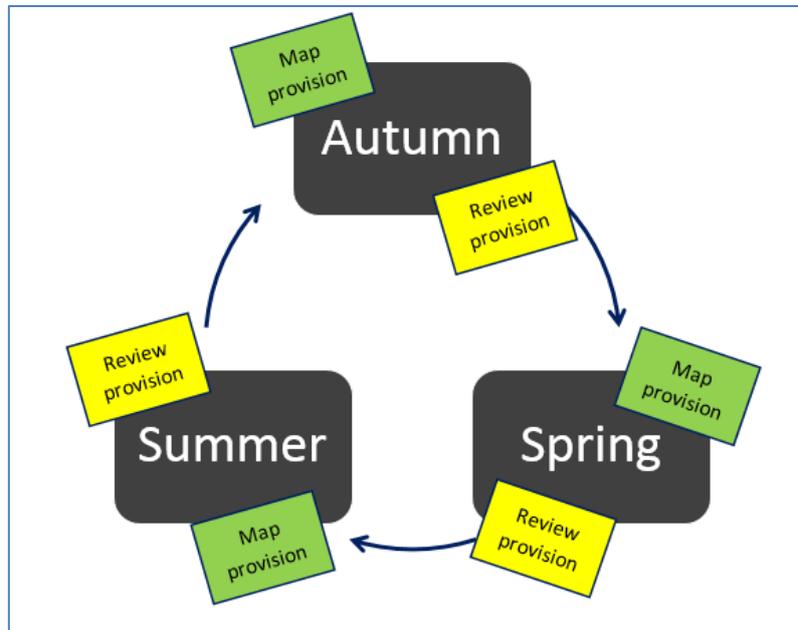
Headteacher	Pupil Premium Leader	Vulnerable Pupil Leader	School Business Manager
Pupil Premium Governor*			

* The Pupil Premium Governor is responsible for monitoring the work of the team

The team will meet roughly once per term to review provision and discuss any adjustments which may be required.

Mapping and Reviewing Provision

Generally speaking, the school agrees its main provision ready for the start of each new academic year. The impact of this provision is reviewed at three points in the year: at the end of the autumn, spring and summer terms. At each review point, the Pupil Premium Team may decide to extend or end provision for a pupil depending on the pupil's current needs and the impact of any previous support. The model below reflects a typical annual cycle.



The Pupil Premium / Vulnerable Pupil Leaders may sometimes request changes to provision outside the normal cycle. This will usually be in response to unforeseen circumstances which cannot wait until the next scheduled review point. If there is an additional cost relating to any change of support, this will need to be approved by the Pupil Premium Team before it can be actioned.

Pupil Progress Meetings

The school holds Pupil Progress Meetings (PPMs) three times a year in line with the above cycle. Every teacher meets with a member of the Senior Leadership Team to discuss children whose progress may be causing concern and to complete an action plan for future provision. Pupils who qualify for the Pupil Premium or who are identified as being vulnerable, are automatically discussed and included in this action plan regardless of their current rates of progress. This ensures a clear focus is maintained on these pupils throughout the year and across the whole school.

Barriers to Learning

The school has identified the following 'barriers to learning' which pupils who qualify for the Pupil Premium or who have been identified as vulnerable, sometimes experience. This list is not exhaustive – it simply represents the main barriers in light of the school's recent experiences.

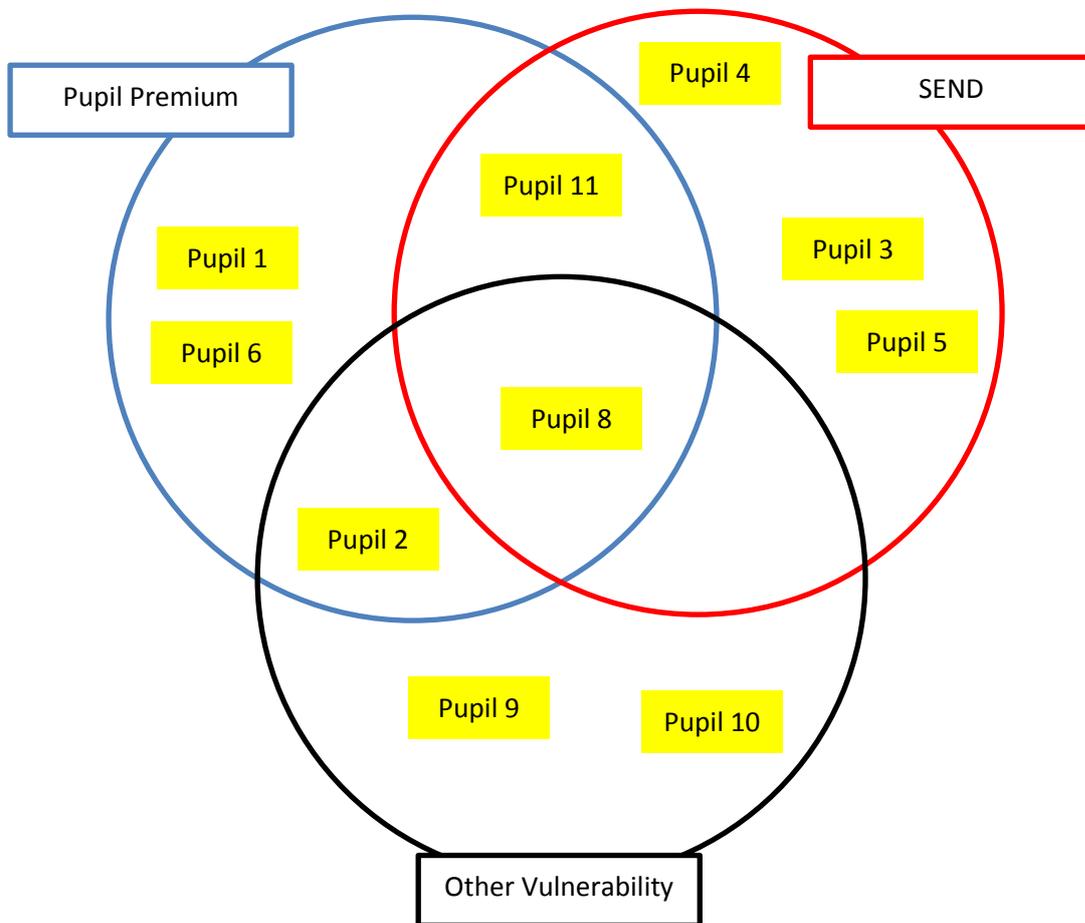
Pupils qualifying for the Pupil Premium or who have been identified as vulnerable, may face the following barriers:

- Starting school at a stage below that expected for their chronological age
- Starting school with specific speech and language difficulties or a limited vocabulary
- Being a new English speaker (and therefore unable to fully access the curriculum or express their feelings & emotions)
- Having low levels of emotional resilience and therefore prone to avoiding challenge
- Having an underlying special educational need
- Belonging to more than one vulnerable group *e.g. pupil premium and SEND*

- Coming from a family who are unable or unwilling to support learning or who have low expectations of what their child can achieve
- Coming from a family who do not necessarily recognise the importance of a consistent education (leading to below average attendance for their child)
- Facing a vulnerable upbringing *e.g. being raised in a household where there is domestic violence, substance abuse, the risk of neglect or poor parenting skills*

Plotting Pupils' Needs

Children who face multiple barriers to their learning or belong to more than one vulnerable group, are at greater risk of underachievement. The Pupil Premium Team regularly plot the needs of every child in school to ensure staff are aware of the most vulnerable pupils. An example of this can be seen below.



Key Staff for Pupil Premium and Vulnerable Pupils

The following staff have been identified as having a key role in leading Pupil Premium provision.

Role	Person	Key Responsibilities
Headteacher Pupil Premium Team	Phil Winterburn	<ul style="list-style-type: none"> ✓ Ensure the school's agreed strategy is followed ✓ Ensure qualifying pupils are making good progress and, where they are not, that clear plans are in place
Deputy Headteacher Pupil Premium Leader	Jamie Woodworth	<ul style="list-style-type: none"> ✓ Lead the pupil premium strategy ✓ Closely track the progress of pupils who qualify ✓ Ensure all staff are aware of their responsibilities with regards to the strategy and that quality first provision is in place (PP pupils) ✓ Map & monitor intervention for qualifying pupils in partnership with the VP Leader ✓ Lead pupil premium coaches
SENCo & Inclusion Leader Vulnerable Pupil Leader	Imogen Roberts	<ul style="list-style-type: none"> ✓ Lead the vulnerable pupil strategy ✓ Closely track the progress of pupils who qualify ✓ Ensure all staff are aware of their responsibilities with regards to the strategy and that quality first provision is in place (vulnerable pupils) ✓ Map & monitor intervention for qualifying pupils in partnership with the PP Leader ✓ Line manage the Family and Pupil Liaison Worker
School Business Manager Pupil Premium Team	Denise Hickson	<ul style="list-style-type: none"> ✓ Monitor the pupil premium budget and ensuring it is only spent on those pupils who qualify ✓ Monitor the pupil premium / vulnerable pupil budget and ensuring it is not over or under spent
Pupil Premium Governor Pupil Premium Team	Lynne Watkins	<ul style="list-style-type: none"> ✓ Monitor the work of the Pupil Premium Team and ensure the school's strategy is implemented and impacting positively on qualifying pupils
Family and Pupil Liaison Worker	Kate Walsh	<ul style="list-style-type: none"> ✓ Work on specific duties with families and children who have been identified for support ✓ Monitor the attendance of PP pupils and intervene where required ✓ Liaise with staff beyond the school who may support pupils
Coaches	UPS teachers	<ul style="list-style-type: none"> ✓ Support named pupils and their families on a 'one to one' or very small group basis ✓ Liaise with the PP Leader about these pupils

Accountability and the Pupil Premium

The Pupil Premium budget is monitored by the Governing Body's Staffing and Resources Committee and its impact is monitored by the Curriculum and Achievement Committee. The school has a Pupil Premium Governor who meets regularly with key staff to review the impact of the school's strategy.

Pupil Premium Spending – Academic Year 2017/18

Total Pupil Premium funding for September 2017 – March 2018		
In / previously in care: £2216.67	Forces: £350	Ever 6: £21,560
Total Pupil Premium funding for April 2018 – August 2018		
In / previously in care: £0	Forces: £250	Ever 6: £25,981.67
Total Pupil Premium funding for 2017/18 Academic Year (total of the above)		
In / previously in care: £2216.67	Forces: £600	Ever 6: £47,541.67

Blue text shows spending from the Pupil Premium Grant

Red text shows funding from the main school budget

Area 1	Pupil Premium Leader (1 day per week)	PP Cost: £11,619.89
	Vulnerable Pupil Leader (0.5 days per week)	School Cost: £5,933.85

Intended Impact 2017/18	Review (July 2018)
<ul style="list-style-type: none"> ✓ To take the strategic lead for all qualifying pupils. ✓ To use their role and influence within the school to champion the needs of these pupils. ✓ To use their role to intervene directly where strategies are not working. 	➤

Area 2	Pupil & Family Liaison Worker (15 hours per week)	PP Cost: £11,988.50
	Pupil & Family Liaison Worker (15 hours per week)	School Cost: £11,988.50

Intended Impact 2017/18	Review (July 2018)
<ul style="list-style-type: none"> ✓ To support families of vulnerable pupils e.g. through the SAF process ✓ To provide a range of bespoke support for vulnerable pupils ✓ To monitor the attendance of all pupils and champion the importance of great attendance 	➤

Area 3	HLTA for speech and language support (15.5 hours per week)	PP Cost: £12,844
	HLTA for speech and language support (15.5 hours per week)	School Cost: £12,844

Intended Impact 2017/18	Review (July 2018)
<ul style="list-style-type: none"> ✓ To provide bespoke support for any child with specific speech and language needs 	➤

Area 4	Mentoring for pupils (7.5 TA hours per week)	PP Cost: £4,430.77
	Mentoring for pupils (7.5 TA hours per week)	School Cost: £4,430.77

Intended Impact 2017/18	Review (July 2018)
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✓ To ensure a child's social and emotional needs are met in order for them to be in the right mindset to learn	➤
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Area 5	Specific intervention for reading and maths (7.5 TA hours per week)	PP Cost: £5,123
	Specific intervention for reading and maths (7.5 TA hours per week)	School Cost: £5,123

Intended Impact 2017/18	Review (July 2018)
<ul style="list-style-type: none"> ✓ To provide bespoke support in core skills ✓ To support both children who are falling behind or who require additional challenge 	➤

Area 6	Subsidised before / after school provision	PP Cost: £2,126.75
	Subsidised before / after school provision	School Cost: £0

Intended Impact 2017/18	Review (July 2018)
<ul style="list-style-type: none"> ✓ To provide a calm start to the morning and a smooth transition into school ✓ To provide support to families who may be 'returning to work' but unable to meet the full costs of childcare 	➤

Area 7	Subsidised enrichment activities e.g. visits, music lessons	PP Cost: £914.45
	Subsidised enrichment activities e.g. visits, music lessons	School Cost: £0

Intended Impact 2017/18	Review (July 2018)
<ul style="list-style-type: none"> ✓ To provide qualifying children with experiences they may not otherwise be able to access 	➤

Area 8	Additional services for pupils	PP Cost: £
	Additional services for pupils	School Cost: £

Intended Impact 2017/18	Review (July 2018)
<ul style="list-style-type: none"> ✓ To provide access to a range of bespoke services for pupils in any area which may represent a barrier to learning e.g. behaviour support, education psychology, education welfare, inclusion support. 	➤

Area 9	Miscellaneous spending to support pupils	PP Cost: £484.96
		School Cost: £

Intended Impact 2017/18	Review (July 2018)
<ul style="list-style-type: none"> ✓ To support the successful implementation of provision e.g. books and publications, sports coaches, course fees etc. 	➤

Totals	Total spending on Pupil Premium	PP Cost: £49,542.32
	Total spending on vulnerable pupils	School Cost: £40,330.12



Pupil Premium Strategy Review 2016-17

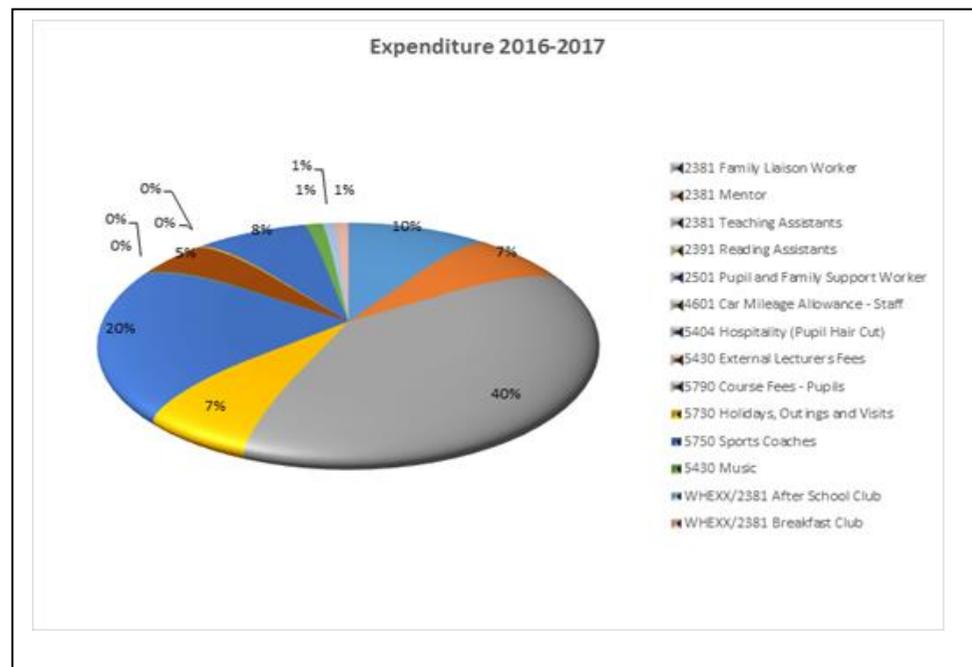
1. Statement

The Pupil Premium Strategy Group (new for 2017-18) have reviewed this strategy as part of their work to further develop the provision for pupil premium children and those children who may be considered to be vulnerable. In so doing, the group have used all known information at the time. The group have also revised the way in which the strategy is devised in order to more accurately review the strategy going forward.

2. Expenditure

Code	Description	Actual
2381	Family Liaison Worker	£6,146.00
2381	Mentor	£4,362.00
2381	Teaching Assistants	£26,042.00
2391	Reading Assistants	£4,687.54
2501	Pupil and Family Support Worker	£12,965.00
4601	Car Mileage Allowance - Staff	£91.80
5404	Hospitality (Pupil Hair Cut)	£28.00
5430	External Lecturers Fees	£3,040.00
5790	Course Fees - Pupils	£42.00
5730	Holidays, Outings and Visits	£125.00
5750	Sports Coaches	£4,830.00
5430	Music	£799.00
WHEXX/2381	After School Club	£572.00
WHEXX/2381	Breakfast Club	£578.00

TOTAL	£64,308.34
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3. Desired Outcomes

1. DESIRED OUTCOMES		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All eligible PP pupils make good or better progress - Children are identified - Prior attainment is known and targets set accordingly	PP children achieve expected standard and make good progress
B.	Barriers to learning for all PP children identified; targeted provision to address gaps in learning and accelerate progress, with an emphasis on writing. Programme of support for emotional wellbeing as appropriate.	GAPS in attainment and progress narrow, particularly in writing Children come to school ready to learn and are able to cope with the challenges they face
C.	Identify prior attainment groups for all PP children; identify those with higher PAGs; target provision to accelerate progress.	Pupils eligible for PP identified as higher ability make as much progress as 'other' identified as higher ability
D.	Ensure data for new arrivals is recorded within 4 weeks of arrival; keep as PP records. Measure progress from our starting point as well as published data, to better show progress	Clear picture of progress for PP children who do not begin schooling at WF

A. All eligible PP pupils make good or better progress. Children with Pupil Premium are identified, prior attainments are known and targets are set accordingly.

Year Group 2016-17	# of Pupils
R	2
1	2
2	1
3	3
4	6
5	11
6	5
Total	30

	Reading Progress		Writing Progress		Maths Progress	
	PP	Cohort	PP	Cohort	PP	Cohort
1 (2)	0.48	0.63	0.35	0.56	0.40	0.68
❖ 2 (1)	0.98	1.06	1.00	1.10	0.97	1.15
3 (3)	0.98	0.95	1.02	0.97	1.11	0.94
4 (6)	1.03	1.01	0.90	0.95	0.86	0.97
5 (11)	1.05	1.04	0.96	0.97	0.98	1.00
6 (5)	-2.76	-1.05	-2.19	-0.31	-3.46	0.33

- ❖ The 1 child in Year 2 who is PP scored 2.90 in each subject, which was the maximum attainment possible. This will have limited the potential progress which could have been achieved.

Attainment

	Reading		Writing		Maths	
	PP at or > ARE	Cohort at or > ARE	PP at or > ARE	Cohort at or > ARE	PP at or > ARE	Cohort at or > ARE
R (2)	100% ELG	78% ELG	100% ELG	74% ELG	100% ELG	82% ELG
1 (2)	0%	85% Phonics	0%	71%	0%	80%
2 (1)	100%	85%	100%	80%	100%	93%
3 (3)	33%	80%	67%	92%	67%	83%
4 (6)	50%	82%	33%	64%	67%	75%
5 (11)	64%	76%	45%	55%	45%	64%
6 (5)	40%	65%	60%	77%	80%	60%

- In Year R and Year 2, the eligible pupils achieved in line with or exceeded the achievements of other pupils.
- In Year 3, eligible pupils' progress exceeded that of their peers in Reading, Writing and Maths.
- In Year 4, eligible pupils' progress exceeded that of their peers in Reading.
- In Year 5, eligible pupils' progress was in line with that of their peers in Reading, Writing and Maths.

For 2017-18, FFT Aspire will be used to calculate targets for every child based on prior attainment and the percentage chance of achieving an aspirational target in line with the top 20% of schools. These targets will be shared with class teachers, team leaders and reviewed at PPMs.

B. Barriers to learning for all PP children identified; targeted provision to address gaps in learning and accelerate progress, with an emphasis on writing. Programme of support for emotional wellbeing as appropriate.

- Pupil Progress Meetings were held with all class teachers for all children. The SENCo attended the meetings and vulnerable pupils' progress and attainment was discussed on an individual basis. Children were allocated intervention and booster provision based on their need. This was delivered through the school's target time provision by teachers and teaching assistants. All children benefit from such allotted provision. In Year 3, the gap in attainment for writing was narrowed due to the progress of PP children exceeding that of non-PP children. The progress of Year 5 PP writers (a statistically significant group of 11 children) was in line with that of non-PP children. A number of children – 34 - were allocated a mentor, of whom 11 were Pupil Premium children. These children received weekly sessions to enable them to improve self-esteem and subsequently academic success. 4 children in Year 6 who were pupil premium received mentoring. Of these, 2 children achieved ARE in reading, 3 in writing and all of them achieved ARE in Maths. The impact of this provision can be seen in terms of attendance where 8 out of 11 children's attendance improved in comparison to the previous academic year 2015-16.

C. Identify prior attainment groups for all PP children; identify those with higher PAGs; target provision to accelerate progress.

- All children were identified in terms of prior attainment. Their on-going attainment and progress was monitored as part of the school's assessment and pupil progress meeting cycle. Where necessary, provision was tailored to meet need. 3 PP children were identified as Higher Attainers. These children maintained their high attainment and made progress in line with other higher attainment children.

D. Ensure data for new arrivals is recorded within 4 weeks of arrival; keep as PP records. Measure progress from our starting point as well as published data, to better show progress

- All children who join Wheatfield are assessed in line with our internal assessment model using objectives from Classroom Monitor or the EYFS curriculum. These children are then considered on an individual basis during Pupil Progress Meetings and as a group with the data for PP children updated accordingly.

4. Evaluation of Planned Actions

Action	Impact	Review
Identify Pupil Premium champion to monitor and track progress and attainment, map and monitor provision & liaise with parents to best support their children	<ul style="list-style-type: none"> ➤ Pupil Premium Strategy group set up with DHT as Pupil Premium lead from September 2017 ➤ Progress and Attainment monitored and reported to SLT and governors 	
Introduce 'Target Time' across KS2 to ensure children's individual needs are met (fund teaching assistants)	<ul style="list-style-type: none"> ➤ Target Time introduced across KS2. All children have a directed session at least once per week to support identified needs 	<ul style="list-style-type: none"> ➤ Monitor target time maps and quality of interventions
Introduce 'early intervention' in EYFS & KS1 to ensure children's individual needs are targeted	<ul style="list-style-type: none"> ➤ Intervention included provision for 1 child in Year 1 who has had SEN support. This child received phonics, reading and maths support in addition to Nurture support weekly. Another child received daily reading support, maths intervention, handwriting. Also received Nurture support twice per week. 	<ul style="list-style-type: none"> ➤ Monitor target time maps and quality of interventions
Continue with mentoring through in school provision and Pause and Engage, including lunchtime support groups – range of provision	<ul style="list-style-type: none"> ➤ 2 children received mentoring through the Pause and Engage programme. Evidence suggests a reduced number of behaviour incidents in school. Child changed his self-perception grading from a 2 to a 10 to indicate 	<ul style="list-style-type: none"> ➤ Develop mentoring and coaching provision map ➤ Train mentors and coaches

Action	Impact	Review
	that he had an improved attitude to learning and school.	
Continue to provide funding for music lessons, school visits and trips	➤ 1 child in KS1 received funding to attend a gymnastics club.	➤ As appropriate
Continue to provide funding for attendance at Wheatfield Plus breakfast & after school provision	➤ 1 child in KS1 received funding for breakfast club	➤ Review policy and use as appropriate
Continue to part fund Pupil and Family liaison worker (new person in role)	➤ The Pupil and Family Liaison worker has built positive working relationships with PP children and their families. A comprehensive set of SAFs have been undertaken with relevant families and a range of targets put in place. These targets have been worked on by the PFLW ensuring attendance has improved through SAMs meetings. Teachers have been regularly informed of any specifics relating to children in their care. Where necessary, referrals to external agencies have taken place and plans created for the work in school.	