

Pupil premium strategy statement - Wenhaston Primary School

1. Summary information					
School	Wenhaston Primary School				
Academic Year	2018-19	Total PP budget	£23,630	Date of most recent PP Review	27/06/18
Total number of pupils	89	Number of pupils eligible for PP	19	Date for next internal review of this strategy	15/02/19

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	33	70
Progress score in reading	-2.6	
Progress score in writing	-3.9	
Progress score in maths	-3.6	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Insufficient pupils are achieving ARE. Pupils need to make accelerated progress and achieve ARE.
B.	Many pupils require pastoral support and care in order to fully access their learning.
C.	Pupils lack wider experiences. This restricts their knowledge and understanding of the world.
D.	Self esteem and emotional literacy can be an issue and this restricts access to both curriculum and wider experiences
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance rates for disadvantaged pupils is at 94.20 % compared to other pupils, which is at 95.62%, Currently 16.67% of children with persistent absence are PP.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To improve access for all to quality first teaching and provide targeted and precise intervention, enabling pupils to make accelerated progress.	The % of disadvantaged pupils achieving ARE will continue to increase in response to pupils having their learning gaps directly and rapidly addressed. For more able disadvantaged pupils to achieve greater depth. Targeted, rapid and personalised intervention will continue to positively impact pupils attainment The % of lessons observed to be outstanding will continue to rise

B.	To ensure our disadvantaged families have good access to high quality pastoral support, enabling pupils' readiness to learn is at its optimum.	Parents / carers and families will continue to access the wide range of support offered by our support team Families will have an increased confidence in supporting their children's learning and emotional needs. Teachers will continue to report an increase in pupil readiness to learn and good learning behaviours as a result of this support.
C.	To provide disadvantaged pupils with an increasing range of wider opportunities after and throughout the school day.	The % of disadvantaged pupils involved in after school clubs will continue to rise and teachers will continue to report a positive impact on pupils learning / readiness for learning/ learning attitudes. This involvement will be sustained rather than short term. Access to wider opportunities during the school day will continue and pupils will gain key skills to transfer to all areas of their learning.
D.	To ensure that disadvantaged pupils have the necessary reasoning skills and self awareness when solving problems around well-being, friendships and behaviour, whilst maintaining and raising self-esteem	Reduction in disadvantaged children accessing additional support for well-being through TA support. Improved attendance as children have a more positive experience of school. Reduction in persistent absences. Reduction in behaviour incidents and exclusions amongst disadvantaged children. JIGSAW, behaviour policy
E.	To ensure our attendance policy is upheld, particularly for our disadvantaged and vulnerable pupils, ensuring that pupils are in school for as many sessions as physically possible.	To increase our % for attendance and punctuality, particularly for our disadvantaged and vulnerable families To provide rapid follow up to absence or lateness To provide tailored intervention for those families that need support to reach 100% attendance

5. Planned expenditure					
Academic year	2018-19				
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	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 To improve access for all to quality first teaching and provide targeted and precise intervention, enabling pupils to make accelerated progress.	Key staff- subject leaders,, SENCo - are released to ensure that there is quality first teaching and consistent implementation of practice and expectations within each class.	Releasing key staff is crucial in ensuring and maintaining quality first teaching across and within each phase through monitoring, coaching and support. This approach is identified as an effective strategy in the NFER document to support the attainment of disadvantaged pupils – ensuring access to high quality teaching. The effectiveness of this strategy is also recognised in the NIESR toolkit: Improving outcomes for disadvantaged pupils	Key staff will identify the individual needs of teachers, provide direct action, and follow up support as appropriate - team teaching, lesson modelling, team planning and frequent monitoring of planning, teaching and outcomes. Senior Leadership Team will monitor regularly. Subject leaders will support staff in ensuring good practice is shared and staff are able to participate in regular targeted CPD	SLT Subject leaders SENCO	Ongoing Feb 2019 July 2019
Total budgeted cost					£1,746
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 To improve access for all to quality first teaching and provide targeted and precise intervention, enabling pupils to make accelerated progress.	Using non-teaching staff for interventions across the school plus a qualified maths specialist teacher who is targeting the gaps in knowledge with disadvantaged pupils.	Interventions run by non-teaching staff enable us to top-up our provision across the school This is a strategy that is identified as an effective approach in the EEF and the NIESR toolkits. NFER highlights that making decisions based on data is an effective strategy.	The effectiveness of earlier and personalised intervention for pupils identified as underachieving will be seen through individual progress and attainment. Basic literacy and numeracy skills will be gained, developed and extended along with self and subject confidence.	Subject Leads and SLT	Ongoing Termly with key assessments Nov 2018 Feb 2019 July 2019

			Class teachers will continue to report that pupils are transferring skills. Evidence will be found of the effectiveness of these interventions through book scrutinies and analysing data.		
Total budgeted cost					£17,814
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>B To ensure our disadvantaged families have good access to high quality pastoral support, enabling pupils' readiness to learn is at its optimum. JIGSAW</p> <p>E To ensure our attendance policy is upheld, particularly for our disadvantaged and vulnerable pupils, ensuring that pupils are in school for as many sessions as physically possible.</p>	Pastoral support offered by TA	<p>This year one of the main areas of focus is to concentrate on will be increasing disadvantaged pupils' engagement and well-being at school and ensure that attendance remains in line with non PP children at school.</p> <p>The EEF toolkit recognises that this is an effective strategy. It is also supported in the NFER document, which places support for overcoming barriers and pupils' emotional needs as a highly effective approach to raising attainment. It is also a key theme from the NIESR toolkit.</p>	<p>We will see an increase in the engagement in their learning through targeted provision. Attendance and punctuality will increase, especially among our targeted cohort. Family / pupil referrals to outside agencies as appropriate / necessary will continue with rigor. Families will continue to be supported to overcome all barriers to learning. Behaviour/ will improve of disadvantaged children through targeted support on managing thoughts and feelings.</p> <p>The evidence and impact of this will be seen and monitored through pupils' readiness to learn, improved behaviour for learning, increased attendance rates and decrease in persistent lateness and non-attendance.</p>	SLT oversee TA and staff JIGSAW	July 2019
D.To ensure that disadvantaged pupils have the necessary reasoning skills and self awareness when solving	To implement the Jigsaw mindfulness approach to PSHE throughout the school	This year one of the main areas is to concentrate on developing the self esteem and emotional literacy of disadvantaged pupils in order to increase engagement and well-being at school and ensure that	<p>We will see an increase in the engagement through increased self esteem and self awareness.</p> <p>Attendance will improve as a result of</p>	Humanities coordinator	<p>Termly with key assessments</p> <p>Nov 2018 Feb 2019</p>

problems around well-being, friendships and behaviour, whilst maintaining and raising self-esteem JIGSAW		attendance remains in line with non PP children at school and incidents of poor behaviour and exclusions decrease. The EEF toolkit recognises that this is an effective strategy. It is also supported in the NFER document, which places support for overcoming barriers and pupils' emotional needs as a highly effective approach to raising attainment. It is also a key theme from the NIESR toolkit.	a more positive experience of school. Incidences of poor behaviour and exclusion will decrease due to the development of the appropriate problem-solving skills.		July 2019
C To provide disadvantaged pupils with an increasing range of wider opportunities before, after and throughout the school day.	To subsidise educational visits where possible	Educational visits are important to both the pupils and their families. Educational visits are subsidised in order to make them affordable for families. The importance of this as an effective strategy is highlighted in the EEF toolkit – outdoor learning and is mentioned in the NIESR toolkit – engagement and enrichment activities.	The evidence and impact of this will be monitored and shown through an increase in school visits / visitors being planned and accessed by all disadvantaged pupils. Data and pupil perceptions will be kept to show impact. As part of the school risk assessment each visit / visitor / experience will be evaluated. This will be monitored.	Educational visit coordinator	July 2019
Total budgeted cost					£4,070
Total					£23,630