

# Pupil premium strategy statement: Warton Nethersole's CE Primary School

## Planned expenditure 2018 – 2019

## Review of impact 2017 – 2018



### Principles and Objectives

#### Principles

The way in which we spend our pupil premium funding is influenced by current research and OFSTED guidance. We carry out a needs analysis for every child eligible for funding to ensure that spending is targeted to their needs. We recognise that not all pupils who are socially disadvantaged are registered or qualify for FSM - many of our pupils are from low income families whose parents work part-time or in seasonal occupations. We ensure that provision is made for all vulnerable groups, and spend the funding in a wide variety of ways to maximise the benefit to as many pupils as possible.

#### Objectives

- To raise attainment in reading, writing and maths for pupil premium children
- To ensure that pupil premium children continue to make accelerated progress in order to close the gap with their peers
- To ensure that all children have equal access to the extended curriculum including trips, music tuition, and other enrichment activities
- To ensure that pupils from poorer socio-economic backgrounds do not suffer barriers which impede their attainment and progress

### 1. Summary information

<b>School</b>	Warton Nethersole's CE Primary				
<b>Academic Year</b>	18-19	<b>Total expected PP budget</b>	£15,840	<b>Date of most recent PP Review</b>	N/A
<b>Total number of pupils</b>	150	<b>Number of pupils eligible for PP</b>	12	<b>Date for next internal review of this strategy</b>	December 2018

<b>2. Attainment 2017 - 2018</b>			
Year 2: 28 pupils with 1 pupil premium pupil (SEND)	<i>Pupils eligible for PP at Warton</i>	<i>Warton (non-disadvantaged)</i>	<i>National (non-disadvantaged)</i>
Year 6: 17 pupils with 3 pupil premium pupils			
<b>Reception 'Good Level of Development'</b>	<b>No PP pupils</b>	72% (15 out of 18 pupils)	
<b>Y1 national phonics screening</b>	<b>No PP pupils</b>	83% (20 out of 24)	
<b>Y2 % achieving expected in reading, writing &amp; maths</b>	<b>0% (1 SEND)</b>	74% (20 out of 27)	
<b>Y2 % achieving expected in reading</b>	<b>0% (1 SEND)</b>	81% (22 out of 27)	
<b>Y2 % achieving expected in writing</b>	<b>0% (1 SEND)</b>	74% (20 out of 27)	
<b>Y2 % achieving expected in maths</b>	<b>0% (1 SEND)</b>	85% (23 out of 27)	
<b>Y6 % achieving expected in reading, writing &amp; maths</b>	<b>100% (3)</b>		
<b>Y6 % achieving expected in reading</b>	<b>100% (3)</b>	64% (9 out of 14 pupils)	
<b>Y6 % achieving expected in writing</b>	<b>100% (3)</b>	71% (10 out of 14)	
<b>Y6 % achieving expected in maths</b>	<b>100% (3)</b>	71% (10 out of 14)	
<b>Y6 % making at least expected* progress in reading</b>	<b>100% (3) all more than expected progress</b>	79% (11 out of 14)	
<b>Y6 % making expected* progress in writing</b>	<b>100% (3) all more than expected progress</b>	79% (11 out of 14)	
<b>Y6 % making expected* progress in maths</b>	<b>100% (3) all more than expected progress</b>	93% (13 out of 14)	
*School internal tracking from KS1 – KS2			
<b>3. Barriers to future attainment (for pupils eligible for PP)</b>			
<b>In-school barriers</b>			
<b>A.</b>	Many Pupil Premium children enter school with skills significantly behind that of non-pupil premium children in literacy and maths		
<b>B.</b>	Poor speaking and listening skills of many pupil premium children		

<b>C.</b>	Social and emotional issues, including a lack of resilience, that negatively affect learning behaviours that support independent learning for some pupil premium pupils
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Lower attendance rate of pupil premium compared to non-pupil premium children
<b>E.</b>	Low levels of parental engagement, including not supporting homework
<b>F.</b>	Lack of access to extra-curricular activities and learning resources at home (especially books)
<b>G.</b>	Poor parenting skills from a number of parents of pupil premium children
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )	
	<b>Success criteria</b>
<b>A.</b>	To increase the percentage of pupil premium pupils achieving expected standards in writing and maths in all year groups. Progress supported by intervention programmes and resources as necessary and monitored by half-termly progress reviews.
<b>B.</b>	For the percentage of pupils entering and leaving Reception with communication skills 'typical' for their age to be comparable between PP and non PP pupils. CPD for Nursery staff (Phonics, Time to Talk Tier 3). Progress supported by intervention programmes and resources as necessary and monitored by half-termly progress reviews.
<b>C.</b>	Pupil Premium children at EYFS, KS1 and KS2 will develop 'learning power' and be more resilient and independent learners, through targeted emotional support from FSW and nurture groups. Reviews of the impact on academic progress half-termly. Case studies of individual children.
<b>D.</b>	Improve the attendance of Pupil Premium children. Engage with parents (letters/newsletters/ attendance reward assemblies). Tracked through SIMS attendance data.
<b>E.F.G.</b>	Pupil premium parents engage in school learning and homework initiatives including on-line reading. Pupil premium pupils attend cooking club, 'Change Makers' and 'The Hub' (homework club) and parental engagement is promoted through these initiatives. Parents engage with FSW and are signposted to appropriate support around any family issues. Reviews of the impact on academic progress, attitudes to learning (teachers) and review of progress against social/emotional targets (FSW) half-termly.
	PP children to be in line with 'all pupils' nationally.
	PP children to achieve a GLD at least in line with national averages.
	PP children are more engaged with learning and are making accelerated progress.
	Attendance of PP children is at least 97%.
	The vast majority of PP children complete all homework including regular reading at home  Parents engage with 'Change Makers' initiatives. Children receive better exercise and nutrition. At least 85% of PP attend a block of cooking club, a sports club and 'The Hub' over the course of the year and parents support their work at home.

5. Planned expenditure					
Academic year		2018-2019			
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?
<p>Attainment in reading is accelerated and the gap between PP and their peers is closing.</p> <p>POR project £1,450</p>	<p>Introduce 'Power of Reading'. Invest in staff CPD. Introduce more whole class reading to model effective analytical skills. Introduce quality texts and teach units of work from POR.</p> <p>(LIP Priority 2)</p>	<p>POR strategies have a proven impact on reading standards. PP children need to develop a love of reading and access high quality reading material.</p> <p>Improved pedagogy in reading will impact positively on all children in class lessons and intervention groups.</p>	<p>Subscription to the POR project with 5 full training days.</p> <p>Shared MAT priority on the LIP – all subject leaders working together on this initiative.</p> <p>Staff CPD</p> <p>Half-termly monitoring and evaluation schedules for PPM, lesson observations and monitoring activities, moderation.</p>	<p>Head Teacher and Senior Leadership Team (SLT)</p>	<p>Reviewed at the end of each half-term in pupil progress meetings.</p> <p>Review overall progress at the end of the academic year to inform delivery for the next year.</p>

Staff are able to use a wide range of strategies to identify and support children with SEMH issues.	Whole school to engage with ongoing SEMH CPD as a result of successful bid-funding from LA.  (LIP Priority 1)	Research shows that a better awareness of mental health issues will enable all staff to reduce emotional barriers to learning.	INSET day September 2018 'Trauma and Mental Health Training'  Ongoing CPD throughout the year for: Person centred planning Attachment disorder Mental Health Trauma	Head Teacher and SENDCo	December 2018 April 2019 July 2019
<b>Total budgeted cost</b>					£2,000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Pupils have accelerated learning through targeted interventions.	Pupils to be targeted in lessons for additional support, and for specific interventions before / after school.	Sutton Trust research shows that targeted support is effective in accelerating progress.  School already uses First Class@ Number and 'Better Reading Partners' which are both highly effective catch up programmes.	Level 3 TAs continue to receive training to deliver programmes with a proven track record of improving outcomes.  Formal observations of interventions.  Learning walks and book scrutinies to examine impact. Termly scrutiny of data. Half termly pupil progress meetings.	Head Teacher and SLT	December 2018 April 2019 July 2019

HLTA hours for intervention strategies 18 hours per week @ £12.00 hour = £216 x 30 weeks £6,480 Resources to support £1,600	<u>Maths</u> Continue with Numicon 'Breaking Barriers'. Purchase extra Numicon sets and other manipulatives. Continue First Class@ Number. <u>Reading</u> Increase reading sessions in school for PP pupils including access to BRP (out of school timetable)				
Increase participation of pupils in homework  2 hours @ £10.00 hour = £20.00 x 36 weeks £720.00	The Hub Homework club for PP pupils and provision of revision guides and breakfast club revision.	Evidence shows that PP pupils rarely complete homework, and parents do not buy revision guides.	Monitor attendance at the club and completion of homework.	SJB	December 2018 April 2019 July 2019

**Total budgeted cost** £8,500

### 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?
Pupil premium children to enter school with higher basic skills.	School to expand nursery provision, and continue to invest in QFT for pre-school pupils.	Although outcomes have improved our baseline shows that some pupils continue to enter school without the required skills to access the curriculum.  Implementing a quality, school led, Nursery provision was at least a 2 year strategy for HT and Governors. Improved outcomes in 2017-2018 need to be sustained.	HT and Governors to monitor impact of Nursery provision.  Nursery staff to access CPD.  Monitoring activities and supervision to be carried out by EYFS Leader. Performance Management to be carried out by HT.	Head Teacher EYFS Leader	Half-termly reviews to examine the impact of provision.

<p>Pupils to have wider experiences  £365 subsidy for residential  £1,800 music x 2</p>	<p>To fund PP year 6 residential to Culmington Manor. Whole class music tuition for Maple and Rowan. Subsidise school trips for PP as appropriate.</p>	<p>History shows that at our school it is often PP who miss out on extra-curricular experiences and music tuition.</p>	<p>All pupils who wish to attend an event will have an opportunity.   Quality music tuition from County Music Service, including provision of instruments.</p>	<p>HT</p>	<p>On-going</p>
<p>Better support for families in order that they can develop more appropriate parenting.   Pastoral support for pupils to improve emotional resilience.   £2,000 contribution towards salary (funded by Nethersole Trust).</p>	<p>Appointment of Family Support Worker partly supported by the Nethersole Trust. To: engage with parents, chase attendance issues, attend Early Support meetings, provide counselling and small group support eg. SULP.</p>	<p>Apathy from some of our PP families, and poor parenting skills.</p>	<p>Measure the impact of the work of the FSW on attainment of PP children supported.</p>	<p>SJB</p>	<p>December 2018  April 2019  July 2019</p>
<b>Total budgeted cost</b>					<b>£5,000</b>

**Review of impact of spending in previous academic year 2017 - 2018**

<b>i. Quality of teaching for all</b>				
Desired outcome	Chosen action / approach	Impact: Was the success criteria met?	Lessons learned (whether this approach will be continued)	Cost Income 2017-18 £14,520
Improve writing and maths outcomes across the school.	CPD in maths and writing (see LIP) External support (Jonathan Hughes) MAST and TTS training. Staff pedagogy to meet increased demands of curriculum and new ways of working including CPD for TAs . Consortia CPD and support from Ruth Leisk.	Improved outcomes for all children. All teaching securely good or better, Improved questioning techniques and teaching for mastery observed. Children more aware of the raised expectations in maths. Writing: Year 2 71% Year 6 76% Maths: Year 2 82% Year 6 76% PP pupils 100% expected in RWM <b>Criteria met</b>	There will be some funding for whole school CPD (POR) as this raises attainment for all pupils.	£3,285

**ii Targeted support**

Desired outcome	Chosen action / approach	Impact: Was the success criteria met?	Lessons learned (whether this approach will be continued)	Cost
Pupils have accelerated learning through targeted interventions.  Increase number of pupils who extend their learning at home.	Additional TA hours to run interventions before school, breakfast and booster classes and homework club.	Intervention programs (First Class @ Number and Better Reading Partners) were effective in closing the gap: In years1-6 70% of pupil premium pupils achieved expected or better in maths and writing, 90% in reading. Progress in all subjects was +10 reading +11 writing and +10 maths – this was in line with non-PP pupils in school. <b>Criteria met</b>	Running the interventions before and after school was effective and will continue next year.	£8,150

**iii Other approaches**

Desired outcome	Chosen action / approach	Impact: Was the success criteria met?	Lessons learned (whether the approach continue?)	Cost
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<p>Pupil premium children to enter school with higher basic skills.</p>	<p>Establish a school nursery providing a high quality EYFS curriculum.</p>	<p>School Nursery provision is now well established. Baseline of children entering school is likely to be higher than in previous years. (Data to be confirmed). Children's language skills are improving.</p>	<p>School will continue to run Nursery provision and hope to expand our existing premises to accommodate more children.</p>	<p>£3,420</p>
<p>Pupils to have wider experiences.</p>	<p>Music lessons, cooking club, subsidised residential trip.</p>	<p>Improved learning behaviours and better attendance. Higher levels of parental engagement. <b>Criteria met</b></p>	<p>This is valuable provision which offers long term support to parents and children and will continue next year.</p>	