

Pupil premium strategy statement: WartonNethersole's CE Primary School



Principles and objectives

Principles

The way in which we spend our pupil premium funding is influenced by current research (Sutton Trust, Oxford School Improvement) 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					
School	WartonNethersole's CE Primary				
Academic Year	17-18	Total expected PP budget	£14,520	Date of most recent PP Review	N/A
Total number of pupils	145	Number of pupils eligible for PP	11	Date for next internal review of this strategy	December 2017

2. Attainment 2016 - 2017				
Year 2: 2 pupils (inc.1 SEND)	<i>Pupils eligible for PP at Warton</i>	<i>Warton (non-disadvantaged)</i>		<i>National (non-disadvantaged)</i>
Year 6: 4 pupils (inc.1 LAC, 1 SEND)				
Reception 'Good Level of Development'	No PP pupils	80%		
Y1 national phonics screening	No PP pupils	85%		
Y2 % achieving expected in reading, writing & maths	50% (1)	75%	25% gap	
Y2 % achieving expected in reading	50% (1)	80%	30% gap	
Y2 % achieving expected in writing	50% (1)	75%	25% gap	
Y2 % achieving expected in maths	50% (1)	85%	35% gap	
Y6 % achieving expected in reading, writing & maths	75% (3)	85%	10% gap	
Y6 % achieving expected in reading	75% (3)	85%	10% gap	+4%
Y6 % achieving expected in writing	75% (3)	85%	10% gap	-2%
Y6 % achieving expected in maths	75% (3)	85%	10% gap	No gap
Y6 % making expected* progress in reading		TBC		
Y6 % making expected* progress in writing		TBC		
Y6 % making expected* progress in maths		TBC		
School internal tracking from KS1 – KS2				
3. Barriers to future attainment (for pupils eligible for PP)				
In-school barriers				
A.	Many Pupil Premium children enter school with skills significantly behind that of non-pupil premium children in literacy and maths			
B.	Poor speaking and listening skills of many pupil premium children			
C.	Social and emotional issues, including a lack of resilience, that affect learning behaviours that support independent learning for some pupil premium pupils			

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Lower attendance rate of pupil premium compared to non-pupil premium children	
E.	Low levels of parental engagement, including not supporting homework	
F.	Lack of access to extra-curricular activities and learning resources at home (especially books)	
G.	Poor parenting skills from a number of parents of pupil premium children	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Significantly increase the percentage of pupils achieving expected standards in writing and maths	Pupil premium children to be in line with 'all' pupils nationally.
B.	Percentage of pupils entering and leaving Reception with skills 'typical' for their age is comparable between PP and non PP pupils	Pupil Premium children to achieve a GLD at least in line with national averages.
C.	Pupil Premium children will develop 'learning power' and be more resilient and independent learners	Pupil premium children to be in line with 'all' pupils nationally.
D.	Improve the attendance of Pupil Premium children	Attendance of PP children is at least 97%.
E.F.G.	Pupil premium parents engage in school learning and homework initiatives including on-line reading. Pupil premium pupils attend cooking club, 'Change for Life' and The Hub (homework club) and parental engagement is promoted through these.	The vast majority of PP children complete all homework including regular reading at home Parents engage with 'Change for Life' initiatives. Children receive better exercise and nutrition. PP attend The Hub and parents support their work at home.

5. 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	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Attainment of pupil premium children is accelerated and gaps between them and their peers are closing.	CPD in maths and writing (emphasis on GPS) see LIP. Further external support from Jonathan Hughes. Consortia and MAT CPD	The achievement of pupil pupils is lower than that of non-disadvantaged pupils in our school. Improved pedagogy in arithmetic and GPS will impact positively on PP children in class lessons and intervention groups.	Half-termly monitoring and evaluation schedules for PPM, lesson observations and monitoring activities (book scrutiny, learning walks etc) moderation. Evaluation of CPD and analysis of feedback forms.	Head teacher and Senior Leadership Team (SLT)	Reviewed at the end of each half-term in pupil progress meetings.
Total budgeted cost					£1,285
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?
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.	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 2017

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> Implement Numicon 'Breaking Barriers'. Support from Jonathan Hughes (improving maths project). TA training. Purchase of Numicon and other manipulatives. Continue First Class@ Number. <u>Reading</u> Increase reading sessions in school for PP pupils including access to BRP.				
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 2017
Total budgeted cost					£8,800
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 run its own nursery.	Baseline shows that many pupils enter school without the required skills to access the curriculum.	HT and Governors to monitor impact of Nursery provision. PP pupils to make at least 4 steps progress rather than 3.	SJB / RS	Termly review to examine the impact of provision.

<p>Pupils to have wider experiences £365 subsidy for residential £1,800 music</p>	<p>To fund Y6 residential to Culmington Manor and other trips Whole class music tuition for Maple and Rowan. Subsidise school trips.</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>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 2017</p>
Total budgeted cost					<p>£4,165</p>

Review of impact of spending in previous academic year 2016 - 2017

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Impact: Was the success criteria met?	Lessons learned (whether this approach will be continued)	Cost Income 2016-17 £16,420
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 greater depth observed in lessons (teachers and TAs). Children more aware of the raised expectations in maths.	There will be some funding for whole school CPD as this raises attainment for all pupils.	£3,000

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 maths and reading 71% of pupil premium pupils (100% minus SEND) across all year groups achieved expected or better. Attainment in writing however (50%) was disappointing and requires improvement. Progress in all subjects was better than expected.	Running the interventions before and after school was effective and will continue next year.	£10,000

iii Other approaches

Desired outcome	Chosen action / approach	Impact: Was the success criteria met?	Lessons learned (whether this approach will be continued)	Cost
Pupil premium children to enter school with higher basic skills.	Establish a school nursery providing a high quality EYFS curriculum.	School Nursery provision is now well established. Baseline of children entering school is likely to be higher than in previous years.	School will continue to run Nursery provision and hope to expand our existing premises to accommodate more children.	£3,420

<p>Pupils to have wider experiences.</p>	<p>Music lessons, cooking club, subsidised residential trip.</p>	<p>(Data to be confirmed). Children's language skills are improving.</p> <p>Improved learning behaviours and better attendance. Higher levels of parental engagement.</p>	<p>This is valuable provision which offers long term support to parents and children and will continue next year.</p>	
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