

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

1. Summary information					
School	WartonNethersole's CE Primary				
Academic Year	16-17	Total expected PP budget	£16,420	Date of most recent PP Review	N/A
Total number of pupils	136	Number of pupils eligible for PP	11	Date for next internal review of this strategy	March 2017

2. Attainment 2015 - 2016			
Year 2 - 3 pupils (1 SEND) Year 6 - 8 pupils (1 SEND)	<i>Pupils eligible for PP at Warton</i>	<i>'All' pupils national average</i>	<i>National / WCC PP averages</i>
Reception 'Good Level of Development'	No PP pupils	69%	
Y1 national phonics screening	No PP pupils	81%	
Y2 % achieving expected in reading, writing & maths	0 (1 SEND pupil)	60%	
Y2 % achieving expected in reading	2 pupils 67%	74%	National 60%
Y2 % achieving expected in writing	1 pupil 33%	66%	National 50%
Y2 % achieving expected in maths	1 pupil 33%	73%	National 58%
Y6 % achieving expected in reading, writing & maths	2 pupils 25%	52%	
Y6 % achieving expected in reading	3 pupils 38%	66%	WCC 51%
Y6 % achieving expected in writing	3 pupils 38%	73%	WCC 62%
Y6 % achieving expected in maths	2 pupils 25%	70%	WCC 51%
Y6 % making expected* progress in reading	6 pupils 75%	TBC	
Y6 % making expected* progress in writing	6 pupils 75%	TBC	
Y6 % making expected* progress in maths	6 pupils 75%	TBC	
School internal tracking from KS1 – KS2			

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	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 pupil premium children	
C.	Social and emotional issues, including a lack of resilience, that affect learning behaviours that support independent learning	
External barriers (issues which also require action outside school, such as low attendance rates)		
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 (Desired outcomes and how they will be measured)		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 96%
E.	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	2016-2017				
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?
Improve writing and maths outcomes across the school	CPD in maths and writing (see LIP) External support (Jonathan Hughes) MAST and TTS training TA training Staff pedagogy to meet increased demands of curriculum and new ways of working Consortia CPD and support from Ruth Leisk	Y2 below and Y6 sig below national in writing and maths outcomes in 2016	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
Total budgeted cost					£3,000
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	March 2017

	<p><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.</p> <p><u>Reading</u> Increase reading sessions in school for PP pupils including access to BRP</p>				
Increase participation of pupils in homework	The Hub Homework club for PP pupils and provision of revision guides and breakfast club revision.	Evidence shows that PP rarely complete homework	Monitor attendance at the club and completion of homework	SJB	March 2017
Total budgeted cost					£10,000
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

Pupils to have wider experiences	To fund Y6 residential to Culmington Manor and other trips Whole class music tuition for Maple and Rowan. Subsidise school trips	History shows that at our school it is often PP who miss out on extra-curricular experiences and music tuition	All pupils who wish to attend an event will have an opportunity Quality music tuition from County Music Service, including provision of instruments		On-going
Better support for families in order that they can develop more appropriate parenting. Pastoral support for pupils to improve emotional resilience	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	Apathy from some of our PP families, and poor parenting skills	Measure the impact of the work of the FSW on attainment of PP children supported	SJB	April 2017
Total budgeted cost					£3,420