

Pupil premium strategy statement (primary)

1. Summary information					
School	Wootton St Peter's CE Primary School				
Academic Year	2018-19	Total PP budget	£13000	Date of most recent PP Review	Sept 18
Total number of pupils	84	Number of pupils eligible for PP	13	Date for next internal review of this strategy	July 19

Current attainment			
	<i>Pupils eligible for PP (your school)</i>	<i>National average for PP</i>	<i>Nat. av. pupils not eligible for PP</i>
% reaching GLD in Reception 2017	n/a	51	69
Year 1 Phonics	n/a	66	81
KS1 % expected or above Reading	50	62	74
KS1 % expected or above Writing	100	52	66
KS1 % expected or above Maths	100	60	73
KS2 % expected or above in Reading, Writing & Maths combined	75	39	53
KS2 % expected or above Reading	75	53	66
KS2 % expected or above Writing	75	64	74
KS2 % expected or above Maths	75	50	70
% making at least satisfactory progress in reading	92		0
% making at least satisfactory progress in writing	85		0
% making at least satisfactory progress in maths	100		0

2. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Concentration, poor attitude to learning	
B.	Mental health issues 1:1 ELSA support	
C.	Low self esteem	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Social & emotional barriers stemming from home circumstances	
E.	15% (2) don't attend clubs outside school	
F.		
G.		
3. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	Success criteria	
A.	Increase engagement in learning of PP children	End of KS SATs results show an improvement
B.	Increase in self esteem	Increased engagement in learning
C.	Increased engagement in after school clubs	Higher percentage of pupils attending clubs
D.		

4. Planned expenditure

Academic year

£13000

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?
Children in KS2 are meeting ARE in Maths or above the national average	<p>PP pupils in KS2 have targeted 1:1 intervention programs in addition to math's lessons.</p> <p>Whole school teaching form the same scheme of work</p> <p>Targeted interventions.</p>	Raised expectations of the new maths NC remain a challenge particularly for children from disadvantaged backgrounds who receive less support from home	<p>Lesson observations</p> <p>Appraisal</p> <p>Pupil progress meetings</p>	<p>AM</p> <p>SLB</p>	<p>3x per year PUMA assessments</p> <p>KS1/2 SAT results</p> <p>End of teaching unit termly assessments in Maths & English .</p>
Raising the quality of teaching in maths & literacy especially in KS2	<p>LA maths & literacy advisory teacher supporting the quality of teaching in KS1/2</p> <p>Maths & Literacy coordinators supported by an outstanding school coordinators to drive up standards</p> <p>Whole school consistent approach using the same scheme of work for maths & literacy</p>	<p>Developing strong middle leaders who are accountable for the quality of provision will ensure more pupils reach ARE.</p> <p>EEF toolkit cites effective feedback as having the most impact on pupil progress</p>	<p>Lesson observations with regular feedback for teachers.</p> <p>Book and planning scrutiny.</p> <p>Learning walks</p>	AM	<p>School tracking data, 3 points through the year,</p> <p>Pupil Progress meetings following each assessment point to identify strengths & weaknesses.</p>
To focus on writing skills particularly spelling to raise outcomes in writing across the school	<p>All pupils spelling age is tested and targeted spelling groups / differentiated activities are taught across the school.</p> <p>New Literacy scheme of work in place to engage boy heavy classes in KS2</p>	Raised expectations of the new Literacy NC remain a challenge particularly for children from disadvantaged backgrounds who receive less support from home	<p>Lesson observations</p> <p>Pupil progress meetings.</p> <p>Termly assessment of progress in spelling.</p>	<p>SL</p> <p>B</p>	<p>3x through the year after assessment of progress</p> <p>End of academic year assessments and SATs outcomes</p>

Children in KS2 are meeting ARE in Writing is at or above the national average	Moderate writing in school and with partnership schools for all year groups.	To develop teachers knowledge of assessing writing following the revised expectations. To validate teachers judgements.	Attainment and progress checks Nov, Feb , July	SLB FR	At Pupil Progress meetings following assessments 3 x per year End of the academic year school tracking data 2018-19
Total budgeted cost					£ 3.639.00
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?
Improved attainment in writing and spelling across the school.	All class teachers have two TAs supporting with the teaching of Literacy every morning. Targeted provision through specific interventions for small groups or individual children every afternoon. Renew subscription of software to support SPAG and spelling	1:1 tuition shows +5 months average progress in EEF toolkit	Attainment and progress checks Oct, Feb, July	JG	At Pupil Progress meetings following assessments 3 x per year Phonics screening results. SATs results End of term assessments x3
Gap is closed in maths between PP/non PP children	Targeted TAs to support small group work or 1:1 teaching with PP/vulnerable pupils across the school in the afternoons	1:1 tuition shows +5 months average progress in EEF toolkit	Target TA support weekly. Set up weekly online program for KS2 pp pupils.	SH	At Pupil Progress meetings following assessments 3 x per year Analysis of School tracking end of each term.
Total budgeted cost					£ 9,361
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?

Additional pastoral/adult support for PP pupils identified as having a degree of social and emotional needs which is a barrier to their learning.	ELSA trained Teaching Assistant to deliver the program working 1:1/small groups with targeted pupils for approximately 6 – 8 week throughout the year.	EEF sites specialised programmes which are targeted at students with particular social or emotional problems have an average of +4 months gain. To build self-esteem to ensure targeted PP pupils build resilience to access learning.	Timetabled provision is set aside weekly for TA to plan sessions and deliver programme to targeted pupils.	JS HE	After each program has been completed successfully. Impact on progress at the end of the year each term. Continue funding next year to complete training.
PP pupils who wish to learn string instruments in KS2 are funded so children at Wootton St Peters experience success learning a musical instrument regardless of disadvantage background	LA music service teacher delivers string instrument lessons to PP pupils x1 per week. Subsidise/fund cost of string instrument lessons.	Learning conversations consistently reflect an enjoyment of learning string instruments 100% parents said their children have the opportunity to try new things Children's growth mindsets needed to persist with the violin are reflected in other areas of their learning	LA music specialist teacher teaches designated weekly lessons.	FR SLB	In place for a second year. Monitor participation for music lessons
For PP children to be involved in after-school events/sports fixtures All children have the opportunity to access wider curriculum, attend residential and broaden experiences in a rich curriculum	Fund swimming lessons transport costs for PP Subsidise /or fund Y5/6 PP residential Subsidise cost of educational visits and visitors to the school and after school clubs Inform parents of PP pupils funding available for after school clubs	100% of all PP pupils access residential Each class go on at least one trip/have one visitor per term 100% children access all trips and visits	Costs for visits are kept low. Continue to monitor attendance and participation in voluntary activities such as after school clubs/events and music lessons	GM FR	Continued this year.

5. Review of expenditure			
Previous Academic Year	2017-18	£13821	
i. Quality of teaching for all			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. attainment data, progress data, and case studies.	Lessons learned (and whether you will continue with this approach)

Children meeting ARE in Maths is at or above the national average	<p>High staffing levels to support Mtahs lessons.</p> <p>Quality CPD for staff from LA advisory teacher to improve teaching & learning.</p> <p>TAs to deliver intervention pm to close the gap.</p> <p>Update and implement new maths scheme & teaching resources</p>	<p>67% of all pupils in KS2 met ARE in maths, 82% in KS1.</p> <p>75% of the PP children across the school met ARE in maths.</p> <p>The average APS for the PP group across the school 4.0</p>	<p>Continue next year.</p> <p>Maths attainment/progress has improved for PP & non-PP pupils based on the previous year's data.</p> <p>The strategy will continue with the additional support from LA advisors.</p>
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ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Children meeting ARE in Reading & writing & is at or above the national average		<p>KS1 83% expected at Reading, 67% Writing. Proportion of PP Y2 children meeting ARE in writing was 58%, in reading & writing 67%.</p> <p>APS in Reading for PP 0 4.1, Writing 3.9</p>	<p>Data confirms there has been a significant improvement for PP attainment & progress this year.</p> <p>Continue with provision to ensure gaps can be addressed quickly by quality first teaching & targeted interventions for these pupils.</p>

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iii. Other approaches			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
<p>For PP children to be involved in after-school events/sports fixtures</p> <p>All children have the opportunity to access wider curriculum, attend residential and broaden experiences in a rich curriculum</p>	<p>Subsidise/fund Y5/6 residential</p> <p>Subsidise/fund cost of educational visits and visitors to the school</p> <p>Subsidis/fund ASC/ club costs</p>	<p>Each class go on at least one trip/have one visitor per term with school subsidising the costs</p> <p>100% of PP children accessed all trips and visits.</p> <p>15% attended ASC/clubs</p>	<p>Continue next year.</p> <p>Costs for visits are kept low.</p> <p>Continue to monitor and improve attendance and participation in voluntary activities such as after school clubs/events.</p>

