

# Pupil premium strategy statement (primary)

1. Summary information					
School	Wootton St Peter's CE Primary School				
Academic Year	2019-20	Total PP budget	£13250	Date of most recent PP Review	Sept 19
Total number of pupils	86	Number of pupils eligible for PP	13	Date for next internal review of this strategy	July 20

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 2019	n/a	51	74
Year 1 Phonics	n/a	71	84
KS1 % expected or above Reading	100	60	78
KS1 % expected or above Writing	0	53	66
KS1 % expected or above Maths	100	61	78
KS2 % expected or above in Reading, Writing & Maths combined	0	51	71
KS2 % expected or above Reading	0	59	77
KS2 % expected or above Writing	100	64	82
KS2 % expected or above Maths	100	64	82
% making at least satisfactory progress in reading	0		0
% making at least satisfactory progress in writing	100		0
% making at least satisfactory progress in maths	100		0

<b>2. Barriers to future attainment (for pupils eligible for PP)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Engagement and learning behaviours	
<b>B.</b>	SEMH issues, Low self esteem	
<b>C.</b>	Poor reading comprehension	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Social & emotional barriers stemming from home circumstances	
<b>E.</b>	Attendance for some pupils	
<b>F.</b>	Parental engagement	
<b>G.</b>		
<b>3. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )	<b>Success criteria</b>	
<b>A.</b>	Increase engagement in learning of PP children	End of KS SATs results show an improvement
<b>B.</b>	Increase in self esteem	Increased engagement in learning. Improved in attitude to learning questionnaire.
<b>C.</b>		
<b>D.</b>		

#### 4. Planned expenditure

**Academic year**      **£13250**

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 KS1 and KS2 are meeting ARE in Maths at or above the national average	PP pupils in KS1 and KS2 have targeted group and 1:1 intervention programs in addition to math's lessons.  Whole school teaching from the same scheme of work Targeted interventions.	Raised expectations of the new maths NC remain a challenge particularly for children from disadvantaged backgrounds who receive less support from home	Lesson observations Appraisal Pupil progress meetings	AM CP	3x per year PUMA assessments  KS1/2 SAT results End of teaching unit termly assessments in Maths & English .
Quality of teaching in maths to be good and better across the whole school	Improve the teaching of reasoning and problem solving across the school Maths lead attending Middle leaders course Whole school to have consistent approach to teaching reasoning and problem solving using the same scheme of work for maths	Developing strong middle leaders who are accountable for the quality of provision will ensure more pupils reach ARE.	Lesson observations with regular feedback for teachers. Book and planning scrutiny. Learning walks	AM CP	School tracking data, 3 points through the year, Pupil Progress meetings following each assessment point to identify strengths & weaknesses.
Quality of teaching of reading to be good and better across the whole school  Children in KS1 and KS2 are meeting ARE in reading – In line with or above national data	Develop reading curriculum with Literacy specialist so that it is broad, ambitious and meets the needs of all pupils. A consistent approach to the teaching of reading to be adopted.  Reading curriculum to have a focus on language and vocabulary acquisition	Language acquisition and vocab studies- <b>GET NAME</b>	Lesson observations Pupil progress meetings.	CP	3x through the year after assessment of progress  End of academic year assessments and SATs outcomes

Quality of teaching of Writing to be good and better across the whole school  Children in KS2 meeting ARE in Writing - In line with or above national data <b>£500 a day for English specialist</b> <b>£285 for half day</b>	Develop writing curriculum with Literacy specialist so that it is broad, ambitious and meets the needs of all pupils. A consistent approach to the teaching of writing will be adopted  Writing curriculum to have a focus on language and vocabulary acquisition	Language and vocabulary gap between pupils has been identified as a key reason for the attainment gap see <b>Why Closing the Word Gap Matters- The Oxford Language Report</b>	Attainment and progress checks Nov, Feb, July  Learning Walks	CP	At Pupil Progress meetings following assessments 3 x per year  End of the academic year school tracking data 2018-19
<b>Total budgeted cost</b>					<b>£ 3500.00</b>
<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>
Improved attainment in writing and spelling across the school.  <b>SPAG subscription?</b>	All class teachers to have TAs supporting with the teaching of Literacy every morning.  Targeted provision through specific interventions for small groups  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		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  Di or Toni?	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.	DM	At Pupil Progress meetings following assessments 3 x per year  Analysis of School tracking end of each term.
<b>Total budgeted cost</b>					<b>£ 7500.00</b>
<b>iii. Other approaches</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>

Additional pastoral/adult support for PP pupils identified as having a degree of social and emotional needs which is a barrier to their learning.  Janet 2 hours a week	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 CP	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 across the whole school 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.		LA music specialist teacher teaches designated weekly lessons.	CP	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 CP	Continued this year.
<b>Total budgeted cost</b>					<b>£2250.00</b>
<b>5. Review of expenditure</b>					
<b>Previous Academic Year</b>	<b>2018-19</b>	<b>£13000</b>			
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. attainment data, progress data, and case studies.	<b>Lessons learned</b> (and whether you will continue with this approach)		

Children in KS2 are meeting ARE in Maths or above the national average	PP pupils in KS2 have targeted 1:1 intervention programs in addition to math's lessons.  Whole school teaching form the same scheme of work Targeted interventions.	100% KS2 pupils working at ARE  Hamilton scheme of work is used	Numicon intervention to continue  Hamilton needs to be supplemented with other materials to ensure high quality problem and reasoning
Raising the quality of teaching in maths & literacy especially in KS2	LA maths & literacy advisory teacher supporting the quality of teaching in KS1/2  Maths & Literacy coordinators supported by an outstanding school coordinators to drive up standards Whole school consistent approach using the same scheme of work for maths & literacy	OFSTED inspection rated the school as GOOD in April 2019	Continue with high quality staff training that promotes quality first teaching as the best way of improving outcomes for all groups of pupils.
To focus on writing skills particularly spelling to raise outcomes in writing across the school	All pupils spelling age is tested and targeted spelling groups / differentiated activities are taught across the school.  New Literacy scheme of work in place to engage boy heavy classes in KS2	There has been some improvement in writing and spelling. Improving outcomes in writing continues to be an area of focus for the school.	Text choices to engage boys has been successful. More work is required to embed this practice across he school.
Children in KS2 are meeting ARE. Writing is at or above the national average	Moderate writing in school and with partnership schools for all year groups.	% of pupils writing at ARE is below national average in Key Stage 1 and Key Stage 2.	More CPD to improve quality of teaching of writing is required.

<b>ii. Targeted support</b>			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
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.	PP pupils made at least expected progress. Attainment is not at national levels.	Data confirms there has been a significant improvement for PP attainment & progress this year.  Continue with provision to ensure gaps can be addressed quickly by quality first teaching & targeted interventions for these pupils.
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	100% of pupils achieved ARE in Maths at Key Stage 2. 100 of pupil premium achieved ARE in Maths in Key Stage 1.	Numicon intervention has high impact. Continue to use next year.

<b>iii. Other approaches</b>			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
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.	Pupils who received ELSA had reduced number of behaviour incidents	Continue next year.
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.	Pupils learning instruments are high attaining	Continue next year.
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	Continue next year.



