

Pupil premium strategy statement – Wollaston Primary School 2018-2019

1. Summary information					
School	Wollaston Primary School				
Academic Year	2018-2019	Total PP budget	48,160.00	Date of most recent PP Review	June 2018
Total number of pupils	325	Number of pupils eligible for PP	37 children EYFS – 3 KS1 – 11 KS2 – 18 (2 LAC and 3 Post Adoption)	Date for next internal review of this strategy	

2. Current attainment			
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
		Wollaston	National Average
% achieving a GLD in EYFS	0	46 children 73%	
% achieving in reading, writing and maths at KS1 July 2018	3 children Reading – 67% Writing – 67% Maths – 67%	Reading – 65% Writing – 65% Maths – 72%	KS1 Reading – 76% Writing – 68% Maths – 75%
% achieving in reading, writing and maths at KS2 July 2018	Reading – 0% Writing – 0% Maths – 0%	Reading – 61% Writing – 61% Maths – 61%	KS2 Reading – 71% Writing – 76% Maths – 75%
% achieving ARE in reading (D+ or above)	EYFS – 0% KS1 – 67% KS2	EYFS – 82% KS1 – 65% KS2 – 61%	EYFS – KS1 – KS2 -71%
% achieving ARE in writing (D+ or above)	EYFS KS1 – 67% KS2	EYFS KS1 – 65% KS2 – 61%	EYFS – KS1 – KS2 -76%
% achieving ARE in maths (D+ or above)	EYFS KS1 – 67% KS2	EYFS KS1 – 72% KS2 – 61%	EYFS – KS1 – KS2 -75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Limited early years experiences for children prior to starting school.	
B.	Poor vocabulary skills, which hinders children's ability to make rapid and sustained progress particularly in reading and writing.	
C.	More able children are not receiving enough challenge across the school.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Unauthorised absence figures are slowly increasing. This will be carefully monitored for all children and letters sent out for this	
E.	A focus will be to improve parental engagement as some PP families have become increasingly hard to reach.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<u>Quality first teaching</u> – Through consistent quality first teaching all PP children in the school will make at least expected progress or higher in maths, writing and reading.	<ul style="list-style-type: none"> • Data shows that the PP children will make expected progress across all year groups. • Books will reflect this and will be no different from non-pupil premium children.
B.	<u>Reading</u> – The children will be able to confidently answer comprehension questions.	<ul style="list-style-type: none"> • Reading data shows a reduced gap. • PP children will participate in reading events carried out in school. • PP children encouraged to use the library during non-school hours. • Pixl therapies to be used with identified children.
C.	<u>Well-being</u> – Children will feel ready to learn and supported in their learning.	<ul style="list-style-type: none"> • Welfare data will show that children are demonstrating a positive attitude towards their learning. • Pastoral worker will report back to SLT on the success of interventions and staff will complete welfare trackers. • Children will receive mental health support when needed. • Children to be able to access mindfulness tasks to prepare them for learning.
D.	<u>Attendance</u> – Unauthorised absence to reduce and be more in line with whole school data.	<ul style="list-style-type: none"> • Parents supported if there is a drop in attendance and support programmes put into place. • Children rewarded for good attendance. • Interventions put into place for children who are constantly late or persistently absent. • PP children to be monitored and any drops in attendance quickly followed up.

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?
<u>Barriers – A, B, C</u> All children will receive quality first teaching, which allows them to make at least expected progress in reading, writing and Maths, as well as an increased combined score.	<ul style="list-style-type: none"> • Quality first teaching. • Pixl assessments will be used in order to fine-tune the gaps in the children's learning and this will then be acted upon. 	<ul style="list-style-type: none"> • Data shows that PP children are underachieving particularly in Year 4,5 and 6. • Teachers not secure in the teaching of reading (book talk) or writing (sentence stacking approach) • Teacher's expectations of children's ability needs to be more aspirational for all children. 	<ul style="list-style-type: none"> • Data analysis is more thorough to really look at the gaps between PP and non-PP children. • Lesson observations will focus on the progress of pupil premium children. • Maths and English leads will ensure that PP children are a priority on their action plans. • School development plan will have PP as a priority objective and this to be constantly monitored. • Pupil voice to be taken into consideration as to how they feel about school. • Pupil progress meetings to focus on PP children and the progress they are making in class. 	ZR/YT	November 2018

<p><u>Barriers B</u> <u>Reading</u> – The profile of reading will increase across the school. Standards will rise so children are working at or above age related expectation.</p> <p>Parental engagement to be a focus to encourage children to read for pleasure.</p>	<p>Quality first teaching.</p> <p>New literacy lead will be trained in book talk, which she can then disseminate to other staff across the school.</p> <p>Comprehension tasks to be completed weekly.</p> <p>Reading to be moderated termly in order to ensure consistency in standards across the year groups and across schools.</p> <p>Teachers to use Pixl to identify gaps in knowledge and therapies to be implemented with a focus on PP children.</p> <p>Reading data to be analysed with teachers to ensure they are accountable, Reading evening carried out to educate parents on the methods used for teaching</p> <p>Library to be opened to allow parents to come in and read with their children.</p>	<p>Reading standards were not high enough at the end of year 6.</p> <p>Profile of reading needed to be increased in order to raise the enjoyment of the subject.</p>	<p>Book talk observations and feedback provided.</p> <p>Peer to peer review of reading with Park Junior, Park infants and Wollaston.</p> <p>Staff training of how to successfully deliver book talk.</p> <p>Analysis of Pixl data, which can then be used to guide interventions.</p>	<p>ZR/JH</p>	<p>December 2018</p>
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<p><u>Barriers A, B and C</u></p> <p>Children to increase their knowledge of academic vocabulary and be able to use this in all aspects of the curriculum.</p>	<p>Vocabulary to become more explicit in the classroom and learning environment.</p> <p>Children to use this vocabulary in their work in order to become higher level writers.</p> <p>P4C to be taught across the whole school with a focus on PP and developing higher level vocabulary.</p>	<p>PP children will consistently demonstrate this higher-level vocabulary in their work.</p> <p>Learning environments will reflect the push on academic vocabulary.</p>	<p>Data will show an increase in the amount of children reaching above age related expectation.</p> <p>The gap between PP and non PP for writing will be significantly reduced especially in KS2</p>	<p>ZR/PR/YT</p>	<p>December 2018</p>
Total budgeted cost					£ 10,000
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?

<p>Barriers – A and C</p> <p>To increase the wellbeing of children who are particularly vulnerable.</p>	<p>1:1 support given to specific children who need it using a range of programmes (see attached)</p> <p>Councillor to come in and support children with specific difficulties.</p> <p>Learning mentor to work closely with specific PP children who need extra support emotionally.</p> <p>Lunch club to be set up to allow vulnerable children to attend and receive emotional support needed.</p>	<p>Well-being trackers show some children are struggling with unstructured times of the day so need support from learning mentor during breaks and lunch times.</p> <p>PP Plus children require high levels of emotional support due to their attachment and trauma issues.</p>	<p>Children will be happy and regulated when in class and be ready for learning.</p> <p>Well-being trackers will reflect the success of interventions. Staff will be trained in attachment disorder and receive support from SLE</p>	<p>ZR/NH</p>	<p>January 2019</p>
<p>Barriers – D</p> <p>To increase the attendance and punctuality of the most vulnerable families in the school.</p>	<p>Senior leadership team to regularly monitor attendance and reports to be provided termly.</p> <p>Family support worker to support parents who are struggling getting children into school.</p> <p>Welfare calls to be made daily to those children who have unauthorised absence.</p> <p>Support plans to be put into place for children whose attendance drops significantly.</p>	<p>Attendance has dropped over the last year so is slightly below national average.</p> <p>Persistent offenders are becoming hard to reach.</p> <p>More children are being taken out for unauthorised holidays</p>	<p>ZR to closely monitor attendance and invite families in to school for a conversation if attendance starts to significantly drop.</p> <p>Targets put into place for families who are not fully engaging.</p> <p>Children with 95% or above will be rewarded.</p> <p>Data will show an increased improvement for children who have struggled with attendance</p> <p>To work with governors to create an unauthorised holiday policy</p>	<p>ZR/NH</p>	

<p>Barriers –A,B E</p> <p>To increase parental engagement which will have a positive impact on PP children's academic attainment.</p>	<p>Social media group regularly used in order to keep families up to date with school events and notices.</p> <p>Parents invited to information evenings on how to support their children at home.</p> <p>Library to be opened to allow families to come in weekly and share a book.</p>	<p>Parents are not always fully engaged with the school community and this can have a negative impact on outcomes.</p>	<p>Parents are fully aware of the support they are entitled to and take up support on offer e.g. pastoral and family support, financial support for music lessons</p> <p>Academic and emotional support.</p>	<p>ZR</p>	
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Total budgeted cost £25,000

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?
<p>Barriers – A, B, C, D and E</p> <p>To use money provided for PP and LAC children to enable them to attend trips, residential, before and after school clubs, music lessons, uniform</p>	<p>Children given a proportion of money (£150) to spend on clubs, uniforms, trips and other activities</p> <p>In school support provided where necessary for Pupil Premium children in and out of the classroom and through wellbeing support.</p>	<p>Money provided encourages families to fully engage with PP support on offer.</p> <p>Children who are talented are not held back by lack of financial support e.g. paying for trips and other activities</p>	<p>Quality of the clubs provided by the school.</p> <p>Parents/carers ability to access the clubs and other activities easily and with knowledge that they can.</p> <p>Provide PP children with increased opportunities and expand the breadth of their curriculum.</p> <p>Parents able to access trips and other activities</p> <p>Music lessons are funded</p>	<p>GW,ZR Monitored by governors</p> <p>All staff to share opportunities with parents at parent's consultation</p>	<p>September 2019</p>

6. Review of expenditure

Previous Academic Year

2017-2018

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.	Lessons learned (and whether you will continue with this approach)	Cost
To narrow any gaps in achievement between PP children and non PP children	<p>1:1 / small group support for PP children with their learning according to tracking data through the year.</p> <p>Staff training in delivering a good lesson which is well differentiated</p> <p>TA employed to support PP children across the school in both KS1 and KS2.</p>	<p>PP children made good progress in Year 1 and 2 but the gap was too big in key stage two. Interventions were not specific enough to meet the needs of the children.</p> <p>Children made good progress in KS1</p>	Approach to be much more specific this year with Pixl being used as a more accurate way of plugging the gaps.	<p>TA wages = £8 000</p> <p>Training for staff – £1 000</p> <p>1:1 support – £5 000</p>

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)	Cost
To ensure all PP children achieve to their full potential having stable	TA and staff training in Emotion Coaching to	All staff trained in emotion coaching and two teachers completed an in-depth course on attachment, this now needs to be shared with staff in order to support	Staff to continue to receive CPD on attachment disorder.	<p>Staffing costs £17,500</p> <p>SLE support -</p>

<p>Emotional and Mental Health.</p>	<p>benefit all PP children – delivered by an SLE</p> <p>Full time Learning Mentor in place to support PP children with their emotional and mental health.</p> <p>Employment of a part time Family support worker to offer support for vulnerable families.</p>	<p>PP children with attachment issues.</p> <p>Family support worker did work closely with specific children with emotional and mental health concerns. Behaviour issues were significantly reduced for these children.</p>	<p>Family support worker to continue working closely with vulnerable children. A lunchtime provision for PP children and others who struggle to cope in unstructured times to be established.</p>	<p>£2000</p>
<p>To enhance learning experiences for all PP children in the school ensuring that they access a broad and balanced curriculum.</p>	<p>Payment cards for PP parents to support payment for after school clubs, uniform and music tuition.</p> <p>Attendance at Sunrise and Sunset care for specific children</p> <p>Attendance at Y6 residential for PP children.</p> <p>1:1 music sessions for specific PP children.</p>	<p>Majority of families took up the £150 and used this for trips, uniform and other activities.</p> <p>Children were using the sun care and sunrise facilities if needed.</p> <p>Year 6 residential subsidised for families who were PP.</p> <p>2 children had a second instrument funded due to excelling in the playing of these instruments.</p>	<p>Payment card to continue next academic year.</p> <p>Trips to be continued to be subsidised for families who request it for financial reasons.</p> <p>Music lessons for children paid for and this will continue.</p>	<p>£150 per PP child = £4 500</p> <p>Music sessions – £5 000</p> <p>Residential – £1 500</p> <p>Clubs – £2 000</p>

				£13 000
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Additional funding (to that written above) is spent specifically on individual children depending on their needs and support needed at the time.

7. Review of expenditure (To be completed in July 2019).				
Previous Academic Year				
iii. 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.	Lessons learned (and whether you will continue with this approach)	Cost
iv. 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)	Cost
v. Other approaches				
Desired outcome	Chosen	Estimated impact: Did you meet the	Lessons learned	Cost

	action/approach	success criteria? Include impact on pupils not eligible for PP, if appropriate.	(and whether you will continue with this approach)	

8. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
 Our full strategy document can be found online at: www.aschool.sch.uk