

Pupil Premium Strategy Statement - Whaplode Church of England Primary School

1. Summary information					
School	Whaplode Church of England Primary School				
Academic Year	2017/18	Total PP budget	£74,402 Planned expenditure £74,044	Date of most recent PP Review	Oct 17
Total number of pupils	201	Number of pupils eligible for PP	48 PP (Ever 6) Pupils + 2 PP (Ever 4) Pupils + 4 PPPLAC (Looked After/Adopted) + £2 CFWD	Date for next internal review of this strategy	Jan 18 May 18 Jul 18

2. Statutory Attainment for Pupil Premium 2016/17				
	KS1	KS1 PP/Other	KS2	KS2PP/Other
% achieving expected standard in reading, writing & maths	85%	100%/78%	77%	75%/78%
% achieving expected standard for reading	88%	100%/83%	77%	75%/78%
% achieving expected standard for writing	85%	100%/78%	83%	75%/89%
% achieving expected standard for maths	88%	100%/83%	83%	75%/89%
% achieving expected standard for grammar, punctuation and spelling	N/A	N/A	80%	83%/78%
Progress measure in reading	N/A	N/A	-2.71	-0.71/-4.04
Progress measure in writing	N/A	N/A	-0.09	0.32/-0.36
Progress measure in GPS	N/A	N/A	N/A	N/A
Progress measure in mathematics	N/A	N/A	-2.42	-1.9/-2.77
Pupils achieving expected standard in Y1 Phonic screen	90%	78%/95%	N/A	N/A

Analysis of previous year's pupil premium outcomes across the school:

Other Year Groups:

	Yr1 – 13 PP Pupils	Yr3 – 11 PP Pupils	Yr4 – 11 PP Pupils	Yr5 – 20 PP Pupils
Reading Attainment	9 EXS+ (69%) Typical	9 EXS+ (82%) Above Typical	8 EXS+ (73%) Typical	15 EXS+ (75%) Typical
Writing Attainment	7 EXS+ (54%) Below Typical	9 EXS+ (82%) Above Typical	7 EXS+ (64%) Below Typical	15 EXS+ (75%) Typical
Maths Attainment	7 EXS+ (54%) Below Typical	9 EXS+ (82%) Above Typical	7 EXS+ (64%) Below Typical	14 EXS+ (70%) Typical
Reading Progress	Typical	Typical	Below Typical	Above Typical
Writing Progress	Typical	Typical	Below Typical	Above Typical
Maths Progress	Typical	Typical	Below Typical	Above Typical
GPS Attainment	8 EXS+ (62%) Typical	9 EXS+ (82%) Above Typical	7 EXS+ (64%) Below Typical	15 EXS+ (75%) Typical
GPS Progress	Typical	Typical	Below Typical	Above Typical

3. Barriers to future attainment (for pupils eligible for PP) In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

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| A. | Attainment and progress in reading lack of parental support with home reading, pupil comprehension linked to language development is a barrier. Barriers to writing includes spelling and grammar attainment and ability. |
| B. | Attainment and progress in mathematics due to pupils' difficulty with reasoning and transferring skills to solve problems. |
| C. | Attendance, including persistent absence of vulnerable groups. |

External barriers *(issues which also require action outside school, such as low attendance rates)*

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| D. | Deprivation of pupils in our catchment is a barrier to pupils due to a lack of experiences to develop writing. |
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4. Desired outcomes (Desired outcomes and how they will be measured)		Success criteria 2017/18
A.	Progress and attainment in reading, writing, GPS, phonics screen (incl Y2 conversion) and maths for eligible pupils, to be in line with, or better than, that of non- eligible pupils.	<p>Targets for current cohort PPF pupils:</p> <p>Y6 EXS: Reading: 8/10 80%, Writing 8/10 80%, GPS: 7/10 70% Maths 7/10 70%. Y6 GD: Reading 4/10 40%, Writing 2/10 20%, GDS: 4/10 40% Maths 2/10 20%. Y2 EXS: Reading: 11/11 100%, Writing 10/11 91%, Y2 phonics conversion: 2/2: 100% Maths 11/11 100%. Y2 GD: Reading: 5/11 45%, Writing 3/11 27%, Maths 3/11 27%. Y1 phonics screen: 5/6 83% EYFS pupils achieving GLD: 4/5 80%. EXS: 1/5 20% End of year PPMs show that eligible pupils have achieved their challenging targets based on prior attainment (see target tracking documents for years 3, 4 & 5.)</p>
B.	Improved focus of intervention strategies employed across the school shows that eligible pupils make progress which is in line with, or better than, non-eligible pupils.	<p>PPMs shows that eligible pupils receiving intervention are making progress which is in line with, or better than that of non-eligible pupils.</p> <p>Targets for current cohort PPF pupils:</p> <p>Y6 EXS: Reading: 8/10 80%, Writing 8/10 80%, GPS: 7/10 70% Maths 7/10 70%. Y6 GD: Reading 4/10 40%, Writing 2/10 20%, GDS: 4/10 40% Maths 2/10 20%. Y2 EXS: Reading: 11/11 100%, Writing 10/11 91%, Y2 phonics conversion: 2/2: 100% Maths 11/11 100%. Y2 GD: Reading: 5/11 45%, Writing 3/11 27%, Maths 3/11 27%. Y1 phonics screen: 5/6 83% EYFS pupils achieving GLD: 4/5 80%. EXS: 1/5 20% End of year PPMs show that eligible pupils have achieved their challenging targets based on prior attainment (see target tracking documents for years 3, 4 & 5.)</p>
C.	To reduce absence figure for eligible pupils so that it is in line with, or better than, non- eligible pupils within the school and nationally.	<p>Pupil absence data shows that absence for eligible pupils has reduced and is in line or better than non-eligible pupils.</p> <p>To reduce the number of eligible pupils who are deemed to be persistently absent so it is in line, or better than non- eligible pupils.</p>
5. Planned expenditure		
Academic year	<p>Small group tuition by qualified teachers £57,108 Learning Support HLTA pupils in small groups £10,504 Educational visits £1,000 Targeted Reading £1,600 Resources (including school uniform support) £1,600 Other £2590</p>	

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?
A & B	<p>School to participate in LEAP project (EEF research) to improve QFT across the school.</p> <p>CPD for teachers and teaching supports with a focus on developing greater depth.</p> <p>Maths subject leader to participate in LAAT mathematics development project in order to secure mastery approaches.</p> <p>Curriculum review and ongoing CPD to support the development of a broad and rich curriculum to enhance social mobility.</p> <p>Personalised appraisal targets linked to cohort and individual teaching standards.</p>	<p>Sutton Trust impact of teachers has the most significant impact on raising standards.</p> <p>Sutton Trust research findings for QFT.</p> <p>Sutton Trust Teaching and Learning Toolkit identifies an effective approach to developing skills and fluency of these is likely to involve a mix of whole class teaching, small group and intervention.</p>	<p>External/ internal CPD</p> <p>Participation in LEAP project to develop QFT and intervention effectiveness for vulnerable groups.</p> <p>Participation in LAAT maths subject leader project.</p> <p>Development of QA process with SEA LAAT.</p> <p>Monitoring of teaching and learning via drop ins, lesson obs, book scrutinies.</p> <p>Monitoring of intervention groups and their outcomes via PPMs.</p> <p>SDP Priority 1: Developing leadership</p> <p>SDP Priority 2: Developing teaching and learning</p> <p>SDP Priority 3: EYFS</p>	Exec Head and Head of School	<p>Ongoing via lesson observations, work scrutiny, PPMs and appraisal reviews.</p> <p>Supported by AQA testing, data analysis using DoL and OTrack tracking systems.</p> <p>Cross curricular planning reviews.</p> <p>Intervention monitoring with a specific focus on vulnerable groups.</p>
Total budgeted cost					£10,504

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?
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<p>B</p>	<p>Interventions run by key teachers to raise standards for all vulnerable groups of pupils.</p> <p>Additional intervention programmes set up throughout the school to accelerate progress for eligible pupils in order to meet attainment and progress targets.</p> <p>Participation in the LEAP project to develop teachers' skills in identifying specific gaps in pupils learning which will bring about accelerated progress.</p> <p>Participation with LAAT Maths project to support and strengthen calculation skills and reasoning for all learners.</p> <p>Externally provided CPD with a focus on developing greater depth in reading, writing and mathematics in order to improve intervention strategies.</p> <p>Intervention led by HLTA.</p>	<p>Sutton Trust teachers have the most impact in raising standards Research – small group tuition</p> <p>A qualified teacher is more likely to achieve greater progress and raise attainment.</p> <p>Intensive tuition in small groups is highly effective.</p> <p>Pupils are grouped according to current levels of attainment or specific needs</p> <p>Research- small group tuition</p> <p>Programmes with greater structure, a strong link to the curriculum, well qualified and well trained staff are more clearly related to academic benefits</p> <p>Booster groups to support revision are likely to improve results.</p> <p>Research Meta cognition and self- regulation strategies (learn to learn)</p> <p>Teaching approaches which encourage learners to plan, monitor and evaluate their learning have very high potential.</p> <p>Research – Teaching Assistants</p> <p>Teaching Assistants are most effective when leading specific intervention program or when they work closely with the class teacher.</p> <p>Schools should think carefully about the training and deployment of TA's</p> <p>Research – 1-1 tuition</p> <p>1-1 tuition in intensive small groups is very effective in helping learners to catch up.</p> <p>Allows effective feedback</p> <p>Short periods of intensive sessions tend to have the most impact.</p>	<p>Monitoring of interventions, pupil progress meetings, review data for all groups of pupils, lesson observations, planning and book reviews.</p> <p>Participation in LEAP project to develop QFT and intervention effectiveness for vulnerable groups.</p> <p>Development of QA process with SEA LAAT.</p> <p>Monitoring of interventions, pupil progress meetings, review data for all groups of pupils, lesson observations, planning and book reviews.</p> <p>SDP Priority 1: Developing leadership</p> <p>SDP Priority 2: Developing teaching and learning</p> <p>SDP Priority 3: EYFS</p>	<p>Exec Head and PPF governor</p> <p>Exec Head and PPF governor</p>	<p>Ongoing via lesson observations, work scrutiny, PPMs and appraisal reviews.</p> <p>Supported by AQA testing, data analysis using DoL and O Track tracking systems.</p> <p>Cross curricular planning reviews.</p> <p>Intervention monitoring with a specific focus on vulnerable groups.</p>
Total budgeted cost					£57,108

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?
C	<p>HoS to monitor absence and lateness and to work with outside agencies to provide early help. Develop a tracking system which closely monitors absence of eligible pupils.</p> <p>Maintain rewards to promote good attendance.</p> <p>Maintain support of pupils with social, emotional and mental health, including bereavement & loss to ensure impact is reduced on absence levels.</p>	<p>Department for Education report in March 2016 linked good levels of attendance with improved attainment at end of KS2 at both the expected and higher standards.</p>	<p>Absence will be monitored regularly and reported to governors via the HT report.</p> <p>Attendance data to show improvements in line with identified success criteria.</p>	EA	Ongoing review of absence/persistent absence data.

<p>To provide eligible pupils with a wide range of enrichment experiences including educational visits and trips.</p> <p>HLTA to lead forest school provision for all learners, with particular focus on supporting eligible pupils.</p> <p>To ensure that eligible EYFS pupils within the school are supported on entry with the provision of a school uniform allowance.</p> <p>Resources throughout the school</p>	<p>Financial support to raise self esteem and self worth</p> <p>Financial support to raise self esteem and self worth</p> <p>Financial support to resource intervention and strategy material and supplies</p>	<p>Subsidising Educational visits for PP pupils to participate. Research-</p> <ul style="list-style-type: none"> • Participation can stop feelings of isolation and help to develop more positive opinions and attitudes towards school • Approaches to learning can have impact on confidence and relationships in school. <p>Research – Outdoor adventure learning</p> <ul style="list-style-type: none"> • A wide range of adventure activated linked with increased academic achievement • The main effects are increased self-confidence, self-efficiency and motivation. <p>Individual & small group led strategies that need specific material and supplies</p>	<p>Pupil progress meetings will indicate that eligible pupils are making progress in line with their expected development.</p> <p>Pupil voice to provide feedback on all aspects.</p> <p>Monitoring of pupil questionnaires to indicate view of school life.</p> <p>Pupil progress meetings will indicate that eligible pupils are making progress in line with their expected development.</p>	<p>Exec Head/SBM and PPF governor</p>	<p>Review self esteem pupil voice and questionnaires monitored.</p>
<p>Total budgeted cost £6,790</p>					

6. Review of expenditure				
Previous Academic Year				
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 Last year's costs were £68,938
EYFS results in line with national Phonic screen higher the local and national KS1 attainment continues To rise	Teachers working with small group interventions and boosters Groups + HLTA small groups and interventions	Success criteria met for all pupil groups. EYFS concentration on higher levels in reading, writing and number for next academic year.	Focus on pupils achieving greater depth in all year groups for reading, writing and maths. Effective strategy to continue.	Intervention support
KS2 results in line with national for progress RWM.	Teachers working with small group interventions and boosters Groups + HLTA small groups and	Partial success in national progress results. This cohort was the product of inflated KS1 results which has impacted on progress measures.	Raised expectations in KS2 needs to be worked at focus school improvement across the school for all groups of pupils. Effective strategy to continue.	Intervention support

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.