

Whaplode C of E Primary School's Pupil Premium Strategy Statement 2018/19

1. Summary information for 2018/19			
School	Whaplode Church of England Primary		
Academic Year	2018-19	Total PP budget	£84,360
Total number of pupils	189	Number of pupils eligible for PP	52

2a) Historic PP attainment and progress (17/18 outcomes summary)

Note: comparison is to all pupil nationally as this is all that has been published by DfE at this stage

		Number of pupils	Well below typical	Below typical	Typical	Above typical	Well above typical
Yr6/KS2 Disadvantaged	Rea Attainment			EXS 44%	GDS 22%		
	Rea Progress				-0.21		
	Wri Attainment				EXS 67%	GDS 22%	
	Wri Progress					-0.51	
	Maths Attainment				EXS 56% GDS 22%		
	Maths Progress			-2.12			

		Number of pupils	Well below typical	Below typical	Typical	Above typical	Well above typical
Yr2/KS1 Disadvantaged	Rea Attainment	10				EXS 80%	GDS 40%
	Wri Attainment	10				EXS 80% GDS 30%	
	Maths Attainment	10			GDS 10%	EXS 80%	
	Rea Progress	10			80%		
	Wri Progress	10			90%		
	Maths Progress	10			60%		

	Number of pupils		Well below typical	Below typical	Typical	Above typical	Well above typical
Yr1 Phonics							100%

	Number of pupils		Well below typical	Below typical	Typical	Above typical	Well above typical
EYFS GLD							75%

2b) Current cohorts attainment and progress in (17/18)

Well below typical, below typical, typical, above typical, well above typical (note: comparison should be to national all)

Summary of Attainment and Progress at end of 17/18 for other cohorts <i>(note: comparison is to National All pupils)</i>				
	Yr1	Yr3	Yr4	Yr5
Rea Attainment	WAT	WBT	WAT	WAT
Wri Attainment	WAT	WBT	WAT	AT
Maths Attainment	WAT	WBT	AT	WAT
Rea Progress	WAT	WBT	WAT	AT
Wri Progress	WAT	WBT	AT	T
Maths Progress	WAT	WBT	T	AT
Any cohort context notes:				

3. Barriers to future attainment (for pupils eligible for PP)

A.	Attainment and progress in reading: lack of parental support with home reading, pupil comprehension linked to language development is a barrier.
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.

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
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.	See target setting document
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.	PPMs shows that eligible pupils receiving intervention are making progress which is in line with, or better than that of non-eligible pupils. See target setting document
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.	Target to take PP absence to <4.0% (National all pupils absence rate) by end of 2018/19 academic year. To reduce number of PP pupils deemed persistently absent from 13.3% in 2017/18 by end of 2018/19

5. Planned expenditure					
Academic year	Small group tuition by qualified teachers/ teaching assistants £62,238.59 Learning Support HLTA pupils in small groups £13,905.44 Resources (including school uniform support, including educational visits £400) £8,215.97				
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 and B above	School to continue to participate in LEAP project (EEF research) to improve QFT across the school. CPD for teachers and teaching supports with a focus on developing greater depth, as part of whole school coaching programme Maths and English subject leaders to participate in LAAT development projects. Curriculum review and ongoing CPD to support the development of a broad and rich curriculum to enhance social mobility. Personalised appraisal targets	Sutton Trust impact of teachers has the most significant impact on raising standards. Sutton Trust research findings for QFT. 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.	External/ internal CPD Participation in LEAP project to develop QFT and intervention effectiveness for vulnerable groups. Participation in LAAT maths and English subject leader projects. Development of QA process with SEA LAAT. Monitoring of teaching and learning via coaching programme including drop ins, lesson obs, book scrutinies. Monitoring of intervention groups and their outcomes via PPMs.	Exec Head and Head of School English/ Maths SL	Ongoing via lesson observations, work scrutiny, PPMs and appraisal reviews. Supported by AQA testing, data analysis using DoL and OTrack tracking systems. Cross curricular planning reviews. Intervention monitoring with a specific focus on vulnerable groups.
Total budgeted cost					£18,469.52

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?
B	<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/ English projects 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 A qualified teacher is more likely to achieve greater progress and raise attainment. Intensive tuition in small groups is highly effective. Pupils are grouped according to current levels of attainment or specific needs 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 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. Schools should think carefully about the training and deployment of TA's Research – 1-1 tuition 1-1 tuition in intensive small groups is very effective in helping learners to catch up. Allows effective feedback 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>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 £43,769.07

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	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. Maintain rewards to promote good attendance.	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.	Absence will be monitored regularly and reported to governors via the HT report. Attendance data to show improvements in line with identified success criteria.	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>Classroom resources as identified by class teachers to support eligible pupils.</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>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>GB to monitor attainment and progress of eligible pupils during PPMs.</p>
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Total budgeted cost	£22121.41
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