

Review of the impact of Whaplode Church of England Primary School's Pupil Premium Strategy Statement in 2017/18

Date review undertaken: Sept 2018

1. Summary information for 2017/18			
School	Whaplode Church of England Primary		
Academic Year	2017-18	Total PP budget	£74,402
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. Desired outcomes for 2017/18		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.	End of year PPMs show that eligible pupils have achieved their challenging targets for attainment and progress based on prior attainment
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.	End of year PPMs show that eligible pupils have achieved their challenging targets for attainment and progress based on prior attainment
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.	Pupil absence data shows that absence for eligible pupils has reduced and is in line or better than non-eligible pupils. 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.

3. Review of expenditure

Previous Academic Year **2017/18**

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Review of success criteria (if not met show additional information to hopefully showing impact in narrowing gap):	Lessons learned	Cost																																																																																																																																																																									
<p>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>	<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>±</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th colspan="2"></th> <th>Number of pupils</th> <th>Well below typical</th> <th>Below typical</th> <th>Typical</th> <th>Above typical</th> <th>Well above typical</th> </tr> </thead> <tbody> <tr> <td rowspan="6" style="writing-mode: vertical-rl; transform: rotate(180deg);">Yr6/KS2 Disadvantaged</td> <td>Rea Attainment</td> <td>9</td> <td></td> <td>EXS 44%</td> <td>GDS 22%</td> <td></td> <td></td> </tr> <tr> <td>Rea Progress</td> <td>9</td> <td></td> <td></td> <td>-0.21</td> <td></td> <td></td> </tr> <tr> <td>Wri Attainment</td> <td>9</td> <td></td> <td></td> <td>EXS 67%</td> <td>GDS 22%</td> <td></td> </tr> <tr> <td>Wri Progress</td> <td>9</td> <td></td> <td></td> <td></td> <td>-0.51</td> <td></td> </tr> <tr> <td>Maths Attainment</td> <td>9</td> <td></td> <td></td> <td>EXS 56% GDS 22%</td> <td></td> <td></td> </tr> <tr> <td>Maths Progress</td> <td>9</td> <td></td> <td>2.12</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <table border="1" style="width: 100%; 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<p>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>	<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>																																																																																																																																																																												

ii. Targeted support

Desired outcome	Chosen action / approach	Review of success criteria (if not met show additional information to hopefully showing impact in narrowing gap):	Lessons learned	Cost

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.

Interventions run by key teachers to raise standards for all vulnerable groups of pupils. Additional intervention programmes set up throughout the school to accelerate progress for eligible pupils in order to meet attainment and progress targets.

Participation in the LEAP project to develop teachers' skills in identifying specific gaps in pupils learning which will bring about accelerated progress.

Participation with LAAT Maths project to support and strengthen calculation skills and reasoning for all learners.

Externally provided CPD with a focus on developing greater depth in reading, writing and mathematics in order to improve intervention strategies.

Intervention led by HLTA.

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Yr6/KS2 Disadvantaged	Rea Attainment	9		EXS 44%	GDS 22%		
	Rea Progress	9			-0.21		
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	Rea Progress	10			80%		
	Wri Progress	10			90%		
	Maths Progress	10		60%			

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Yr1 Phonics	5					100%

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

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

Other Year Groups:

	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

iii. Other approaches

Desired outcome	Chosen action / approach	Review of success criteria (if not met show additional information to hopefully showing impact in narrowing gap):	Lessons learned	Cost

<p>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>	<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>Pupil absence data shows that absence for eligible pupils has reduced and is in line or better than non-eligible pupils. School absence for eligible pupils is at 5%, national is 5.5%.</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> <p>School PA eligible pupils is 13.3%, national is 15.7%.</p>	<p>Eligible pupils general absence has improved. Further targeting of PA for eligible, including one particular family who are PA.</p>	
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