

Pupil premium strategy statement Whaplode Church of England Primary School

1. Summary information					
School	Whaplode Church of England primary school				
Academic Year	2016/17	Total PP budget	£74,307 Planned expenditure £74,044	Date of most recent PP Review	April 16
Total number of pupils	203	Number of pupils eligible for PP	47 pupils/4 children are PP and 4 children are PP+	Date for next internal review of this strategy	Dec 16 May 17 July 17

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
50% making national standard in reading, maths and writing	FSM (Ever) 7 pupils	20
85% at national standard for writing	FSM (Ever) 7 pupils	20
70% at national standard for maths	FSM (Ever) 7 pupils	20
50% at national standard for reading	FSM (Ever)7 pupils	20
School attainment measure 100.7 in line with national standards		
School meets progress measure criteria in all subjects		

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Attainment at reading

B.	Attainment in spelling and grammar	
C.	Attendance	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Deprivation index does not show our level and lack of FSM uptake since UIFSM	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improved progress and attainment in reading	Reading results will be in line with National standards in attainment and progress markers
B.	Improved progress and attainment in spelling and grammar	Spelling and grammar results will be in line with National standards in attainment and progress markers
C.	Improved monitoring of intervention strategies	SENCO will be able to report that intervention is having a positive impact on all groups of pupils in attainment and progress
D.	All pupils receive outstanding teaching and learning opportunities	75% of teaching is outstanding and 100% of teaching is at least good.

5. Planned expenditure

Academic year	<p>Small group tuition by qualified teachers £56,043</p> <p>Learning support HLTA pupils in small groups £11,701</p> <p>Educational visits £1,200</p> <p>Resources (including school uniform support) £3,200</p> <p>Transfer £1,900</p>
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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?
75% of teaching and 100% of teaching is at least good	Interventions run by key teachers to raise standards for all groups of pupils	Sutton Trust impact of teachers has the most significant impact on raising standards	Monitoring of teaching Monitoring of intervention groups and their outcome Outstanding teaching strategies will be shared with all staff and coaching of staff will be used to improve teaching profile	A Flack E Adie R Walker	Dec 2016 May 2017 July 2017
Total budgeted cost					£56,043

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>Raising in standards in reading, spelling and grammar school focus and maths and writing as core work</p>	<p>Intervention led by teachers</p>	<p>Sutton Trust teachers have the most impact in raising standards Research – small group tuition</p> <ul style="list-style-type: none"> • 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 <p>Research- small group tuition</p> <ul style="list-style-type: none"> • See above • 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 • Qualified and experiences teachers are more likely to support improvement 	<p>Monitoring of interventions, pupil progress meetings, review data for all groups of pupils, lesson observations, planning and book reviews</p>	<p>AF and PPF governor TB</p>	<p>Half termly and formally with PPF governor in Dec 2016, May 2017, July 2017</p>
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Raising in standards in reading, spelling and grammar school focus and maths and writing as core work	Intervention led by HLTA	<p>Research Meta cognition and self-regulation strategies (learn to learn)</p> <ul style="list-style-type: none"> Teaching approaches which encourage learners to plan, monitor and evaluate their learning have very high potential. <p>Research – Teaching Assistants</p> <ul style="list-style-type: none"> 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. 	Monitoring of interventions, pupil progress meetings, review data for all groups of pupils, lesson observations, planning and book reviews	AF and PPF governor TB	Half termly and formally with PPF governor in Dec 2016, May 2017, July 2017
Total budgeted cost					£11,701
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?

Educational visits/trips/school uniform	Financial support to raise self esteem and self worth	<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. 	Monitoring of interventions, pupil progress meetings, review data for all groups of pupils, lesson observations, planning and book reviews	AF/SBM and TB	Review self esteem pupil voice and questionnaires monitored.
Resources throughout the school	Financial support to resource intervention and strategy material and supplies	Individual & small group led strategies that need specific material and supplies	As Above	As Above	As Above
Total budgeted cost					£4,400

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 £69,772.00
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	Raised expectation in KS1 needs to be worked at in reading grammar and spelling as a focus. Work on use of imagination for boys in EYFS	Intervention support
KS2 results in line with national for progress RWM, Calderdale project for writing above national and LEA for writing	Teachers working with small group interventions and boosters Groups + HLTA small groups and	Partial success maths at national and writing above. Highest writing results at 85% above national and local.	Raised expectations in KS2 needs to be worked at focus school improvement across the school for all groups of pupils.	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.