

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 (18/19 outcomes summary)

Please see pupil target reviews for outcomes.

2b) Current cohorts attainment and progress in (18/19)

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

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 (Desired outcomes and how they will be measured)		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 end of year 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	How will you ensure it is	Staff lead	When will you review implementation?

<p>A and B above</p>	<p>School to continue 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, as part of whole school coaching programme</p> <p>Maths and English subject leaders to participate in LAAT development projects.</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 as informed by coaching programme.</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 and English subject leader projects.</p> <p>Development of QA process with SEA LAAT.</p> <p>Monitoring of teaching and learning via coaching programme including drop ins, lesson obs, book scrutinies.</p> <p>Monitoring of intervention groups and their outcomes via PPMs.</p>	<p>Exec Head and Head of School</p> <p>English/ Maths SL</p>	<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><i>April 2019: LEAP project now completed. Most teachers attended additional CPD through LEAP project focused on developing English. PLCs delivered to staff.</i></p> <p><i>Coaching programme is continuing as seen in drop ins/ lesson obs notes. Follow up indicates staff are securing coaching targets.</i></p> <p><i>Maths/ English leaders deliver CPD linked to needs of school as identified through LAAT SL development training. Staff development meetings have focused on key areas such as tables knowledge, calculation strategies, spelling, guided reading etc.</i></p> <p>Cross curricular planning reviews.</p> <p><i>Curriculum lead has conducted reviews of planning and fed back to teachers, in order to ensure coverage and delivery of broad curriculum.</i></p> <p>Intervention monitoring with a specific focus on vulnerable groups.</p> <p><i>PPMs completed, including those linked to appraisal reviews have been completed for teachers. Specific interventions have been delivered focusing on pupils identified as not making expected progress. Review of PPF pupil targets conducted at mid-year comparing progress and attainment against non-eligible pupils.</i></p> <p><i>Interventions have clear entry and exit data.</i></p>
<p>Total budgeted cost</p>					<p>£18,469.52</p>

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this	How will you ensure it is	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.</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 structure and</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> <p><i>April 2019: see above review notes.</i></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	EA	Ongoing review of absence/ persistent absence data. <i>Data is reviewed every half term as per school monitoring procedures. PPF pupil attendance is a focus, as is PA pupils. Comparisons are made against non-eligible pupils' attendance and PA attendance. Letters are sent to parents to inform them of their child's attendance. EWO time has been purchased in order to bring about improved attendance for PPF pupils. Reward initiatives have been set in place to ensure improved attendance for pupils, including individual and whole class initiatives. This has seen improved attendance. July 2019: The number of eligible pupils who are PA has not reduced- see analysis of PA</i>

<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> <p>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> <p>Research – Outdoor adventure learning</p> <p>A wide range of adventure activated linked with increased academic achievement The main effects are increased self-confidence, self-efficiency and motivation.</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 govern or</p>	<p>Review self esteem pupil voice and questionnaires monitored.</p> <p><i>Pupil voice surveys have been carried out with significantly positive responses from all groups of pupils.</i></p> <p><i>Forest school provision takes place for all pupils, as well as after school clubs, where PPF pupils are prioritised.</i></p> <p>GB to monitor attainment and progress of eligible pupils during PPMs.</p> <p><i>Minutes from GB meetings and reports indicate that governors attended PPM meetings on a regular basis and are able to monitor attainment and progress of eligible pupils.</i></p>
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Total budgeted cost	£22121.41
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