

Wilson Primary School

Pupil premium strategy statement for disadvantaged pupils

1. Summary information						
School	Wilson Primary School				Funding for financial year April 2017 - March18	
Academic Year	2018/19	Total PP budget	£138930 (tbc)	Attendance figure for PPG 2017/18	94.07%	
Total number of pupils	488	Number of pupils eligible for PP	59	Attendance figure for Non-PPG 2017/18	95.11%	

End of year attainment levels for 17/18						
	<i>Wilson Primary School</i>		<i>Local authority</i>		<i>National figure</i>	
	<i>Disadvantaged</i>	<i>Non-Disadvantaged</i>	<i>Disadvantaged</i>	<i>Non-Disadvantaged</i>	<i>Disadvantaged</i>	<i>Non-Disadvantaged</i>
Foundation Stage						
% of pupils achieving Good Level of Development	82%	76%	-	-	-	-
Year 1 Phonics screening						
Scored 32+ for achieving expected standard	80%	91.1%	80% (all pupils)		81% (all pupils)	
Key Stage 1						
Reading (expected standard higher standard)	91% 55%	80% 45%	57% 16%	80% 33%	63% 14%	79% 28%
Writing (expected standard higher standard)	91% 18%	80% 35%	48% 6%	73% 19%	54% 8%	72% 18%
Maths (expected standard higher standard)	91% 45%	84% 41%	58% 11%	80% 27%	62% 11%	78% 23%
Combined RWM scores (expected /higher standard)	91% 18%	73% 27%	43% 5%	68% 15%	49% 5%	67% 13%
Key Stage 2						
Reading (expected standard higher standard)	75% 17%	84% 32%	57% 11%	74% 29%	59% 14%	77% 29%

Writing (expected standard higher standard)	83% 17%	89% 36%	62% 8%	81% 22%	66% 10%	81%21%
Maths (expected standard higher standard)	83% 17%	86% 39%	56% 11%	80% 31%	63% 13%	80%27%
Combined RWM scores (expected / higher standard)	75% 8%	77% 25%	41% 4%	66% 15%	47% 4%	67% 11%

2. Barriers to future attainment (for pupils eligible for PP including high ability)

In-schoolbarriers

A.	Low levels of engagement with school with busy home-life which may be disordered
B.	Impoverished language experiences in English and home language, with poor oral language skills and experiences of literacy
C.	Limiting long term aspirations for future educational and work experiences

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

D.	Attendance rates for pupils eligible for PP are 93.06% (below the target for all children of 95%) with more children in persistent absence category. This impacts on the sequences of learning and causes them to fall behind on average.
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3. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To diminish the difference between PP pupils achieving GDS and their peers.	Pupils from disadvantaged backgrounds attain similar levels to their non-disadvantaged peers at end of Key stage results
B.	Improve attendance for PP children at risk of persistent absences	There is little difference between attendance figures between the 2 groups and pupils from non-disadvantaged backgrounds no longer at risk of persistent absence
C.	Increase opportunities for broadening of life experiences	Children talk enthusiastically about aspirations for their future and what they enjoy about school. Pupils are engaged with their learning in class and develop key skills for a range of subjects

4. Planned expenditure

Academic year	2018/19
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1. Quality of teaching, learning and assessment for <i>all</i>					
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?
Teaching and Learning is improved by all staff through a commitment to research and evidence based approaches.	<ol style="list-style-type: none"> 1. Blooms consistently used across the school through differentiated success criteria. 2. Teaching over time shows an increase in outstanding progress for PP children. 3. Teams drive improvements in learning and teaching. 4. Regular team and staff meetings focus on practice and pedagogy. 5. Effective scaffolding of learning meets the needs of PP children. 6. Regular opportunities for staff to share and observe practice across Wilson as well as across schools. 7. Development of clear and accurate learning objectives and success criteria – using blooms 8. Marking and feedback provides clear next steps for PP children 9. Teachers demonstrate a deep knowledge and understanding of the curriculum 	Research into high quality Teaching and Learning raises the levels of engagement and attainment for pupils from all backgrounds, especially when children have opportunities to make links between their learning activities	Monitoring cycle of school improvement. Triangulation of teaching, assessment and book monitoring.	All staff Senior leaders	July 2019
Total budgeted cost					£106,254
2. Outcome for pupils through 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?

<p>To diminish the difference between PP pupils achieving GDS and their peers.</p>	<ol style="list-style-type: none"> 1. Training to be provided to class teachers on the use of blooms to enable learners to acquire mastery within lessons and sequences of lessons. 2. Experienced teacher (SS) to support key groups who have been identified from the assessment system as failing maintain GDS from end of previous key stage. 3. 1:1 tutor to provide intervention for pupils in Key Stage 2 who have been identified from at assessment system as not making enough progress. 4. Use of new assessment system to rapidly identify pupils who are making limited/ slow progress to feed into PPMs with SLT and team meetings, to enable prompt remedial intervention. 5. PP Manager to use assessment system to rigorously track the progress and attainment of PP pupils and feedback to PPMs, team leaders and class teachers. 6. In response to feedback from PP manager, class teachers and SLT to discuss at PPMs and allocate in class/ external intervention accordingly. 7. Disadvantaged pupils with additional learning needs are supported promptly 8. Specialist staff and external agencies to assess and work with pupils with specific learning needs such as speech and language, EP strategies etc 	<p>Evidence based school intervention that has high impact in developing a personal targeted approach Targeted catch up for pupils in Key Stage 2</p> <p>Opportunities for early intervention and assessment of pupils enabling professionals to work more meaningfully with pupils</p>	<p>PP Manager to track attainment and progress through new assessment system termly. Monitoring cycle will focus on PP childrens attainment and progress Team leaders will monitor attainment and progress of PP children within teams PPM document will identify key groups of under attainment/ limited progress.</p>	<p>PP manager SLT Team Leaders Class teachers</p>	<p>Dec 2018 April 2019 July 2019</p>
Total budgeted cost					£36528
3. Personal development, behaviour and safety					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review

		choice?			implementation?
Increase opportunities for broadening of life experiences	<p>Enrich the curriculum with trips and extra-curricular activities throughout the year for disadvantaged pupils</p> <p>School trips and extra activities are subsidised enabling them to be accessed by all pupils to broaden experiences of disadvantaged pupils</p> <p>Free School meals available to pupils whilst at school and on school trips.</p> <p>External professionals in school to support sensory needs of disadvantaged pupils</p> <p>Family support worker to support Provide an enriched curriculum, including swimming, music lessons to enable all pupils to access opportunities which may otherwise be unavailable to them</p> <p>Provide small group and 1:1 with specialist teaching assistant eg ELSA, social skills practitioners.</p>	<p>Evidence in school shows raised levels of engagement and enthusiasm for meaningful activities out of the classroom environment. Importance of offering opportunities beyond home limitations to enable children to be more rounded and resilient learners</p>	<p>Pupil voice interviews indicate that pupil's enthusiasm and enjoyment of learning is high. Pupils work show levels of engagement</p>	<p>All staff EL GC Senior leaders</p>	<p>August 2018</p>
Total budgeted cost					£12,000
4. Improve attendance for PP children at risk of persistent absences					
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?
PP childrens attendance in line with their peers.	<p>Extended school services to support pupils regular attendance - Subsidised placements available at the school breakfast club provision</p> <p>ELSA and social skills practitioners to support emotional wellbeing and self-esteem for identified children</p> <p>Uniform package of items carried by the school available.</p> <p>Annual allowance of new uniform and additional items. Raise awareness of the availability of items at parent-teacher meetings/ through engagement with parents.</p> <p>Stationary package available for PP pupils who</p>	<p>Attendance figures for pupils attending breakfast club and starting lessons well in the morning good.</p> <p>Parent's engage with school better and feel supported in their daily routine.</p> <p>Continued intervention with experienced staff members with a record of impact.</p> <p>Appropriate clothing is</p>	<p>. Monitor register of pupils benefiting from support by school and external professionals including EP and ELSA. Track the number of pupils who apply for uniform and home stationary package</p> <p>COmmunicate information to staff and parents regularly.</p>	<p>PP manager Business manager Bursar ELSA lead</p>	<p>December 2018 April 2019 July 2019</p>

	teacher identify it would benefit.	worn by pupils in school, including kit to access PE curriculum. Children feel included and less disadvantaged to their uniformed peers.			
Total budgeted cost					£11834

September 2018

Targeted Outcomes for Disadvantaged pupils	
<i>Desired outcomes</i>	<i>Success criteria</i>
Raise attainment and narrow the gap for pupils eligible for PP to at least expected age expected levels	Pupils from disadvantaged backgrounds attain similar levels to their non-disadvantaged peers at end of Key stage results
Improve attendance for PP children at risk of persistent absences	There is little difference between attendance figures between the 2 groups and pupils from non-disadvantaged backgrounds no longer at risk of persistent absence
Increase parental engagement with the school	School have a greater number of parents involved with school activities and attending meetings
Increase opportunities for broadening of life experiences	Children talk enthusiastically about aspirations for their future and what they enjoy about school. Pupils are engaged with their learning in class and develop key skills for a range of subjects

Provision Map for Disadvantaged Pupils – Linked to School Improvement Plan

Quality of Teaching and Learning and Assessment for all pupils	Outcomes for Targeted pupils
<ul style="list-style-type: none"> Implementation of creative curriculum with real life contextual based learning and continued focus on high QFT. Feedback used to develop and deepen learning in class. Additional adults deployed at key transitional phases and where disadvantaged pupil numbers are high to support learning Effectively targeted interventions and support for pupils at risk of falling behind including EAL support, adult readers Classrooms are resourced with assistive technology and hands on resources/materials in a well maintained environment 	<ul style="list-style-type: none"> 1:1 tutor to support pupils in Key Stage 2 in core subjects Speech and Language therapist for early intervention in Foundation Stage Utilise specialist staff and external agencies to assess and work with pupils with specific learning needs such as speech and language, EP strategies etc Training for school staff on development of language and language enrichment for all pupils Training for additional adults in school to ensure effectively targeted support for underachieving and disadvantaged pupils, particularly in providing feedback to vulnerable groups
Personal development, Behaviour and safety	Leadership and management
<ul style="list-style-type: none"> ELSA and social skills practitioners to support emotional wellbeing and self-esteem for identified children School trips and extra activities are subsidised enabling them to be accessed by all pupils to broaden experiences of disadvantaged pupils Subsidised placements available at the school breakfast club provision Uniform package of items carried by the school available. Annual allowance of new uniform and additional items available on request. Massage and sensory support for pupils with sensory impairments. Improves wellbeing and strengthens motor skill development Follow up attendance concerns with families prior to EWO involvement 	<ul style="list-style-type: none"> Develop events such as workshops and drop ins for parental engagement in school activities for key transition phases in school with external professionals Provide parents with the support they need to better help their children overcome barriers to learning Release time for middle and senior leaders from class to monitor progress and achievement of disadvantaged groups Supported target setting for intervention groups Targeted pupils access effective 1:1 and small group interventions.