

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	2017/18	Total PP budget	£141,380	Attendance figure for PPG 2017/18	94.07%	
Total number of pupils	488	Number of pupils eligible for PP	104	Attendance figure for Non-PPG 2017/18	95.11%	

End of year attainment levels for 2016/17						
	Wilson Primary School		Local authority		National figure	
	Disadvantaged	Non-Disadvantaged	Disadvantaged	Non-Disadvantaged	Disadvantaged	Non-Disadvantaged
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-school barriers

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.	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
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 parental engagement with the school	School have a greater number of parents involved with school activities and attending meetings
D.	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		2017/18			
1. Quality of teaching, learning and assessment 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?
Provide high quality teaching across the curriculum	Implementation of creative curriculum and continued focus on high QFT. Additional adults deployed at key transitional phases	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 and the implementation of the creative based curriculum	All staff Senior leaders	August 2018
Provide small group work with an experienced teacher or specialist teaching assistant to narrow the ARE gap	Effectively targeted interventions and support for pupils at risk of falling behind including EAL support	From analysis of data, implementation of effective interventions for the improvement of pupils. Interventions will be discussed with senior leaders and managed through entry and exit criteria. Support will be given to EAL pupils through buy in services and other professionals	Staff responsible for maintaining a provision map and implement targeting small gaps in learning interventions to diminish the difference between disadvantaged and non-disadvantaged pupils. Provision map managed by senior leaders	All teaching staff TA's EMAG support Senior leaders	August 2018
Improve the quality of the educational experience and provision through a focused environment	Classrooms are resourced with assistive technology and hands on resources/materials in a well maintained environment	Sensory resources and assistive technology is used to support learning. Resources are motivating and engaging for pupils enabling them to access the curriculum and introduce them to new experiences	Learning walks in school show the resources and materials in use by pupils and supporting and engaging them with their learning	All staff	August 2018
Total budgeted cost					£100,000

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?
Targeted catch up for pupils in Key Stage 2	1:1 tutor to support pupils in Key Stage 2 in core subjects	Evidence based school intervention that has high impact in developing a personal targeted approach	Teachers to monitor invention through provision map and identify children who would benefit from support. Teacher part of performance management cycle	CS KS2 teaching staff	August 2018
Disadvantaged pupils with additional learning needs are supported promptly	Utilise specialist staff and external agencies to assess and work with pupils with specific learning needs such as speech and language, EP strategies etc	Opportunities for early intervention and assessment of pupils enabling professionals to work more meaningfully with pupils	Programmes of support reviewed and intervention monitored by teaching staff. Impact in classroom seen through monitoring processes.	EL GC External specialists	August 2018
Improve oral language outcomes for pupils in foundation stage and KS1	Training for support staff on development of language and language enrichment for all pupils	Develop language rich environment which supports learners and develops their emerging literacy	Programmes of support reviewed and intervention monitored by teaching staff. Impact in classroom seen through monitoring processes.	KS1 staff EL GC Speech therapists	August 2018
Training for staff for intervention strategies	Planning effective intervention groups supporting whole class teaching and writing SMART targets+	Staff questionnaire indicates CPD focuses and work with external professionals	Staff feel more confident and evidence of this seen in monitoring of standards in school	EL GC	August 2018
Total budgeted cost					£37,000
3. Personal development, behaviour and safety					

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?
Enrich the curriculum with trips and extra-curricular activities throughout the year for disadvantaged pupils	School trips and extra activities are subsidised enabling them to be accessed by all pupils to broaden experiences of disadvantaged pupils	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	Pupil voice interviews indicate that pupil's enthusiasm and enjoyment of learning is high. Pupils work show levels of engagement	All staff EL GC Senior leaders	August 2018
Extended school services to support pupils regular attendance	Subsidised placements available at the school breakfast club provision	Attendance figures for pupils attending breakfast club and starting lessons well in the morning good. Parent's engage with school better and feel supported in their daily routine.	Spaces available for pupils from disadvantaged homes. Staff interaction with parents and strong relationships built, including discussions with parents by ELSAs	Breakfast club staff Admin staff ELSA	August 2018
Inclusion of pupils in meeting their presentation and ready for school needs	Uniform package of items carried by the school available. Annual allowance of new uniform and additional items available on request.	Appropriate clothing is worn by pupils in school, including kit to access PE curriculum. Children feel included and less disadvantaged to their uniformed peers.	Form available to apply for support and request handled sensitively by staff.	EL GC Bursar	August 2018
External professionals in school to support sensory needs of disadvantaged pupils	Massage and sensory support for pupils with sensory impairments. Improves wellbeing	Early sensory impairments addressed and areas of under-development targeted through sensory circuits.	Targeted pupils have greater control of body movements and staff trained in recognising areas of under-development to support.	EL GC Therapist EYFS staff	December 2017 with additional SLAs requested
Provide small group and 1:1 with specialist teaching assistant eg ELSA, social skills practitioners.	ELSA and social skills practitioners to support emotional wellbeing and self-esteem for identified children	Continued intervention with experienced staff members with a record of impact.	Referral process in place with improved entry and exit criteria for staff. Monitoring of pupils benefiting from support by school and external professionals including EP	EL GC TC KH CW	August 2018
Total budgeted cost					£12,000

4. Leadership and management					
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?
Effective monitoring and provision for disadvantaged pupils	Release time for middle and senior leaders from class to monitor progress and achievement of disadvantaged groups	Strategic leadership on the outcomes for disadvantaged pupils is effective at targeting and supporting staff and groups of children	Pupil Progress meetings have informative data packs and planned interventions effectively target specific needs by closing the gap. Information is shared at Standards team with leaders presenting to governors.	Standards team leaders	Termly
Improve parental engagement and community links	Develop events such as workshops and drop ins for parental engagement in school activities for key transition phases in school through external professionals	Low engagement levels by some communities attending the school. Build positive relationships with vulnerable families and offer extended school services	Monitor the engagement and attendance of parents. Evidence base with questionnaires to parents to identify what would they like.	EW EL GC JC Nursery staff	August 2018
Total budgeted cost					£6,000

5. Review of expenditure				
Academic year		2017/18		
1. Quality of teaching, learning and assessment for <i>all</i>				
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
Provide high quality teaching across the curriculum	Implementation of creative curriculum and continued focus on high QFT. Additional adults deployed at key transitional phases	Medium – data indicates a greater amount of disadvantaged KS1 pupils achieving ARE compared to non-disadvantaged. Minimal gaps between pupils in writing and maths ARE at end of KS2 Gaps identified between pupils achieving GDS in both key stages.	Track the progress of disadvantaged pupils from end of FS throughout KS1 to ensure progression from previous key satge. Continuing rigorous focus on quality first teaching supported by adults in class, with provision mapped interventions. Use skills ladders to identify and extend the learning for pupils and ensure skills are covered across a curriculum Implement the use of blooms and teaching for mastery and depth to ensure the amount of pupils achieving GDS is in line between PP and non-PP children. Continue to improve assessment systems across the school, focusing on acquiring evidence and identifying and teaching next steps from this evidence.	£10,150

<p>Provide small group work with an experienced teacher or specialist teaching assistant to narrow the ARE gap</p>	<p>Effectively targeted interventions and support for pupils at risk of falling behind including EAL support</p>	<p style="text-align: center;"><i>High</i></p> <p>In EYFS and KS1, Additional adults deployed in Year 1 to close gap for pupils not ready for formal learning. In Year 6, pupils received additional booster support in Maths from an experienced teacher. Provision mapping carried out by all class teachers identifying intervention for all appropriate interventions to diminish the difference between disadvantaged pupils and other. Progress and attainment for disadvantaged pupils thoroughly monitored and tracked termly with key groups and individuals being targeted following Pupil Progress Meetings Pupils provided with interventions by class teachers and TAs Pre teaching provided by teacher and TA Afterschool Phonics booster club provided. Additional parental engagement from class teachers.</p>	<p>Continue to deploy adults to support in key areas where there is a risk of underachievement, for example use of continuous provision in transition from Reception to Year 1, responding to the immediate needs of the pupils and giving real life contexts to learning. Continue to expand opportunities for all disadvantaged pupils i.e provide opportunities which children would not benefit from having access to especially considering able and more able learners.</p>	<p style="text-align: right;">£14,494 £80,766 (tbc) £4,200</p>
<p>Improve the quality of the educational experience and provision through a focused environment</p>	<p>Classrooms are resourced with assistive technology and hands on resources/materials in a well maintained environment</p>	<p style="text-align: center;"><i>Medium</i></p> <p>Resources are motivating and engaging for pupils. Staff conducted learning environment reviews and improved upon the impact of the learning environment on the children. Packs of resources provided to support pupils in class. Library stocked with a wide range of appealing and engaging texts. New playground equipment to improve enjoyment of breaktimes and improve overall attendance Playleaders trained and implemented to support pupils with emotional support at breaktimes. Subscriptions to educational website to provide engaging educational resources.</p>	<p>Expand specialist resource bank of teaching aids to include emotional literacy resources and anticipatory toys for low attention children. Continue to expand provision to improve quality of education through physical provision.</p>	
Total				£109,610

2. Outcome for pupils through targeted support				
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
Targeted catch up for pupils in Key Stage 2	1:1 tutor to support pupils in Key Stage 2 in core subjects	High- data indicated PP children who received tuition reached at least ARE and progressed from end of previous key stage.	This seemed to be most effective when the focus area was determined by the class teacher based on their observations of the pupil. Tuition to continue	£11,974
Disadvantaged pupils with additional learning needs are supported promptly	Utilise specialist staff and external agencies to assess and work with pupils with specific learning needs such as speech and language, EP strategies etc	<i>High</i> Additional session of EP allocation used to provide support for Year group with high number of PPG pupils so that effective planning in place to support needs through QFT. Additional assessment materials purchased to identify SEND needs at earliest opportunity.	Pupils with co-mobility of disadvantage (SEND and PP) should be prioritised for early support where required. Access to school SEND interventions to be prioritised for PPG children.	£3920
Improve oral language outcomes for pupils in foundation stage and KS1	Training for support staff on development of language and language enrichment for all pupils	<i>High</i> Early support for pupils with speech and language difficulties and impoverished language. Universal training for staff and targeted support for identified pupils in EYFS setting. Following training staff run language enrichment interventions.	Extend speech and language therapist hours for pupils with impoverished language in EYFS Nursery setting. Need to develop relationships with parents so they value and understand their role in positive language role models and interactions.	£9048
Training for staff for intervention strategies	Planning effective intervention groups supporting whole class teaching and writing SMART targets+	<i>Medium</i> Staff training in Attention Autism to support identified pupils and cascade training into class. Massage therapist worked with staff to trial Sensory Circuits in term 6 for identified pupils including PPG to enable improved sensory regulation in class	Focus on continuing provision map development for groups of under-attaining pupils and effective target setting through new PPM format and register of support for PP children.	
Total				£24942

3. Personal development, behaviour and safety

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
Enrich the curriculum with trips and extra-curricular activities throughout the year for disadvantaged pupils	School trips and extra activities are subsidised enabling them to be accessed by all pupils to broaden experiences of disadvantaged pupils	<p style="text-align: center;"><i>High</i></p> Trips, residential trips, workshops delivered by external professionals and extra-curricular activities provide meaningful and enriching activities beyond that of the day to day teaching enabling children to participate in and learn from activities that would not otherwise be provided.	Implementation of Creative curriculum gives review and refresh of trips and more effective integration of trips with learning. Assignment of places in extra-curricular clubs disadvantaged pupils to take priority. Support pupils/ disadvantaged parents in returning forms promptly – class teachers/ office staff to directly liaise with parents through conversation and support in understanding and filling in forms.	£1853
Extended school services to support pupils regular attendance	Subsidised placements available at the school breakfast club provision	<p style="text-align: center;"><i>High</i></p> Pupils having access to opportunities that would not otherwise have been available. Pupils are more prepared for the school day supporting attendance figures for disadvantaged pupils.	Continue to provide space for disadvantaged pupils. Ensure that parents are made aware of the availability of this support.	£104
Inclusion of pupils in meeting their presentation and ready for school needs	Uniform package of items carried by the school available. Annual allowance of new uniform and additional items available on request.	<p style="text-align: center;"><i>Medium</i></p> Some pupils provided with uniform and PE kit enabling pupils to feel physically inclusive.	Ensure that all staff are aware of the availability of uniform and stationary available to be able to discuss or offer to parents sensitively at appropriate times e.g. home-school meetings.	£105

External professionals in school to support sensory needs of disadvantaged pupils	Massage and sensory support for pupils with sensory impairments. Improves wellbeing	Massage therapist used in school for 3 blocks of 6 sessions and included support for EYFS pupils in developing sensory activities to plan into the curriculum for all children. Additional resources purchased to support sensory circuits in school for PPG children.	Continue to use sensory circuits for identified pupils as intervention. Further massage sessions for identified pupils in next academic year.	£1,800
Provide small group and 1:1 with specialist teaching assistant eg ELSA, social skills practitioners.	ELSA and social skills practitioners to support emotional wellbeing and self-esteem for identified children	<i>High</i> Disadvantaged pupils have been effectively supported emotionally at school by school trained, enabling improved concentration and resilience at school. ELSA support had high waiting list including referrals made by external professionals as part of safeguarding plans. School increased number of trained ELSAs by identifying staff through performance management who wished to develop their skill set. Additional social skills training provided for TA.	Continue to provide ELSA support to pupils who need additional support to be prepared and ready for school. Ensure that an adequate number of staff are trained in order to meet the demand of this provision.	£3400
Total				£7262

4. Leadership and management				
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
Effective monitoring and provision for disadvantaged pupils	Release time for senior leaders from class to monitor progress and achievement of disadvantaged groups	<p style="text-align: center;"><i>Medium</i></p> <p>Middle leaders and senior staff use management time to monitor progress of pupils and provide effective support to their staff in identifying key trends and provision needs. Data analysis of trends shared with governors and used to support provision focuses in teams. Middle leaders attended PPM meetings for all teachers in their team. Teachers completed register of support for PP children and PPM information. Pupil Progress meetings have informative data packs and planned interventions effectively target specific needs by closing the gap.</p>	<p>Profile of disadvantaged to remain high. Middle leaders to continue to analyse data for their team and to attend PPM meetings to support teams in diminishing the difference between disadvantaged pupils and others.</p> <p>Pass on registers of support to pupils next teacher to continue with and develop support as children move through the school.</p>	<p style="text-align: right;">£12,804</p> <p style="text-align: right;">£6000</p>
Improve parental engagement and community links	Develop events such as workshops and drop ins for parental engagement in school activities for key transition phases in school through Family worker and external professionals	<p style="text-align: center;"><i>Low</i></p> <p>Phonics meeting for Reception Parents Foundation stage home visits. ABC reading support Red cross support for Syrian Refugee EWO support for poor attendance. 93.06% in 2016/17. 94.07% in 2017/18</p>	<p>Develop events such as workshops and drop ins for parental engagement in school activities.</p> <p>Monitor the attendance of PP parents at home-school meetings and identify barriers to attendance at these meeting. Implement strategies to overcome these barriers.</p>	
Total PPG funding spend				£160,618

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.