

Pupil Premium Strategy Statement

1. Summary information					
School	Wawne Primary School				
Academic Year	2018-19	Total PP budget	£27,720	Date of most recent PP Review	Oct '18
Total number of pupils	106 and 20 nursery part time pupils	Number of pp pupils of whole school as a %	23.5%	Date for next internal review of this strategy	Jan '19

2. Current attainment at end of KS2		
	<i>Pupils eligible for PP (DJS)</i>	<i>Pupils not eligible for PP (national average for Other)</i>
Proportion achieving expected attainment or above in reading, writing & maths	100	60
Average progress score in reading	0.3	4.9
Average progress score in writing (TA)	0.2	2.6
Average progress score in maths	0.3	1.4
3. Barriers to future attainment (ie an increased <i>likelihood</i> that pupils eligible for PP will exhibit these factors)		
In-school barriers		
A	Weak basic maths, reading and writing skills leads to a greater gap between disadvantaged and non- disadvantaged pupils	
B	Low levels of self- esteem for some children leads to an 'I can't' mentality	

C	Lack of independence leads to an over reliance on staff and an unwillingness to try new things	
External barriers		
D	Family- and home-related issues (e.g. emotional and relationship difficulties, lower academic aspiration, housing and transport challenges etc.)	
E	Reduced home reading and chance to complete homework	
F	Limited experience of having extended time or day trips away from home.	
G	Limited experience of out-of-school personal development opportunities (e.g. summer school, cycle training, sporting and dance clubs, musical instrument tuition)	
4. Desired outcomes		Success criteria
A.	<p>Diminishing average achievement difference between 'Disadvantaged' and 'Other' pupils in all year groups. (<i>RAISE and O Track attainment and progress figures</i>).</p> <p>All underachieving pupils (especially disadvantaged pupils) quickly and accurately identified so that their needs can be clarified and addressed. <i>Pupils identified(scores) and appropriate provision set up.</i></p>	<p>Data to show diminishing differences between 'Disadvantaged' and Other pupils throughout the school, taking into account individual pupils' varied starting points and cognitive ability (E.g. SEND, MAP).</p> <p>Tracking data flags up all potentially underachieving pupils and further appropriate testing is completed, leading to forensically targeted interventions being put in place wherever possible.</p> <p>Progress measures for PP pupils throughout the school are greater than those of their non-PP</p>

		counterparts in order to diminish the difference.
B.	Children with Low Self- esteem are identified quickly and needs are addressed. (<i>Spreadsheet used to record interventions and impact of interventions</i>).	Children's self- esteem improves and leads to happier children who make greater progress.
C	Increased opportunities planned for all children (but especially disadvantaged) to work within and out of class independently.	Children more willing to think for themselves and act under their own initiative. Learning walks etc. show children working independently.
D	Access to early intervention and support for vulnerable pupils and families. Support vulnerable families in a mainstream environment. (<i>Records checked</i>).	Parents and children (vulnerable) feel supported and leads to happier children who make greater progress.
F	In-school reading programme for targeted pupils, including reading to an adult and/or Lexia programme. (<i>Records kept and monitored</i>). Homework club for those children who do not have opportunities to complete.	Reading ages increase for the targeted pupils during the period of the intervention. Reading profile raised and reading for pleasure heightened.
G/H	All children widen their experience of having time socialising and learning away from home and/or the classroom. All pupils who wish to attend music club, residential are able to, and those who are less keen are encouraged to do so.	All disadvantaged children have access to educational visits(including residential/ scooter training and music tuition .

		As many pupils in the school to attend at least one after school club regardless of their ability to pay.
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5. Planned expenditure

Academic year	2018-19 (estimated costs)
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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 (including evidence-based, focused group learning delivered by support staff and teaching staff)

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?
A/B	TA work in classes to support Quality First teaching by additional targeted work deliver targeted interventions to small groups and individuals (approx. £19,420) contribution from PP funding)	EEF TA recommendations Caution – EEF T & L Toolkit suggest only +1 month additional progress on average for TAs Reason for payment is.....	HT to monitor delivery.	HT	Termly
A/C	Staff training in key areas to	Quality First teaching is thought to have a	HT to ensure that appropriate areas for	HT	Summer 2018

	support/ manage and challenge PP pupils approx. £500.	disproportionately high effect on PP pupils, and effective CPD / training is a precursor to this.(<i>CPD will include for example Team Teach Training, Maths CPD , training for NQT teaching.</i>)	training are identified and input delivered effectively.		
Total budgeted cost					
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?
A	Increased use of Numicon and other concrete resources to develop the mathematical attainment of targeted PP pupils (£500)	The use of concrete mathematical methods has been identified as being effective in raising attainment.	Maths subject lead will train and monitor teaching and learning, as well as, TAs use of numicon. Staff who need further training will be given it,.	Maths Lead	Termly
A	Continue to provide Lexia, RM maths and mathletics , TTRockstars etc. to support and develop targeted PP pupils (approx. £4000)	The use of these programmes across the school has shown increased progress for the children who undertake them.	SENCO	SENCO	Termly

B/C/E	Behavioural, emotional and pastoral support (including friendship groups) provided by designated TAs and ELSA (approx. £500)	Previous experience in school has validated this approach.	Measures of pupil attitude and self-esteem (eg disciplinary sanctions) to be monitored and evaluated.	HP / HT	June 2018
Total budgeted cost					£27,720
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?
G/H	Contribution towards the cost of residential and non-residential educational visits for targeted eligible pupils. Provision for music tuition (approx. £1300) Visits and music tuition approx. £1500	Collaborative learning is described as having a +5 months impact on progress, so even limited experience of this approach should be beneficial.	Office to maintain a record of contributions to educational visits	HT	July 2019
Total budgeted cost					£27,720

