

Wyndham Primary School Pupil Premium Strategy 2017-18



1. Summary information

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| School | Wyndham Primary School | | | | |
| Academic Year | 2017-18 | Total PP budget | £81 940 | Date of most recent PP Review | Autumn 2017 |
| Total number of pupils | | Number of pupils eligible for PP | 55 | Date for next PP Strategy Review | Summer 2018 |

2a: Current attainment (July 2017) – End of KS2

| Attainment/Progress Indicator | <i>WPS PP attainment</i> | <i>WPS attainment</i> | <i>PP National Average (2016)</i> | <i>National Average (All pupils)</i> |
|---|--------------------------|-----------------------|-----------------------------------|--------------------------------------|
| % achieving expected standard in Reading, Writing and Maths | 67% | 54% | 39% | 61% |
| % achieving expected standard in Reading | 67% | 75% | 53% | 71% |
| % achieving expected standard in Writing | 67% | 63% | 64% | 76% |
| % achieving expected standard in Maths | 67% | 88% | 58% | 75% |
| % achieving expected standard in GPS | | | | 77% |

2b: Current attainment (July 2017) – End of KS1

| Attainment/Progress Indicator | <i>WPS PP attainment</i> | <i>WPS attainment</i> | <i>PP National Average</i> | <i>National Average (All pupils)</i> |
|---|--------------------------|-----------------------|----------------------------|--------------------------------------|
| % achieving expected standard in Reading, Writing and Maths | 63% | 72% | | 64% |
| % achieving expected standard in Reading | 63% | 80% | 61% | 76% |
| % achieving expected standard in Writing | 63% | 71% | 52% | 68% |
| % achieving expected standard in Maths | 63% | 74% | 60% | 75% |
| % achieving Y1 phonics | | | | 81% |
| % achieving Y2 phonics | | | | 92% |

2c: Current attainment (July 2017) – End of Reception

| Attainment/Progress Indicator | <i>WPS PP attainment</i> | <i>WPS attainment</i> | <i>PP National Average</i> | <i>National Average (All pupils)</i> |
|--|--------------------------|-----------------------|----------------------------|--------------------------------------|
| % achieving Good Level of Development | 71% | 70% | | 75% |
| % achieving expected standard in Reading | 71% | 70% | | |
| % achieving expected standard in Writing | 71% | 83% | | |
| % achieving expected standard in Maths | 71% | 70% | | |

1. Barriers to future attainment (for pupils eligible for PP, including higher ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

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| A | On entry to Early Years our pupils show lower literacy skills and delayed language development. |
| B | Our PP cohort include children who also have lower prior attainment/SEND |
| C | Our PP pupils achieving expected at greater at GLD/KS1 to achieve expected or greater depth in line with at least national at the end of KS2. |

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

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| D | Children presenting with behavioural challenges which prevents their learning and takes time away from others. |
| E | Children and families have social and emotional factors which impact on their well-being and learning. |
| F | To increase the attendance rates for pupils eligible for PP to increase the number of school hours/days accessed to ensure rapid progress to achieve targets. |

2. Desired outcomes

| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
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| A | To improve the oral and literacy skills in Early Years; <ul style="list-style-type: none"> - Staff CPD - Parent workshops/open events/information sharing. - Individual personalised learning for pupils. - Provide early intervention by working closely with external agencies. | <ul style="list-style-type: none"> - An increasing number of pupils reach GLD through attaining expected levels for Communication and Language and Literacy strands. - Pupils show greater engagement and are motivated to reach their literacy targets. - Parents are able to support their children at home and in school to ensure rapid progress towards personalised targets. |
| B | To identify and support the additional SEND/needs for PP pupils through strategies including; <ul style="list-style-type: none"> - One-to-one LSAs for targeted PP pupils. - PiXL personalised intervention programmes. - Specific end of half-term targets shared and reviewed with parents. - Interventions based on learning needs. | <ul style="list-style-type: none"> - Daily morning briefings. - Weekly SEND tracker - Weekly PP tracker - Half-termly PPM. - SEND review meetings. |
| C | To reduce the gap between PP attainment and the rest of the cohort within KS2; <ul style="list-style-type: none"> - Embed PiXL principles within Y6 and filter into UKS2 in the Summer Term. - Further targeted intervention programmes within KS2. - Increased staff awareness of expectations through analysing and using previous attainment. | <ul style="list-style-type: none"> - Pupils eligible for PP at the end of Reception and KS1 continue to make at least as much progress as others in KS2. - Half-termly PiXL associate meetings. - Half-termly trackers completed. - Half-termly PPM. - Weekly PP tracker |
| D | To reduce the impact of challenging behaviour within classrooms; <ul style="list-style-type: none"> - More time spent in lessons. - Staff training - Update positive behaviour policy. - Early identification of families needing additional support. - Parents and staff work together to tackle challenging behaviour. - Children and staff work together to update core values. - Provide individual timetable/work plan for pupils awaiting specialist ARC provision. | <ul style="list-style-type: none"> - Personalised behaviour plans; shared with parents and pupils and have a positive impact on behaviour. - Reduced number of incidents recorded on CPOMS. - Additional roles for pupils in school, eg munch bunch. - All stakeholders can explain and demonstrate school's core values. - Daily morning briefings. - Children who are awaiting ARC placements continue to access and achieve within a mainstream setting. |
| E | Early intervention ensures that pupils and families are supported so that pupils reach their potential; | |

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| | <ul style="list-style-type: none"> - Regular safeguarding training (including the use of CES) to focus on pupil and staff well-being. - Staff will be skilled at identifying and reporting safeguarding concerns. - Lead Professional provide targeted interventions for families to reduce the impact of incidents on learning. - Lead Professional successfully liaises with external agencies to support families to reduce the impact on learning. | <ul style="list-style-type: none"> - Case studies show the impact on pupil's well-being and therefore learning and progress. - Senior Leaders audit CPOMS and provide bespoke training as a result. - Safeguarding cases are closed on CPOMS. - Time-limited counselling supports pupils to develop strategies and resilience. - Family support - All staff follow safeguarding plan. |
| F | <p>To increase attendance so that it is at least in line with the national average;</p> <ul style="list-style-type: none"> - Reduce the number of absentees amongst pupils eligible for PP. - Attendance and punctuality focus within weekly SEND and PP trackers. - Focus within weekly newsletters. - Weekly assembly | <ul style="list-style-type: none"> - Attendance of PP pupils is at least in line with the national average. - First response systems remain in-place and continue to be effective. - SMART attendance award. |

3. Planned expenditure

Academic Year **2017-18**

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 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 |
|--|--|---|---|------------|----------------------|
| A. On entry to Early Years our pupils show lower literacy skills and delayed language development. | <p>To improve the oral and literacy skills in Early Years;</p> <ul style="list-style-type: none"> - Staff CPD - Parent workshops/open events/information sharing. - Individual personalised learning for pupils. - Provide early intervention by working closely with external agencies. | <ul style="list-style-type: none"> - Research indicates that effective phonic development has an impact on literacy levels and attainment throughout the school. | <ul style="list-style-type: none"> - An increasing number of pupils reach GLD through attaining expected levels for Communication and Language and Literacy strands. - Pupils show greater engagement and are motivated to reach their literacy targets. - Parents are able to support their children at home and in school to ensure rapid progress towards personalised targets. | KC | January 2018 |

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| <p>B. Our PP cohort include children who also have lower prior attainment/SEND</p> | <p>To identify and support the additional SEND/needs for PP pupils through strategies including;</p> <ul style="list-style-type: none"> - One-to-one LSAs for targeted PP pupils. - PiXL personalised intervention programmes. - Specific end of half-term targets shared and reviewed with parents. - Interventions based on learning needs. | <ul style="list-style-type: none"> - Our data from Lexia shows progress in word recognition and reading comprehension skills. - Evidence in school shows that targeted, highly skilled members of staff have a positive impact. - Evidence from internal tracking systems shows that all groups of pupils make | <ul style="list-style-type: none"> - Daily morning briefings. - Weekly SEND tracker - Weekly PP tracker - Half-termly PPM. - SEND review meetings. | <p>DD</p> | <p>January 2018</p> |
| <p>C. Our PP pupils achieving expected at greater at GLD/KS1 to achieve expected or greater depth in line with at least national at the end of KS2.</p> | <p>To reduce the gap between PP attainment and the rest of the cohort within KS2;</p> <ul style="list-style-type: none"> - Embed PiXL principles within Y6 and filter into UKS2 in the Summer Term. - Further targeted intervention programmes within KS2. - Increased staff awareness of expectations through analysing and using previous attainment. | <ul style="list-style-type: none"> - A proven intervention for identifying gaps in pupil learning and robust targeting of this with an end impact evident after the teaching cycle of the gap is in place. | <ul style="list-style-type: none"> - Pupils eligible for PP at the end of Reception and KS1 continue to make at least as much progress as others in KS2. - Half-termly PiXL associate meetings. - Half-termly trackers completed. - Half-termly PPM. - Weekly PP tracker | <p>DD</p> | <p>January 2018</p> |
| <p>D. Children presenting with behavioural challenges which prevents their learning and takes time away from others.</p> | <p>To reduce the impact of challenging behaviour within classrooms;</p> <ul style="list-style-type: none"> - More time spent in lessons. - Staff training - Update positive behaviour policy. - Early identification of families needing additional support. - Parents and staff work together to tackle challenging behaviour. - Children and staff work together to update core values. - Provide individual timetable/work plan for pupils awaiting specialist ARC provision. | <ul style="list-style-type: none"> - Our evidence shows that early intervention from the Lead Professional (Boxall etc) has a positive impact on pupil's well-being. - Evidence shows that improving well-being has a positive impact on both attendance and attainment/progress. | <ul style="list-style-type: none"> - Personalised behaviour plans; shared with parents and pupils and have a positive impact on behaviour. - Reduced number of incidents recorded on CPOMS. - Additional roles for pupils in school, eg munch bunch. - All stakeholders can explain and demonstrate school's core values. - Daily morning briefings. - Children who are awaiting ARC placements continue to access and achieve within a mainstream setting. | <p>DD</p> | <p>January 2018</p> |
| Total budgeted cost | | | | | <p>£35, 106</p> |

| ii. Targeted support | | | | | |
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| 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? |
| E. Early intervention ensures that pupils and families are supported so that pupils reach their potential; | Early intervention ensures that pupils and families are supported so that pupils reach their potential; <ul style="list-style-type: none"> - Regular safeguarding training (including the use of CES) to focus on pupil and staff well-being. - Staff will be skilled at identifying and reporting safeguarding concerns. - Lead Professional provide targeted interventions for families to reduce the impact of incidents on learning. - Lead Professional successfully liaises with external agencies to support families to reduce the impact on learning. | <ul style="list-style-type: none"> - Our evidence shows that early intervention from the Lead Professional has a positive impact on pupil's well-being, eg parenting, attendance, mental-health support. - Evidence shows that when parents are actively involved in their child's education a greater level of progress is made. | <ul style="list-style-type: none"> - Case studies show the impact on pupil's well-being and therefore learning and progress. - Senior Leaders audit CPOMS and provide bespoke training as a result. - Safeguarding cases are closed on CPOMS. - Time-limited counselling supports pupils to develop strategies and resilience. - Family support - All staff follow safeguarding plan. | TP/RC | January 2018 |
| F. Children and families have social and emotional factors which impact on their well-being and learning. | Early intervention ensures that pupils and families are supported so that pupils reach their potential; <ul style="list-style-type: none"> - Regular safeguarding training (including the use of CES) to focus on pupil and staff well-being. - Staff will be skilled at identifying and reporting safeguarding concerns. - Lead Professional provide targeted interventions for families to reduce the impact of incidents on learning. - Lead Professional successfully liaises with external agencies to support families to reduce the impact on learning. | | <ul style="list-style-type: none"> - Attendance of PP pupils is at least in line with the national average. - First response systems remain in-place and continue to be effective. - SMART attendance award. | | |
| Total budgeted cost | | | | | £40, 342 |
| 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? |

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| F. Children and families have social and emotional factors which impact on their well-being and learning. | <ul style="list-style-type: none"> - Provide breakfast club for vulnerable families. - Provide snack for all pupils from Playgroup to Year 6. - Supporting families financially so that they can fully participate in the wider curriculum | <ul style="list-style-type: none"> - Breakfast, fruit and milk provide children a good start to the day and to allow pupils to develop appropriately. | <ul style="list-style-type: none"> - Attendance of PP pupils is at least in line with the national average. - First response systems remain in-place and continue to be effective. - SMART attendance award. | TP/RC | January 2018 |
| Total budgeted cost | | | | | £ 6492 |

| 4. Review of expenditure | | | | |
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| 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 |
| Further embedding of letters and sounds. | Staff and parent training and observations of letters and sounds in other school settings. | <ul style="list-style-type: none"> • Y1 phonics results were 87% (higher than the national average) and Y2 phonics results were 90%. • Predictions for 2018 are 87% (Y1) and 96% (Y2) which would continue to show the positive impact of early intervention and work with parents. | <ul style="list-style-type: none"> • Continue to embed throughout KS1. • Introduce KS2 phonics programme via PiXL. | £1000 |
| All year 6 make progress in line or above all children Nationally from the same starting point. | <p>Teaching to specific pupil needs by reducing group sizes to focus on personalised learning objectives.</p> <p>Targeted and specific Reading interventions. Choice of books and other reading materials to engage.</p> | <ul style="list-style-type: none"> • Feedback, both during lessons and as a result of marking and assessments, is a strength of the school as shown in Learning Walks, trawls, monitoring visits. • Small group teaching in Reading, Writing and Maths had a positive impact on the behaviours for learning, attainment and progress of pupils. • Increased enjoyment and interest in reading. • Increased attainment in Reading from 52% in 2016 to 75% in 2017. | <ul style="list-style-type: none"> • Continue small group approaches following the successful attainment in KS2 SATs. • Embed similar strategies within writing. • Develop personalised learning approaches via the use of PiXL. | £15,106 |

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| Raise aspirations of pupils. | Providing a real-life context for learning to include careers fairs, links to contexts within lessons, visits/visitors from industry and STEM week. | <ul style="list-style-type: none"> • Attendance at events such as Girls in STEM, Primary Engineers to raise aspirations. • Successful STEM week with the inclusion of visitors from industry. • Successful Careers Fair. • Successful implementation of Project Based Learning; launch event, mini outcomes and celebration events provides pupils with the real-life contexts for learning and how their skills can be applied within industry. • Increased parental engagement and interest. • Financially supporting PP families to enable all pupils to participate in events. | <ul style="list-style-type: none"> • To continue all of the strategies employed. • Embed further links with Studio West. | £10000 |
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| ii. 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 |
| D. Increased attendance rates | Lead Professional to support the Headteacher to monitor pupils and follow up quickly on absence/punctuality concerns. Immediate response provision. | <ul style="list-style-type: none"> • The school continues it's systems and strategies to support attendance. • Work has been carried out with parents to share our sickness absence policy. • Work has been carried out to educate parents regarding holiday absence and the appropriate procedures. | <ul style="list-style-type: none"> • To continue to embed all of the systems currently in place. • Weekly focus of attendance and punctuality alongside attainment and progress of all PP pupils. | £45484 |