

Pupil Premium Strategy Statement: Central Walker Church of England Primary School

1. Summary information					
School	Central Walker CofE Primary School				
Academic Year	2018 - 19	Total PP budget	£352,020	Date of most recent PP Review	Sept 2018
Total number of pupils	396 pupils	Number of pupils eligible for PP	286 pupils	Date for next internal review of this strategy	Sept 2019
		PP/LAC	3 pupils		

2a. Current attainment-End of Key Stage Two			
	Pupils eligible for PP (37 children)	Pupils not eligible for PP* (4 children)	National Average All Pupils
% achieving expected standard in reading, writing and maths	70%	100%	64%
% achieving expected standard in reading	84%	100%	75%
% achieving expected standard in writing	76%	100%	78%
% achieving expected standard in maths	89%	100%	76%
% achieving expected standard in GPS	78%	100%	78%
<i>*comparison between PP and non PP not applicable due to only four children being non PP.</i>			

2b. Current attainment-End of Key Stage One			
	Pupils eligible for PP (23 children)	Pupils not eligible for PP (8 children)	National Average All Pupils
% achieving expected standard in reading	76%	75%	76%
% achieving expected standard in writing	72%	75%	70%
% achieving expected standard in maths	80%	75%	76%

2c. Current attainment-End of Reception			
	<i>Pupils eligible for PP (39 children)</i>	<i>Pupils not eligible for PP (16 Children)</i>	<i>National Average All Pupils</i>
% achieving Good Level of Development	61%	71%	71.5%
% achieving expected standard in reading	61%	71%	
% achieving expected standard in writing	61%	71%	
% achieving expected standard in maths	68%	71%	

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

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

A.	Due to the extremely low baselines on entry, attainment in Early Years is lower for pupils eligible for PP than for other pupils which results in a Good Level of Development being lower for PP than for other pupils at the end of Reception.
B.	Due to lower GLD, KS1 PP pupils need to make accelerated progress from EYFS to reach at least National standards in Maths and English by the end of KS1.
C.	Due to the targeted support given in KS1 for PP pupils, KS2 PP pupils need further targeted support in order to accelerated progress and reach at least National standards in Maths and English by the end of KS2.
D.	Requirement for PP pupils attaining expected or greater at GLD or End of 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*)

E.	<p>Absence rates for pupils eligible for PP are 5.8 % (National 2017 - 4%). This reduces their school hours and can limit their ability to make rapid progress in order to achieve their academic targets.</p> <p>Persistent Absence attendance rates for pupils eligible for PP are 15.72 % (National 2017 – 8.3%). This reduces the number of school days accessed and limits pupils ability to make progress (including rapid progress) in order to achieve their academic targets.</p>
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2. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Accelerate the rates of progress towards the Early Learning Goals for PP children so their attainment closes the gap and is in line with National averages.	<p>Pupils eligible for PP make accelerated progress by the end of Reception so that they narrow the current school gap to 7% or less and are closer to the National Average of 71%</p> <p>This will be evidenced using Development Matters tracker sheets and summative assessments at the end of Autumn, Spring and Summer term.</p>
B.	KS1 PP pupils to reach National standards in Maths and English. Increase the number of children achieving GD at the end of KS1.	PP children in KS1 make accelerated progress by the end of year 2 so that they attain at least 80%in reading 75% in writing and 80% in maths and achieve National standards.

C.	KS2 PP pupils to reach at least National standards in Maths and English.	PP children in KS2 make 100% expected progress in Reading, Writing and SPaG. The gap between PP and non PP children continues to be narrowed.
D.	PP pupils attaining expected or greater at the end of EYFS or KS1 to achieve at least expected at the end of KS2.	Pupils eligible for PP identified as high attaining from the end of Reception and end of KS1 scores make as much progress as other pupils identified as high attaining so that 100% are on track to make at least expected progress at the end of KS2.
E.	Reduce absence/PA absence rates for pupils eligible for PP.	Overall absence among pupils eligible for PP improves from 5.8% to 4% (in line with National) Reduce the number of persistent absentees among pupils eligible for PP (15.72%) to be in line with National average for 2017 (8.3%).
F.	PP pupils will have an equal start in education; be able to access the curriculum; make at least good progress in all subjects and will have high self esteem.	Children start the day in school ready to learn. Learning behaviours are good. Children feel safe and know who they can speak to when they need support and advice.

3. Planned expenditure

Academic year

2018-2019

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 rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Accelerate the rates of progress in the Learning Goals in Early Years for PP children so their attainment closes the gap and achieves National averages.	Increase level of staffing in EYFS during RWInc/Phonics to ensure smaller group/individual teaching to accelerate progress	Additional staff were employed in 2017-18 to deliver quality RWInc/Phonics teaching. The impact was improved outcomes for all children. This now needs to be embedded and accelerated.	Monitoring of delivery of RWI by both the RWInc Champion and EYFS Leader Tracking of progress by AHT/EYFS lead. Learning Walks by English Leaders	AHT/EYFS Leader RWInc Champion	Half Termly –SMT Termly – HTs & CEO Termly Governor meetings Final data set in July 2019
B. KS1 PP pupils to reach National standards in Maths and English.	KS1 /RWInc Reading Champion	Need for a KS1 reading champion to focus on phonics and reading across KS1 and phonics across EYFS.	RWInc training Support from KS1 Leader Half termly assessments – data and	KS1 Reading Champion/	Half Termly – KS1 phase leaders/RSL Termly – HTs

Increase the number of children achieving GD at the end of KS1.			tracking of progress.	KS1 Leader	Final data set in July 2019
C. KS2 PP pupils to continue to maintain National standards in Maths and English. D. PP pupils attaining expected or greater at GLD or End of KS1 to achieve expected or Greater Depth in line with at least National at the end of KS2.	KS2 Reading Champion	Need for a KS2 reading champion to lead reading interventions across KS2. Targeted support for groups of identified children to read both expected and GD. Training for new staff and TAs in teaching of quality guided reading	Support from AHT/ PiXL RSL Half termly assessments – data and tracking of progress including PiXL and Salford reading tests.	KS2Reading Champion/ AHT/ PiXL RSL	Half Termly – KS2 phase leaders/RSL Termly – HTs Final data set in July 2019
B. KS1 PP pupils to reach National standards in Maths and English. Increase the number of children achieving GD at the end of KS1. C. KS2 PP pupils to continue to maintain National standards in Maths and English. D. PP pupils attaining expected or greater at GLD or End of KS1 to achieve expected or Greater Depth in line with at least National at the end of KS2.	Embed PiXL across school Introduce new initiatives and approaches as outlined at PiXL conferences	Proven intervention programme for identifying gaps in pupil learning and robust targeting of this with an end impact evident after the teaching cycle of the gap.	PiXL RSL/ KS1 Phase Leader/ LKS2 Phase Leader and AHT to embed the principles across KS1 & KS2. Regular conferences - RSL & KS1/LKS2 Phase Leaders to attend and feedback to LMT and staff Half termly meetings with PiXL associate to track progress and ensure targets are met. Half termly assessments and trackers completed. Impact will be evident in results	KS2 AHT/ LKS2 &KS1 Phase Leaders / PiXL RSL	Half Termly – teachers and phase leaders/SMT Termly – HTs Final data set in July 2019
B. KS1 PP pupils to reach National standards in Maths and English. Increase the number of children achieving GD at the end of KS1.	KS1 Phase Leader (0.6fte) to lead a third class in Year 2 (am) focusing on English and Maths and lead targeted interventions pm. Focus on accelerating progress and closing the gap in PP v Non PP	EEF research suggests that small group tuition led by 1 practitioner delivered to a maximum of 5 pupils allows for intensive tuition to both accelerate learning of low attainers and ensure effective progress of others.	Identified pupils at start of units and end using PiXL therapies in Year 2. Half termly assessments and trackers completed. Impact will be evident in results	KS1 Phase Leader/ PiXL RSL	Half Termly –SMT Termly – HTs & CEO Final data set in July 2019

<p>C. KS2 PP pupils to continue to maintain National standards in Maths and English. D. PP pupils attaining expected or greater at GLD or End of KS1 to achieve expected or Greater Depth in line with at least National at the end of KS2.</p>	<p>AHT (0.6fte) to lead a third class in Year 6 (am) focusing on English and Maths and lead targeted interventions pm. LKS2 Phase Leader (0.6fte) to lead intervention groups in Y3 (am & pm) focusing on raising attainment and closing the gap in PP v Non PP</p>	<p>EEF research suggests that small group tuition led by 1 practitioner delivered to a maximum of 5 pupils allows for intensive tuition to both accelerate learning of low attainers and ensure effective progress of others.</p>	<p>Identified pupils at start of units and end using PiXL therapies Half termly assessments and trackers completed. Impact will be evident in results</p>	<p>AHT/LKS2 Leader/ PiXL RSL</p>	<p>Half Termly –SMT Termly – HTs & CEO Final data set in July 2019</p>
Total budgeted cost					£131,605
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, B, C, D	Targeted support from Teaching Assistants through small group and 1:1 interventions.	Proven impact of small group work to target and accelerate progress in order to close the gap between PP and non PP children. EEF research suggests that small group tuition led by 1 practitioner delivered to a maximum of 5 pupils allows for intensive tuition to both accelerate learning of low attainers and ensure effective progress of others.	Teacher led and planned intervention, monitored by phase leaders and shared with LMT half termly. Monitoring of group delivery. Progress of pupils. Tracking of attainment and progress data on trackers and Learning Ladders.	Phase Leaders	Half Termly – teachers and phase leaders/SMT Termly – HTs & CEO
C, D	Booster Provision for Year 6 to ensure that pupil groups who are behind are prepared for their KS2 SATs through extra intensive school tuition.	A continuing approach following successful attainment in KS2 SATs.	Accelerated progress of groups Outcomes of KS2 SATs exams	KS2 AHT/LMT	Weekly PiXL Meetings End of Year Outcomes
A, B, C, D, F	Welfare Team to support vulnerable pupils - Pastoral Manager - Therapeutic Lead	Many of our children have social, emotional, behavioural and mental health needs which puts a barrier on learning; Through careful assessments, including Boxhall profiling, children are grouped according to their needs and half termly programmes of work are delivered. This raises self esteem and confidence and	Weekly meetings with Pastoral Manager / Therapeutic Lead CPOs reports/reports to Governors Half Termly reviews Tracking of impact in relation to class data.	Therapeutic Lead/ Pastoral Manager	Weekly meetings PSA/Phase Leaders Half termly TL reviews Termly Governor meetings

		develops social skills.			
C D F	Rae Farmer – director/founder of Next Steps – Learning For Life.	Many of our children have social, emotional and mental health needs which puts a barrier on learning. Through work with Rae in 1:1, coaching situations with weekly checkins, confidence and self esteem is built hence learning can take place.	Weekly catch up between Rae and Pastoral Manager to target children and tracking impact	Pastoral Manager	Weekly meetings with Pastoral Manager Half termly
E. Reduce absence/PA absence rates for pupils eligible for PP.	MAT Attendance Strategic group to meet regularly to identify strategies to implement across all schools NEAT Attendance support to target families termly (Attendance Officer and Welfare support) SSIF bid/NUFC Foundation attendance incentives. Attendance to be discussed at all parent meetings. PSA to target key families, identify barriers and implement a programme of support PSA and Phase Leaders to challenge families where attendance is low. Whole school termly rewards in place to celebrate 100%/95% and improved attendance Daily/weekly class Attendance Shop rewards Implement LA procedures for legal monitoring and fixed penalty notices	Attendance data for PP pupils to be 95% + PA rate (15.72%) is reduced in line with national average (8.3% 2017) Absence of PP pupils in current Years 3 will be reduced (6.9% - significantly higher absence rates compared to other year groups) 10 target families identified to work with NEAT Attendance Officer - target pupils attendance increases Parent meetings and contracts offered to all parents where attendance was under 90% last year – track and monitor attendance of these families closely, intervention support can be identified early to prevent high % of absence. An increased % of hard-to-reach families engaging – attending parents evenings/acts of worship/family learning etc	Tracking of whole school daily attendance using consistent procedures and systems - 'Late Gate' /First Day Response/Attendance Bus Track and target identified groups: Boys/SEND/Non BME Year 3 (LH/RG) – identify PA pupils, target & track Weekly newsletter – attendance info reported to parents Celebration Assembly – weekly attendance shared with pupils/parents and displayed on school attendance board – attendance awards presented to class with best attendance over 95% PSA attend attendance training and work with colleagues across NEAT to improve attendance – regular meetings to review progress PSA – Weekly tracking Log – internal monitoring for 'at risk' pupils Parent contract letters Half termly data reviewed with SLT Feedback to CEO at Half termly Attendance Strategic meetings Gobs M & E Attendance group – key priority 2018-19 SDP M & E Termly Reports to LGB	PSA with Phase Leaders and HT/Gobs to oversee	Weekly meetings PSA/Phase Leaders Half Termly strategic meetings HTs and CEO Termly Governor meetings
Total budgeted cost					£166,649
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?

<p>E Reduce absence/PA absence rates for pupils eligible for PP. F PP pupils will have an equal start in education; be able to access the curriculum; make at least good progress in all subjects and will have high self esteem.</p>	<p>Breakfast club offered to all children Fruit and milk for all children</p>	<p>Encourage disadvantaged children to come into school for breakfast Greggs provide food for a free breakfast club for PP children. Breakfast, fruit and milk give children a good start to the day allowing them to develop.</p>	<p>TAs employed to run breakfast club</p>	<p>SC/ SMT</p>	<p>Weekly feedback to phase leaders/SMT</p>
<p>F PP pupils will have an equal start in education; be able to access the curriculum; make at least good progress in all subjects and will have high self esteem.</p>	<p>Nursery lunches to be provided on a daily basis</p>	<p>Provide children with a healthy meal before going home, supporting at pupil wellbeing.</p>	<p>Weekly review with EYFS leader-LMT</p>	<p>AHT/EYFS Lead</p>	<p>Half Termly</p>
<p>A & F PP pupils will have an equal start in education; be able to access the curriculum; make at least good progress in all subjects and will have high self esteem.</p>	<p>Visits, visitors and experiences for EYFS: Experiences to enhance learning and basic skills in order to aid development. Access to partially funded trips will be offered to PP children in school.</p>	<p>Many children come in at a very low starting point with poor communication skills and few social skills. Giving disadvantaged children life experiences will enhance their life chances. (Joseph Rowntree Foundation)</p>	<p>Half termly visits/visitors/events- led by EYFS phase leader/AHT</p>	<p>EYFS Leader/AHT</p>	<p>Weekly SMT/phase meetings Half termly Termly Governor meetings End of year outcomes</p>
<p>F PP pupils will have an equal start in education; be able to access the curriculum; make at least good progress in all subjects and will have high self esteem.</p>	<p>Trips (Including Year 6 Residential, an UKS2 adventure experience and a Year 4 camping trip: Access to partially funded places will be offered to PP children in school.</p>	<p>Ensure disadvantaged pupils across the school have greater opportunities to gain experience outside of the local area. <i>On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year. (EEF).</i></p>	<p>Following on from previous years. Led by experienced members of staff and overseen by LMT.</p>	<p>Phase Leaders/ KS2 AHT</p>	<p>Weekly SMT/Phase meetings Half termly Termly Governor meetings End of year outcomes</p>
Total budgeted cost					<p>£55, 264</p>

4. Review of expenditure			
Previous Academic Year		2017-2018	
i. Quality of teaching for all			
Desired outcomes met	Chosen action/approach	Impact	Cost
Raise standards in EYFS for PP children	RWInc Training for EYFS staff and appointment of a RWInc Champion	GLD rose from 58% to 64% Quality of phonics and phonic teaching was identified in monitoring and observations	£15, 030
Raise standards in KS1 for PP children	Appointment of a RWInc Champion & KS1 Reading Champion	Quality of phonics and phonic teaching was identified in monitoring and observations. Y1 Phonic pass was 85%	£38, 348
Raise standards in KS2 for PP children	Development of PiXL across school. Embed in Y6 Non Class Based AHT/Y6 Teacher (0.6fte)	RSL attended PiXL meetings and disseminated the information accordingly, putting strategies in place across KS2. PP children achieved at least national in Reading and Maths and in combined Reading Writing and Maths.	£32,896
Raise standards in reading across KS2	A Reading Champion across Key Stage 2 to develop GD reading, targeting specifically Year 6 PP children	GD in reading was well above National in KS2 Reading SATs	£15,528
Quality PPA through use of HLTA's	Consistency of staffing across school (PPA role) sustained behaviour and work ethic.	Using staff who are familiar to the pupils has been proven to reduce behavioural problems and increase work ethic. Standard of pupil outcome is the same across books when lessons delivered by teacher and/or HLTA.	£25,000
ii. Targeted support			
Desired outcomes met	Chosen action/approach	Estimated impact	Cost
Quality Teaching Assistant Support	Additional TA time in all phases with a focus on pupils across school requiring interventions in order to hit targets and make accelerated progress	Robust action plans identified targeted intervention work aimed at PP groups of pupils. <ul style="list-style-type: none"> - Additional teacher led phonics in Key Stage 1 and lower Key Stage 2 including Read, Write Inc; - EYFS additional afternoon interventions focusing on phonics; - Additional teacher led reading interventions, particularly focussed at Year 2 at pupils not yet achieving well in reading; 	£19,304
Welfare and wellbeing of	Employment of a:	Welfare of the children is of utmost importance. The appointment of an internal	£85,781

children is promoted through Pastoral Team and projects	- Pastoral Manager - Parent Support Adviser - Therapeutic Lead Projects to support PHSCE / PP children	welfare team will mean children have outstanding range of pastoral care to address all eventualities and ensure the best possible outcomes for all children. Including PiXL Edge training& resources, Safeguarding training and resources	
Booster Provision for Year 6 including extra teacher and TA	Ensure that pupil groups who are behind are prepared for their KS2 SATs through extra intensive after school tuition.	A continuing approach following successful attainment in KS2 SATs.	£41,705
Raising Standards in PP/LAC children	AHT/LAC leader able to assess, support and track pupils across school - including close liaison with parents, carers and professionals – in order to ensure quality education is provided for all pupils.	Co-ordination of LAC pupils, quality T&L, interventions, accessing LA support for pupils,, enhancing safeguarding provisions, systems and procedures for LAC children.	£4,370
iii. Other approaches			
Desired outcomes met	Chosen action/approach	Estimated impact	Cost
Trips, visits and visitors (Including Year 6 Residential, an UKS2 adventure experience and a Year 4 camping trip)	Access to partially funded places will be offered to PP children in school.	Ensure disadvantaged pupils across the school have greater opportunities to gain experience outside of the local area. <i>On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year. (EEF).</i>	£22,500
All children have access to a free breakfast club and after school clubs	Greggs provide food for a free breakfast club for PP children. TAs employed to run breakfast club	Children have a good start to the day allowing them to develop and be ready for learning.	£10,000
Milk and fruit is provided for KS2 children	KS2 PP Children have access to drink and snack at breaktime	Children are given snacks to ensure they are ready for their morning learning	£5000
All Nursery Children receive a lunch	Provide children with a healthy meal before going home.	Looking at pupil wellbeing, confident that all PP children have been given a healthy lunch.	£2000
5. Additional detail			
<p>Funding also provided experiences not readily available such as:</p> <ul style="list-style-type: none"> * Increased ICT opportunities: additional computers/ipads/cameras etc. It also increased the provision for school clubs and external activities/visits; * Work within our Multi Academy Trust to address attendance and wider community welfare issues. * Curriculum enrichment opportunities including resources and work from outside agencies and specialists which supported development in curriculum areas. <p>All matters regarding the use of Pupil Premium funds are treated with discretion and in confidence. Should you require any further information on the Pupil Premium, please visit: http://www.education.gov.uk/schools/pupilsupport/premium</p>			

