

# Pupil premium strategy statement (primary)

1. Summary information					
School	Weeth Community Primary School				
Academic Year	18/19	Total PP budget	£115,780	Date of most recent PP Review	September 2018
Total number of pupils	202	Number of pupils eligible for PP	80	Date for next internal review of this strategy	March 2019

2. Current attainment – Year 6 Pupils – 53% PPG (Cohort 17-18) 16/30			
2018-19	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
% achieving in reading, writing and maths	50%	56.7%	
% making progress in reading	0.8	-0.02	
% making progress in writing	-0.45	-1.8	
% making progress in maths	-0.69	-3.04	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Oral language skills are lower for pupils eligible for PP than non PP pupils. Limited vocabulary on entry.
<b>B.</b>	Low attainment on entry across all aspects of the early years. Engagement of hard-to-shift group in KS1 and KS2.
<b>C.</b>	Limited 'Knowledge of the World' and lack of life experiences across all year groups which affects both reading and writing.
<b>D.</b>	Disadvantaged pupils need additional intervention and nurturing to address their emotional, health and wellbeing.
<b>E.</b>	Expertise of the parents to support learning at home. Parental engagement in supporting learning, motivation and raising aspirations.
<b>F.</b>	Minimal KS2 PP pupils achieving greater depth in KS2. Although they are performing at the same standard in writing and maths as non-PPG there is a significant difference in reading.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>G.</b>	There is an attendance gap of 1.2% between pp and non pp, with the average pp pupil attendance at 93% This reduces the learning time therefore limiting the teaching in order to accelerate progress. Late arrivals.
<b>H.</b>	Levels of social and economic deprivation are significantly high. Often children are not emotional ready to learn due to safeguarding issues.

## 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Accelerate progress in EYFS and Year 1 so that we close the gap in reading, writing and maths with a particular focus on passing the phonics screening test.	The gap between pp and non pp pupils closes with their peers and national other. 70% of pp children pass the phonics screening test.
<b>B.</b>	Close the gap between PP pupils and National other in reading, writing and maths.	Difference is diminished between PP and non-PP pupils so that PP pupils are in line with their peers.
<b>C.</b>	Children are keen to come to school. Increased word acquisition, increased aspiration and positive impact on behaviour for learning.	PP pupils are able to draw on enriched life experiences in reading, writing and maths.
<b>D.</b>	Increased confidence, self-esteem and resilience improves behaviour for learning.	Referrals to learning mentor will reduce as a result of well-targeted support and provision.
<b>E.</b>	Stronger home/school links created so that parents are more confident with supporting their child.	An increase of Parent/Carers of PP pupils attending a range of school events/workshops which help to support pupils in their learning.
<b>F.</b>	PP pupils have more opportunities to access greater depth activities across the curriculum with confidence and desire.	There will be an increase in the number of PP pupils achieving greater depth at the end of KS2. In writing and maths, but particularly in reading making them in line with their peers.
<b>G.</b>	Attendance rates will be at least in line with National averages. Reduce lateness.	There will be a reduction in lateness and persistent absenteeism with PP pupils. The overall all attendance of these pupils will have risen to at least 95%. Lateness reduces.
<b>H.</b>	Children are more settled and ready to learn when they arrive at school. Children feel safe at school.	Teachers report an improvement in behaviour for learning with targeted PP pupils.

## 5. 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

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>A: Improve oral language skills. All PP pupils to be in-line with other pupils nationally.</b>	RWI INSET delivered to every member of teaching and support staff in January 2019. RWI lead teacher to support staff, model lessons, coach, analyse data and carry out frequent assessments to ensure rapid progress. Word of the Day to be used in years 1-6.	High quality systematic and rigorous phonics programme is proven to raise standards. The Sutton Trust research suggests high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. We want to continue to invest some of the PP in longer term change which will help all pupils.	Upskill training to deliver high quality RWI. Phonics lead to observe and coach colleagues. External CPD undertaken. Staff Meeting given to the importance of modelling good language and communication. Target-led appraisal.	<b>LR</b>	July 2019, informal review – March '19

<p><b>B: Close the gap between PP pupils and National other in reading, writing and maths.</b></p>	<p>EYFS teacher ensures that writing can be evidenced through excellent continuous provision.</p> <p>Number is taught daily and RWI will be delivered daily. Keep-up will be used in Year 1 to ensure pupils make good progress.</p> <p>Reading Karate continues to be monitored and reviewed to increase the amount pupils read at home and develop a love of reading. World Book Day and the development of the library continue to be planned to raise the profile of reading.</p> <p>RWI and Fresh Start will be used for pupils in Years 3 to 6 as appropriate to diminish the difference and accelerate learning.</p> <p>Subject leader &amp; Assistant Heads to monitor progress and impact of Keep-Up provision and any intervention groups. Focus for Y6 Booster groups on SPaG.</p> <p>RM Easimaths will be used for targeted children to support maths learning.</p> <p>Purchase of quality reading resources for KS1 and KS2.</p> <p>PPG Champion release time to track the progress of PP children and any funding allocated. Interventions to be monitored, sufficient coaching and mentoring given to ensure the best provision.</p> <p>Specialist provision for PP pupils with SEN to allow pupils to access mainstream provision.</p>	<p>Quality first teaching – live marking and feedback to pupils.</p> <p>Direct teaching has been identified as a strength of our EYFS provision, therefore increased opportunities accelerates progress from low baselines on entry.</p> <p>Reading Karate is a motivational incentive and has been highly effective in increasing the enthusiasm for reading since its introduction.</p> <p>After/before school boosters have proven to be a successful intervention in the past.</p> <p>RM Maths has proven to be a successful intervention.</p> <p>Resources have been trialled and approved.</p> <p>Trained staff provide targeted provision. Having a presence in the classroom allows the class teacher to provide quality first class teaching and targeted group work for PP pupils.</p>	<p>Targeted provision and intervention programmes monitored carefully to further accelerate progress.</p> <p>Teaching, planning, marking and progress closely monitored by SLT.</p> <p>RWI Provision monitored by English Co-ordinator (LR)</p> <p>Keep-Up provision monitored by Assistant Head</p> <p>RM Maths provision monitored by Maths Co-ordinator (RC)</p> <p>English co-ordinator (LR)</p>	<p>EYFS teacher, Assistant Heads, English Co-ordinator, Head Teacher, Maths Co-ordinator, PPG champion</p>	<p>July 2019, informal review – March '19</p>
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**Total budgeted cost** £24,444

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p><b>C: Children are keen to come to school. Increased word acquisition, increased aspiration and positive impact on behaviour for learning.</b></p>	<p>Holiday homework is '50 Things To Do Before You Leave Weeth'. Creative approach to curriculum activities.</p> <p>Ensure all year groups have the opportunity to take part in a sports-related club. Lunchtime activities engage pupils actively in purposeful team playing opportunities – Red Caps. Access to music instruction (Samba) for pupils in Years 2-6). Word of the Day. Revised rigorous Guided Reading timetable to include reading for pleasure each Friday (Hygge)</p>	<p>Real life learning has the capacity to stimulate interest, engage and encourage participation. Varied experiences and access to the wider world help to prepare children for living in a global society. Extra-curricular activities encourage engagement, active lifestyles, commitment, discipline and social skills. Physical well-being is known to raise self-confidence and self-esteem. Learning a musical instrument develops concentration, creativity and listening. Broaden children's experiences of the world around them to enhance their life experiences and draw upon this in their learning.</p>	<p>Record enrichment opportunities to allow teachers to look back on pupils' previous opportunities. Support given where appropriate in planning visits/trips/residential trips/inviting guest speakers in. SLT to monitor and support where required. Children's views are gathered to determine club choices. Feedback from pupils will tell us if they are confident, active and happy in school.</p>	<p>Class teachers, PPG lead, SH (Red Caps), English lead (LR)</p>	<p>July 2019, informal review – March '19</p>

<p><b>D: Increased confidence, self-esteem and resilience improves behaviour for learning.</b></p>	<p>Teachers to understand the TIS philosophy and support its implementation.</p> <p>Afternoon Nurture groups are set up to target vulnerable pupils in Years 3-6.</p> <p>Forest Schools set up for pupils in Year 1 who did not achieve GLD in EYFS.</p> <p>Extra-curricular activities to provide other opportunities and enrichment.</p>	<p>TIS is a local/ nationally recognised programme which supports pupil wellbeing.</p> <p>School to attempt to meet the needs that the CAMHS service cannot.</p> <p>An increase in pastoral referrals over the last academic year.</p> <p>Pupils benefit from the approach that supports them in their specific needs while delivering teaching and learning in a way that all can access.</p> <p>Parents benefit from being involved and welcomed in the school, in seeing the improvement in the children's learning, behaviour, confidence and attendance.</p> <p>Encourages parents to support their children at home.</p> <p>Research shows that children are stimulated by the outdoors and typically experience, over time, an increase in their self-belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being.</p> <p>Evidence supports physical activity is a key tool in supporting positive mental health and wellbeing.</p>	<p>Learning Mentor to monitor the support given to these pupils and provide additional support/resources where appropriate. Liaise with the child's class teacher on a regular basis. Progress monitored and additional support planned accordingly.</p> <p>Nurture lead and SENDco will complete the NNSP (National Nurturing Schools Programme). Boxall assessment will be used to monitor the pupil's progress.</p> <p>If required, home resources are supplied and parents work in partnership with the school.</p> <p>Teachers support the running of clubs.</p>	<p>Learning Mentor, Nurture Lead, SLT, Teachers</p>	<p>July 2019, informal review – March '19</p>
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<p><b>E: Stronger home/school links created so that parents are more confident with supporting their child.</b></p>	<p>Parent Support Advisors to provide regular information sessions for parents to enable them to learn more about an aspect of the curriculum.</p> <p>Continue offering additional opportunities for parents to see their child's learning as well as support them with learning at home e.g. through class assemblies half-termly.</p> <p>Home visits are undertaken to share expectations and prepare for the first few weeks and beyond.</p> <p>Homework workshops offered each half term to encourage parents to come in to school to work alongside their child(ren) in a positive and engaging atmosphere.</p>	<p>Sutton Trust research, September 2018 <a href="https://www.suttontrust.com/research-paper/parent-power-2018-schools/">https://www.suttontrust.com/research-paper/parent-power-2018-schools/</a></p> <p>Research from 'Parent Power 2018' reported that, 'Young people from professional households are much more likely to take part in extracurricular activities.'</p> <p>We must ensure that all children have access to a wide range of extracurricular clubs provided by Weeth staff members and outside providers.</p> <p>Research suggests that where parents are involved in their children's learning, this has a very positive affect on their academic attainment.</p>	<p>Time given to Parent support advisors to plan and deliver sessions. Impact monitored and future sessions planned accordingly.</p> <p>Feedback sought from pupils, parents and teachers and acted upon in future sessions.</p>	<p>PP Lead, Head Teacher/SLT</p>	<p>July 2019, informal review – January '19</p>
<p><b>F: PP pupils have more opportunities to access greater depth activities across the curriculum with confidence and desire.</b></p>	<p>Teacher-led more able groups to take place weekly in Years 2-5 with the learning mentor covering the class. Focus will change termly: reading, maths, writing.</p> <p>Third Space Learning targets more able pupils in maths in Year 6.</p> <p>Mastery approach to maths using White Rose planning and linked resources.</p>	<p>Research has shown that quality first teaching and small groups intervention has a significant impact on pupil progress.</p> <p>Third Space Learning has been used in other Crofty schools and highly recommended to increase pupil progress.</p> <p>Mastery approach with a focus on problem solving and reasoning provides challenge.</p>	<p>Learning Mentor will cover class teachers to enable them to work with more able group. Sessions and impact monitored closely by Assistant Head teachers.</p> <p>Feedback from pupils via pupil conferencing.</p>	<p>Assistant Heads/PP lead to monitor provision</p>	<p>July 2019, informal review – January '19</p>
<b>Total budgeted cost</b>					<b>£58,597</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen</b>	<b>What is the evidence and rationale</b>	<b>How will you ensure it is</b>	<b>Staff lead</b>	<b>When will you</b>

	<b>action/approach</b>	<b>for this choice?</b>	<b>implemented well?</b>		<b>review implementation?</b>
<b>G: Attendance rates will be at least in line with National averages. Reduce lateness.</b>	Parent Support Advisor & Head Teacher to monitor pupils and follow up on absences. Attendance surgeries carried out frequently to support parents and improve pupils' attendance. Letters, informal support given as appropriate. Breakfast Club places offered. Work closely with EWO to ensure processes are as robust as can be. Walking Bus introduced to target pupils who have low attendance or are frequently late arrivers.	Attendance (and punctuality) at school is crucial in order to improve the attainment and progress for pupils.  Data shows this is a key area for some of our PP children.  Discussion with parents/carers has shown reluctance for pupils to come to school.	Thorough briefing and regular meetings with Attendance manager about existing attendance issues. PP lead to work with Attendance manager, Head and additional staff to ensure provision and attendance improves as a result.	PPG Lead, Head Teacher, PSA	July 2019, informal review – March '19
<b>H: Children are more settled and ready to learn when they arrive at school. Children feel safe at school.</b>	Provide a breakfast club for pupils to attend so that they are 'ready to learn'  Breakfast Buddies provided for selected pupils to emotionally and mentally prepare them for the morning.	Research indicates that without a child's basic needs being met a child will not flourish.  As above	Monitoring families accessing the breakfast club to ensure that targeted families are benefitting and using this resource.  Monitoring pupil's attitudes to work when entering the class following breakfast buddies. Pupil and staff feedback on the provision.	SH, LA  Learning Mentor	July 2019, informal review – January '19
<b>Total budgeted cost</b>					<b>£6840</b>

**This action plan will be reviewed with the PP Governor termly.**