

Pupil premium strategy statement

1. Summary information					
School	Weeth Community Primary School				
Academic Year	16/17	Total PP budget	£127400	Date of most recent PP Review	Dec 16
Total number of pupils	191	Number of pupils eligible for PP	94	Date for next internal review of this strategy	March 2017

2. Current attainment/achievement		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in reading, writing and maths	54	50 (53)
% achieving expected standard in reading	54	44 (71)
% achieving expected standard in writing	69	78 (79)
% achieving expected standard in maths	69	67 (75)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Pupils who are eligible for PP are making less progress than other similar pupils nationally. This prevents pupils achieving the high end of Year 6 level in reading.
B.	LA pupils who are eligible for PP are making less progress than other pupils nationally across KS2 in maths. This prevents sustained achievement across KS2.
C.	Self-esteem and poor emotional well-being is having a detrimental impact on progress.
D.	Low aspiration and resulting low levels of motivation to learn.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance rates for pupils eligible for PP is 94.8% (below the target for all children of 96%). This reduces their school hours and causes them to not make the required accelerated rates of progress to achieve national averages in reading, writing and maths.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Higher rates of progress in reading for HA pupils eligible for PP and increase the overall rate of progress of pupils to ensure more level working at age related expectations in reading.	Pupils eligible for PP identified make as much progress as 'other pupils' Nationally in reading. Measured in all year groups by teacher assessments and successful moderation practices established across the multi-academy trust (MAT).
B.	Higher rates of progress in maths for LA and HA pupils eligible for PP.	Pupils eligible for PP identified as LA make as much progress as 'other pupils' identified as LA and HA Nationally in maths. Measured in all year

		groups by teacher assessments and successful moderation practices established across the multi-academy trust (MAT).
C.	Increased self-esteem and emotional well-being for selected pupils (eligible for PP).	Targeted pupils make appropriate rates in progress.
D.	Pupils are ready to learn and are motivated to learn.	Pupils eligible for PP identified make as much progress as 'other pupils' Nationally. Measured in all year groups by teacher assessments and successful moderation practices established across the multi-academy trust (MAT).
E.	Increased attendance rates for pupils eligible for PP.	Reduce absence by 0.5% (average) among pupils eligible for PP.

5. Planned expenditure					
Academic year	2016/17				
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?
Improved progress for pupils in reading.	Additional teacher employed 2.5 days a week to support reading in Year 6. Additional full-time teacher April-September in Year 6	Progress of pupils previous year who had additional support from an additional teacher. As above	Pupil progress will be monitored half termly.	DHT HT	March 2017
Improved progress for HA and LA pupils in maths.	Part-time teaching assistant employed to deliver reading intervention to pupils targeted as working BARE.	Recognised reading intervention that is evidenced to rapidly increase pupils reading ability.	Half termly monitoring of provision and pupil conferencing.	PL	March 2017
Improved self-esteem and well-being (emotional health).	Staff training on Thrive. Additional full-time teaching assistant in FS2.	Evidence shows that if pupils' basic needs are not met and children do not feel safe they cannot learn and thrive. FS2 data for Managing Feelings and Behaviours was significantly lower than National (11%). Health and Self-Care was also significantly lower than National (11%).	On-going monitoring and behaviour records.	SENDCo PPC	March 2017
Total budgeted cost					£67700
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?

Improved progress for pupils in reading.	<p>Additional day a week of SENDCO to focus on early identification of pupils with dyslexia and other additional needs and then provide the required resources and training to support learning.</p> <p>Part-time teaching assistant (TA) employed to deliver reading intervention to pupils targeted as working BARE.</p> <p>Additional TAs 5 x afternoons a week to provide small group/individualised tuition. Years 6,1,2</p>	<p>LA pupils according to ROL data in 2016 made less progress than other pupils. We want to ensure that more LA pupils are 'meeting expected standards'.</p> <p>As above</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.</p>	<p>All staff will feel confident in meeting the needs of their children who have additional needs and will ensure that pupils have access to the necessary resources to support them with their learning.</p> <p>Organise timetable to ensure staff delivering the programme has sufficient preparation and delivery time.</p> <p>Monitoring half termly to ensure provision is at least 'good'.</p> <p>As above</p>	PPC	March 2017
Improved progress for HA and LA pupils in maths.	<p>Additional TAs 5 x afternoons a week to provide small group/individualised tuition. Years 6,1,2</p> <p>Small group tuition 2x afternoons a week.</p>	<p>HA and LA pupils according to ROL data in 2016 made less progress than other pupils. We want to ensure that all pupils make the required progress and that PP can achieve high attainment as well as simply 'meeting expected standards'.</p>	<p>Monitoring of provision to ensure the quality of T+L is at least 'good'.</p>	PL	March 2017
Improved self-esteem and well-being (emotional health).	<p>Identify a targeted emotional behaviour intervention for identified pupils. Use Learning Mentor (LM)/SENDCo to engage parents before intervention begins. Pupils engage fully in targeted intervention.</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.</p>	<p>Ensure that identification of target pupils is fair, transparent and properly recorded.</p> <p>Monitor behaviour and emotional well-being but also monitor whether improvements in behaviour translate to improved attainment.</p>	SENDCo	March 2017
Total budgeted cost					£40380
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?
Improved progress in reading and maths.	Implementation of Reading Café. Purchase of resources to support club.	Research of reading shows that if children develop an early love of reading associated with love and positive experiences with parents/carers they will associate reading as something positive and rewarding.	Parental questionnaires of impact. Monitoring of provision.	ESL	March 2017
Improved self-esteem and well-being (emotional health.	Provide a breakfast club for pupils to attend so that they are 'ready to learn'. Part-time LM employed to provide emotional literacy programmes, Talk for Writing and Thrive programmes.	Research indicates that without a child's basic needs being met a child will not flourish. The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.	Monitor families accessing the breakfast club to ensure that targeted families are benefiting and using this resource. Completion of pre and post evaluations completed by the children to ascertain impact on well-being.	SENDCo PPC	Half termly As programmes are completed
Improved readiness to learn following lunch break.	2 additional midday supervisors employed to promote positive play and physical development. 1 additional midday supervisor to provide exciting reading opportunities for pupils.	Improved behaviour has been seen historically when additional provision and opportunity has been provided.	Monitor behaviour and emotional well-being but also monitor whether improvements in behaviour translate to improved attainment. Monitor attendance of provision to show level of interest and engagement.	SMDS	March 2017
Increased attendance rates.	Additional EWO time purchased and used to hold early attendance clinics to support families and children.	Evidence shows that attainment will not improve if pupils are not attending school regularly.	Half termly monitoring of pupil attendance.	PPC	March 2017
Total budgeted cost					£21300