

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	<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (national average)</i>
% 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)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Oral language skills are lower for pupils eligible for PP than non PP pupils. Limited vocabulary on entry.
B.	Low attainment on entry across all aspects of the early years. Engagement of hard-to-shift group in KS1 and KS2.
C.	Limited 'Knowledge of the World' and lack of life experiences across all year groups which affects both reading and writing.
D.	Disadvantaged pupils need additional intervention and nurturing to address their emotional, health and wellbeing.
E.	Expertise of the parents to support learning at home. Parental engagement in supporting learning, motivation and raising aspirations.
F.	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.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
G.	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.
H.	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>
A.	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.	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.
C.	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.
D.	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.
E.	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.
F.	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.
G.	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.
H.	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.

6. Review of expenditure			
Academic year	2018/2019		
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.	Reflection and actions
<p>A: Improve oral language skills. All PP pupils to be in-line with other pupils nationally.</p>	<p>RWI INSET delivered to every member of teaching and support staff in January 2019.</p> <p>RWI lead teacher to support staff, model lessons, coach, analyse data and carry out frequent assessments to ensure rapid progress.</p> <p>Word of the Day to be used in years 1-6.</p>	<p>All staff received first hand training for RWI and the strategy was implemented in January.</p> <p>EYFS 67% of PPG pupils achieved GLD in reading. This is an increase of 37% on the previous year. 67% of PPG pupils achieved GLD in writing. This is an increase of 47% on the previous year.</p> <p>Year 1 50% of PPG passed the phonics. 38% of PPG pupils achieved ARE in reading. 30% of PPG pupils achieved ARE in writing.</p> <p>Year 2 100% of PPG pupils taking the phonics retake passed. 55% of PPG pupils achieved ARE in reading. This is an increase of 10% on the previous year. 18% of PPG pupils achieved GD in reading. This is an increase of 18% on the previous year.. 46% of PPG pupils achieved ARE in writing. This is an increase of 1% on the previous year. 9% of PPG pupils achieved GD in writing. This is an increase of 9% on the previous year.</p> <p>Word of the day has been introduced in all classes from Years 1-6.</p>	<p>Extremely positive initial impact, particularly with intervention in accelerating progress for PP pupils.</p> <p>Any new staff require RWI training.</p> <p>Increase observations of RWI sessions to ensure consistently high standard of delivery.</p> <p>Word of the day has been developed so that the vocabulary is carefully selected from upcoming texts or from tier 2 recommended word list</p>

<p>B: Close the gap between PP pupils and National other in reading, writing and maths.</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 & 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>EYFS Reading standards have improved. From 30% in 2017/18 to 67% in 2018/19 of PP pupils achieving GLD in reading. Writing standards have improved. From 20% in 2017/18 to 67% in 2018/19 of PP pupils achieving GLD in writing. Number standards have improved. From 40% in 2017/18 to 83% in 2018/19 of PP pupils achieving GLD in Number.</p> <p>Year 1 The number of PPG pupils who passed the phonics test was 50%. RWI was implemented in January.</p> <p>Year 2 Reading standards have improved. From 45% in 2017/18 to 55% in 2018/19 of PP pupils achieving ARE in reading. GD improved from 0% to 18% Writing standards have improved. From 45% in 2017/18 to 46% in 2018/19 of PP pupils achieving ARE in writing. GD improved from 0% to 9% Maths standards have been consistent at 64%. However, GD improved from 0% to 18%.</p> <p>Year 3 43% PP achieved ARE in reading with 14% achieving GD (greater than non-PP). 50% PP achieved ARE in writing with 7% achieving GD 64% PP achieved ARE in maths with 7% achieving GD</p> <p>Year 4 67% PP achieved ARE in reading which is in line with non PP with 33% achieving which is 8% higher than non PP. 58% PP achieved ARE in writing with 33% achieving GD which is 8% higher than non PP. 92% PP achieved ARE in maths which is 25% greater than non PP. 17% achieved GD.</p> <p>Year 5 55% PP achieved ARE in reading which is in line with non PP with 18% achieving 46% PP achieved ARE in writing with 18% achieving GD. 55% PP achieved ARE in maths with 18% achieving GD.</p> <p>Year 6 55% PP achieved ARE in reading with 15% achieving greater depth. This is 2.5% higher than non PP for GD. 80% PP achieved ARE in writing. This is 5% higher than non PP and a 24% increase on last year. 40% achieved greater depth. This is 15% higher than non PP and a 40% increase on last year.. 75% PP achieved ARE in maths. This is in line with non PP. 30% achieved greater depth which is 30% higher than non PP and a 30% increase on last year. 80% PP achieved ARE in SPaG. This is 5% more than non PP. 40% achieved GD. This is 15% more than non PP and a 40% increase on last year.</p>	<p>We will not continue buying in to the library service but will develop the library ourselves with a focus on encouraging children to read a broad range of genres. Undertake pupil conferencing with PP pupils to address needs and wishes.</p> <p>Subject leader release time to be given fortnightly – this will include the monitoring of keep-up provision with a focus on PP pupils.</p> <p>RM Easimaths will no longer be used as a discrete intervention but as an addition to classroom practice as and when needed.</p> <p>Wellcomm assessments to be carried out in EYFS and Year 1 to identify gaps in vocabulary.</p> <p>Make greater use of the Crofty book sets for whole class novels, which will allow</p>
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Total budgeted cost £24,444

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.	Reflection and actions
<p>C: Children are keen to come to school. Increased word acquisition, increased aspiration and positive impact on behaviour for learning.</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>Greater uptake on homework across the school. Pupil conferencing has shown that pupils prefer this style of homework.</p> <p>Parents/carers enjoy the homework workshops and would like them to continue.</p> <p>Red Caps provided structured play for pupils but the addition of another playground supervisor enabled specific targeting of PP pupils.</p>	<p>Homework to be monitored so that a record of PP pupils completing this can be analysed.</p> <p>Trial class novel approach to Guided Reading in Year 6 to begin with as it has been successful in other MAT schools. PEE to form part of every lesson modelled by the teacher.</p>

<p>D: Increased confidence, self-esteem and resilience improves behaviour for learning.</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>There has been a significant reduction in the number of pupils on report during lesson and break/lunch times. Teachers have commented on the improved resilience of pupils undertaking TIS and nurture. There has been evidence of children being able to self-regulate.</p> <p>51% of all pupils on report were PPG – this is in line with non-PPG.</p> <table border="1" data-bbox="730 316 1644 687"> <tr> <td data-bbox="730 316 1034 501"> <p>Autumn 1 Total = 24 pupils Stage 3 = 14 Stage 4 = 7 Stage 5 = 3</p> </td> <td data-bbox="1034 316 1339 501"> <p>Autumn 2 Total = 9 pupils Stage 3 = 8 Stage 4 = 1 Stage 5 = 0</p> </td> <td data-bbox="1339 316 1644 501"> <p>Spring 1 Total = 8 pupils Stage 3 = 6 Stage 4 = 2 Stage 5 = 0</p> </td> </tr> <tr> <td data-bbox="730 501 1034 687"> <p>Spring 2 Total = 3 pupils Stage 3 = 2 Stage 4 = 0 Stage 5 = 1</p> </td> <td data-bbox="1034 501 1339 687"> <p>Summer 1 Total = 4 pupils Stage 3 = 4 Stage 4 = 0 Stage 5 = 0</p> </td> <td data-bbox="1339 501 1644 687"> <p>Summer 2 Total = 4 pupils Stage 3 = 4 Stage 4 = 0 Stage 5 = 0</p> </td> </tr> </table>	<p>Autumn 1 Total = 24 pupils Stage 3 = 14 Stage 4 = 7 Stage 5 = 3</p>	<p>Autumn 2 Total = 9 pupils Stage 3 = 8 Stage 4 = 1 Stage 5 = 0</p>	<p>Spring 1 Total = 8 pupils Stage 3 = 6 Stage 4 = 2 Stage 5 = 0</p>	<p>Spring 2 Total = 3 pupils Stage 3 = 2 Stage 4 = 0 Stage 5 = 1</p>	<p>Summer 1 Total = 4 pupils Stage 3 = 4 Stage 4 = 0 Stage 5 = 0</p>	<p>Summer 2 Total = 4 pupils Stage 3 = 4 Stage 4 = 0 Stage 5 = 0</p>	<p>To continue with regular updates and</p> <p>Nurture Group re-designed so that children access the provision for a half termly block.</p>
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<p>E: Stronger home/school links created so that parents are more confident with supporting their child.</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>Information sessions were undertaken on various topics and some parents attended drop ins.</p> <p>Class assemblies and homework workshops took place each half term and the attendance of KS1 parents was particularly good.</p> <p>Home visits undertaken and successful. This gives valuable information to the EYFS teacher as well as the parents.</p>	<p>Parent Support Workers – not value for money.</p> <p>Consider how to target KS2 parents so that more attend the class assemblies and homework workshops.</p> <p>Extend the homework workshops to start at 1.30pm instead of 2.00pm</p> <p>Consider doing home visits for any new joiners.</p>
<p>F: PP pupils have more opportunities to access greater depth activities across the curriculum with confidence and desire.</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>The more able groups enabled teachers to dedicate more quality time to the more able pupils and to develop the level of challenge needed within the class.</p> <p>63% of the pupils who did Third Space Learning achieved GDS in the KS2 SATs. 25% of the pupils achieved a scale score of 109.</p> <p>Training provided by the maths coordinator on the use of White Rose maths. Year 5 and 6 teachers participated in a maths hub mastery project with the Maths Hub Mastery Specialist. More opportunities for problem solving, reasoning and mastery evidenced in maths lessons across the school.</p>	<p>Teachers now to be given subject leadership time to develop the curriculum.</p> <p>Third Space Learning provided challenge for more able but not deemed to be cost effective.</p> <p>Maths coordinator and year 1 teacher (who was on maternity last year) to take part in the Maths Hub mastery project to upskill.</p>
			<p>Total budgeted cost £58,597</p>
<p>iii. Other approaches</p>			

Desired outcome	Chosen action/approach	Estimated Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Reflection and actions
<p>G: Attendance rates will be at least in line with National averages. Reduce lateness.</p>	<p>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.</p>	<p>Targeted certain children with low attendance/poor punctuality from previous years that have shown poor attendance at the start of the year. Have seen signs of success for this initiative and each child that has used it has shown signs of improvement in their overall attendance/punctuality. E.g. Child D – 6/9/18 – 5/11/18 number of sessions late = 7 6/11/18 – 15/3/19 number of sessions late = 2 Overall attendance 91.2%. Previous year was 61.90% at this stage.</p>	<p>Walking bus not cost/time effective compared to outcomes.</p> <p>Continue with Classopoly to improve class attendance and introduce Headteacher Tea Party for individuals.</p>
<p>H: Children are more settled and ready to learn when they arrive at school. Children feel safe at school.</p>	<p>Provide a breakfast club for pupils to attend so that they are 'ready to learn'</p> <p>Breakfast Buddies provided for selected pupils to emotionally and mentally prepare them for the morning.</p>	<p>Teachers have reported that pupils attending Breakfast Buddies are entering the classroom ready to learn and settled. Breakfast Buddies has provided the opportunity for pupils to share any worries/concerns that might otherwise play on their minds and prevent learning.</p>	<p>Continue with Breakfast Buddies provision</p>
Total budgeted cost			£6840