



# Pupil premium strategy statement



1. Summary information					
<b>School</b>	Whaddon Church of England First School				
<b>Academic Year</b>	2018/19	<b>Total PP budget (estimate)</b>	£7,800	<b>Date of most recent PP Review</b>	Oct 2018
<b>Total number of pupils</b>	53	<b>Number of pupils eligible for PP</b>	6	<b>Date for next internal review of this strategy</b>	Feb 2019

2. Attainment End of Academic Year 2016-7			
	Whaddon Number of PP Children	Pupils eligible for PP % reaching expected standard	National average pupils % reaching expected standard (2017)
<b>End of EYFS GLD</b>	1	0	70.7
<b>Phonics end of Year 1</b>	4	75	81
<b>Phonics end of Year 2</b>	0 (no retakes needed)	100	93
<b>Reading end of KS1</b>	2	100	76
<b>Writing end of KS1</b>	2	50	68
<b>Maths end of KS1</b>	2	100	75

2. Barriers to future attainment (for pupils eligible for PP)	
<i>Data sources that can help you identify barriers to attainment include: RAISEonline; the EEF Families of Schools database; FFT Aspire; staff and pupil consultation; attendance records; recent school Ofsted reports; and Ofsted guidance.</i>	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills) Identify barriers that need to be addressed in-school, as well as external issues such as poor home learning environments and low attendance)</i>	
<b>A.</b>	Historically, the baseline of our PP children has been below expected levels of development: 2015 -2/2 children: 30-50D in Reading, Writing & Maths overall. 2016 – 4/6 22-36S 2/6 30-50S. 2017 – 1/1 child 22-36S. 2018 – 1/1 child 22-36S
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	

<b>B.</b>	Persistent absence (below 85%) was particularly high for PP children 2015-6: 71.4% and of the 7 current PP children who attended our school last year, 43% had a below average record of attendance
<b>C.</b>	100% of 2018-9 PP children are from 1 parent families and subsequently 3/6 of them help with the care of siblings, parents and grandparents

### 3. Outcomes *(It is not essential to identify four desired outcomes; focusing on fewer aims in more depth is encouraged.)*

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve end of KS1 outcomes for PP children	PP children's reading, writing and maths progress is at least in line with non PP children by the end of the year
<b>B.</b>	Increased attendance rates for pupils eligible for PP	Overall PP attendance improves and the majority of PP children have at least average attendance

### 3. Planned expenditure *Best practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as: The Teaching and Learning Toolkit, the NFER report on supporting the attainment of disadvantaged pupils, Ofsted's 2013 report on the pupil premium and Ofsted's 2014 report on pupil premium progress.*

**Academic year**                      **2018/19**

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>
A. Improve end of KS1 outcomes for PP children – Teaching methods enables all pupils to access learning and deeply embed learning to overcome irregular periods of schooling	Singapore Maths Enigma Maths Mastery group Talk 4 Writing  (£1,500)	The CPA approach to learning (based on Bruner) that is fundamental in Singapore maths and Talk 4 Writing ensures all children develop a deep, sustainable conceptual understanding of the subjects. All children will benefit from this approach. It allows children from a low starting point to still access the learning. Ensuring learning is deeply embedded through a Mastery approach will ensure learning is not forgotten during periods of absence. Prior use of this approach showed a significant impact on children's attainment. Same day intervention will ensure greater	Current teaching staff are trained in these approaches. New teaching staff will be trained in: Singapore maths & Talk 4 Writing In-house training to develop and disseminate training across the school (support staff) Peer observation & team teaching, to embed learning Planning and assessment to identify opportunities for deeper learning in all subjects Enigma training will be targeted to have the greatest impact on children's attainment and progress	Headteacher	

<b>Total budgeted cost</b>					£1,500
<b>ii. Targeted support</b>					
<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>
A. Improve end of KS1 outcomes for PP children – Targeted teaching of core skills to fill gaps in learning	121 FFT to accelerate progress in reading and writing in year 1  Daily SALT 121 intervention  (£5,280)	Low starting points and gaps in education mean some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools. (On average children make gains of 4 APS in both Reading and Writing)	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Purchase resources Employ trained TA to deliver programme Teaching assistant (TA) CPD.	Year 1 Class teacher	
A. Improve end of KS1 outcomes for PP children – Opportunity for practise of core skills to embed	Daily small group sessions in maths, reading and writing skills, concepts and facts for with experienced teacher, in addition to standard lessons. (£6,600)	We want to provide extra support to maintain progress for the children whose progress has slowed. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.  Impact overseen by maths & English subject leader.  Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	English & Maths Subject Leaders	Termly
A. Improve end of KS1 outcomes for PP children – Identify and support SENs	Cognition and Learning to carry out assessment and recommend methods of support where needed  (£400)	Cognitive and educational assessment is to obtain an accurate profile of the individual's intellectual functioning, thinking and reasoning skills, and academic strengths and weaknesses to assist in developing learning strategies and recommendations.	Arrange C&L assessment to take place Report produced Report used to inform MAPP & support given		
<b>Total budgeted cost</b>					£ 12,280
<b>iii. Other approaches</b>					
<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. Increased attendance rates for pupils eligible for PP, (and non-PP pupils)	Advice from County Implementing recommended measures	We can't improve attainment for children if they aren't attending school. NFER briefing for school	Families of new starters will be informed about school procedure and will be given copies of 'Every lesson counts'.	Headteacher	Termly

	Clear message given to all families Reward high attendance	leaders identifies addressing attendance as a key step.	Headteacher & Business manager will track attendance and immediately discuss attendance that has fallen to below 97% with parents to ensure improvement. As per policy, any holiday or persistent absence will be referred to County and a fine will be issued		
B. Increased attendance rates for pupils eligible for PP (and non-PP pupils)	Offering support to overcome issues that may affect school attendance i.e. transport, uniform, housing etc. Working with external agencies to ensure appropriate support i.e. school nursing team, young carers, GRT Liaison etc  £500	See above. Removing barriers to regular attendance. Improved relations and levels of trust between families and school to create greater commitment to schooling from families.	Headteacher will work closely with families to provide support for them to overcome barriers to attendance Teachers communicate regularly so they understand their children's progress and how they can be a part of this Taxi to ensure all can attend school Uniform, PE kit, Forest School clothing if needed		
<b>Total budgeted cost</b>					£500

1. Review of expenditure				
Previous Academic Year <i>This is a review of the previous year, so the outcomes and success criteria will be different to above.</i>		2017-2018		
iv. 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. <i>Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies.</i>	Lessons learned (and whether you will continue with this approach) <i>Lessons learned may be about impact or implementation For approaches which did not meet their success criteria, it is important to assess whether you will continue allocating funding and if so, why.</i>	Cost

<p>A. Improve end of KS1 outcomes for PP children – Teaching methods enables all pupils to access learning and deeply embed learning to overcome irregular periods of schooling</p>	<p>Singapore Maths Talk 4 Writing  (£1,500)</p>	<table border="1" data-bbox="949 134 1198 316"> <thead> <tr> <th>KS1 Outcomes</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>ARE reading</td> <td>100%</td> </tr> <tr> <td>ARE writing</td> <td>50%</td> </tr> <tr> <td>ARE maths</td> <td>100%</td> </tr> <tr> <td>ARE science</td> <td>100%</td> </tr> </tbody> </table>	KS1 Outcomes	PP	ARE reading	100%	ARE writing	50%	ARE maths	100%	ARE science	100%	<p>Next year, invest in same day intervention training for teaching and support staff</p>	<p>£1,500</p>
KS1 Outcomes	PP													
ARE reading	100%													
ARE writing	50%													
ARE maths	100%													
ARE science	100%													

<b>Total budgeted cost</b>				<p>£1,500</p>
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**v. 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. <i>Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies.</i>	Lessons learned (and whether you will continue with this approach) <i>Lessons learned may be about impact or implementation For approaches which did not meet their success criteria, it is important to assess whether you will continue allocating funding and if so, why.</i>	Cost										
<p>A. Improve end of KS1 outcomes for PP children – Targeted teaching of core skills to fill gaps in learning</p>	<p>121 FFT to accelerate progress in reading and writing in year 1  Daily SALT 121 intervention  (£5,280)</p>	<p>PP children made at least 1 year’s progress in 12 weeks in reading, during the program</p>	<p>Children continue to make significantly accelerated progress through this method. Therefore we will continue to use it</p>	<p>£5,280</p>										
<p>A. Improve end of KS1 outcomes for PP children – Opportunity for practise of core skills to embed</p>	<p>Daily small group sessions in maths, reading and writing skills, concepts and facts for with experienced teacher, in addition to standard lessons. (£6,600)</p>	<table border="1" data-bbox="949 1161 1198 1343"> <thead> <tr> <th>KS1 Outcomes</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>ARE reading</td> <td>100%</td> </tr> <tr> <td>ARE writing</td> <td>50%</td> </tr> <tr> <td>ARE maths</td> <td>100%</td> </tr> <tr> <td>ARE science</td> <td>100%</td> </tr> </tbody> </table>	KS1 Outcomes	PP	ARE reading	100%	ARE writing	50%	ARE maths	100%	ARE science	100%	<p>Early morning sessions impacted on confidence, readiness to learn for the day and consolidation of facts and core skills. This should continue</p>	<p>£6,600</p>
KS1 Outcomes	PP													
ARE reading	100%													
ARE writing	50%													
ARE maths	100%													
ARE science	100%													

<b>Total budgeted cost</b>				£13,380
<b>vi. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
B. Increased attendance rates for pupils eligible for PP, (and non-PP pupils)	Advice from County Implementing recommended measures Clear message given to all families Reward high attendance	Attendance improved for all Pupil premium pupils in 2017-2018. 4/7 – achieved a good level of attendance. 3/7- achieved irregular attendance  No children’s attendance fell into the persistent absentee category.	We will continue to address absence immediately and will continue the measures implemented last year, including passing all absence of 4 consecutive days to county to issue a fine.	
B. Increased attendance rates for pupils eligible for PP (and non-PP pupils)	Offering support to overcome issues that may affect school attendance i.e. transport, uniform, housing etc. Working with external agencies to ensure appropriate support i.e. school nursing team, GRT Liaison etc	See above.	See above	£500
<b>Total budgeted cost</b>				£500