

Pupil premium strategy statement Wolverham Primary and Nursery School



1. Summary information					
School	Wolverham Primary and Nursery School				
Academic Year	2018 - 19	Total PP budget	£108,240	Date of most recent PP Policy Review	October 2018
Total number of pupils	240 (Sept 18)	Number of pupils eligible for PP	88 (Sept 18)	Date for next PP review of this strategy	Spring 2019

2. Current attainment				
Key Stage 2	<i>Pupils eligible for PP (school) 2018 y6:8 pupils</i>	<i>Pupils not eligible for PP (at Wolverham)</i>	<i>Pupils not eligible for PP (national – not yet published)</i>	<i>National averages (all pupils)</i>
% achieving in ARE or above in reading, writing and maths	63%	88%		64%
% ARE or above in reading and average scaled score	75% 104.5	88% 109.8		75%
% ARE or above in maths and average scaled score	75% 104.4	100% 109.8		76%
% ARE or above in writing and average scaled score	88%	88%		75%

Key Stage 1	<i>Pupils eligible for PP (school) 2018 y2: 22 pupils</i>	<i>Pupils not eligible for PP (at Wolverham)</i>	<i>Pupils not eligible for PP (national – not yet published)</i>
% achieving in ARE or above in reading, writing and maths	36%	81%	
% ARE or above in reading	45%	86%	
% ARE or above in maths	63%	89%	
% ARE or above in writing	55%	83%	

Foundation Stage	<i>Pupils eligible for PP (school) 2018 yR: 8 pupils</i>	<i>Pupils not eligible for PP (at Wolverham)</i>	<i>Pupils not eligible for PP (national – not yet published)</i>
% achieving GLD	63%	77%	
Average point score	34.6	34.8	

	Nature/focus of support	Predicted % of PPG	
a	Achievement, progress and learning	£51,775	48%
b	Social, emotional and wellbeing	£10,000	9%
c	Early intervention/achievement, progress and support EYFS	£22,400	21%
d	Attendance and behaviour	£10,500	10%
e	Enrichment within and beyond the curriculum	£10,000	9%
f	Families/communities/financial support/other	£ 3000	3%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
	A significant number of children in y2, eligible for pupil premium, did not achieve the expected standard in reading
	A large proportion of children enter pre-school and early years with less developed communication and interaction skills
	Some children eligible for pupil premium attain lower in English and Maths, including those who should be working at greater depth
	Children eligible for pupil premium with SEND attained lower than other children at the end of KS2 in reading, writing and maths (but were above in line with the national figure for pupils eligible for pupil premium and SEND)

	Children eligible for pupil premium had lower attainment than other children in year 6 at the end of KS2 in reading and Maths	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
	Attendance for disadvantaged pupils is lower than other pupils within the school	
	Financial assistance required for extracurricular activities (including residential trips), provision of breakfast and before school care and school equipment (including uniform and PE kit)	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
f	All pupils will have equal access to activities within school (including after school clubs) and have their social, emotional and mental health needs met.	All pupil premium children attend residential trips (aside from those with additional needs for whom it has already been identified as difficult to attend). A wide variety of extra-curricular clubs will be organised and attendance tracked and encouraged. Pupils will be able to attend a breakfast club and have a healthy start to their school day.
a	In year progress for pupil premium pupils will be in line with, or accelerated, against other pupils within the school	For progress of all pupils who are eligible for pupil premium to be in line with others (using school's assessment tracking) within school and nationally.
a/c	Improve speaking, listening and understanding skills for pupils eligible for PP in Y1 and Reception class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
a	Improving reading and writing levels for disadvantaged pupils in KS2 especially those who are higher attainers and pupils currently in year 3 due to lower than expected end of key stage 1 attainment	Reading and writing levels for KS2 disadvantaged pupils to be in line with other pupils nationally. Pupils eligible for pp, who are higher attainers, are identified and supported.
d	To diminish the difference between disadvantaged pupils and other pupils in attendance: improved attendance and punctuality of disadvantaged children.	The difference between disadvantaged pupils (95.3%) and other pupils to be in line with other pupils within the school (96%) and in line with national other
b	All disadvantaged pupils will be able to access the curriculum confidently and will have high self-esteem to enable them to learn well. All parents/Carers to have support and guidance at all times.	All pupils will have access to support and guidance from the Learning Mentors or other adults in school to reduce any barriers to their learning and they will learn well. Parents/carers will have regular support and be able to access support parenting courses to help them provide positive parenting.

4. Planned expenditure					
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					
Desired outcome	Chosen action / approach You may have more than one action/approach for each desired outcome.	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>a In year progress for pupil premium pupils will be in line with, or accelerated, against other pupils within the school</p> <p>a Improving reading and writing levels for disadvantaged pupils in KS2 especially those who are higher achieving</p>	<ul style="list-style-type: none"> Analysis of data at the beginning of the year (also to include the new starters) Identify individual and groups of pupils CPD audit of staff needs Increased intervention and teacher support within the classroom to focus on identified areas Experienced TA – JBe deployed to support in English lessons (ratio of 4:30) HLTA moved to key stage 2 in a morning to support year 3 cohort (targeted support from last year) Using phonics as an approach in KS2 along 	<ul style="list-style-type: none"> Additional teacher expertise in both Key Stages will enable PP children to make rapid and sustained progress <i>The EEF toolkit states that phonic approaches have been consistently effective in supporting younger readers to master the basics of reading. It has an average impact of four months progress. Older children at Wolverham, particularly those who have joined during KS2, have gaps in their phonic knowledge so we are planning to incorporate daily spelling to improve reading and writing. Staff CPD has been planned to support the teaching of spelling and additional small group work is planned.</i> <i>EEF research also evidences that small group tuition adds value to a child's education. Having highly competent additional teachers and teaching assistants to deliver such sessions will impact positively.</i> 	<ul style="list-style-type: none"> Termly analysis of data with a focus on those who are pp Termly pupil progress meetings with an increased focus with staff/teachers on those who are pp Half termly reporting back to PP lead and Governors Assessment grids that have been rewritten to cover spelling and vocabulary focus 	Jenni Ogden Tracy Webb	termly

	<p>with focused CPD throughout the year</p> <ul style="list-style-type: none"> Deputy head teacher/English leads to raise profile of oracy across the school through SSDP 				
<p>a To accelerate the progress of PP children in y3 with a particular focus on reading</p>	<ul style="list-style-type: none"> Analysis of data at the beginning of the year (also to include the new starters) Identify individual and groups of pupils for supported reading Target intervention in reading in y3 cohort Experienced TA – JBe deployed to support in English lessons (ratio of 4:30) HLTA moved to key stage 2 in a morning to support year 3 cohort (targeted support from last year) Audit of guided and individual reading books 	<ul style="list-style-type: none"> <i>EEF research evidences that small group tuition adds value to a child's education. Having highly competent additional teachers and teaching assistants to deliver such sessions will impact positively.</i> <i>Although at a high cost, small group learning with individualised feedback has been proven to have up to 8 months impact on pupils' progress and attainment</i> Highly skilled teaching assistants will follow a new reading intervention – On Track Reading – to work with small groups within the year group. Small group intervention is proven to have a positive impact on progress, with progress being higher when written programmes are followed. 	<ul style="list-style-type: none"> Analysis of data within the reading intervention Progress of children through reading books and bandings Discussions with children about reading and enjoyment 	<p>English team Sarah Walker – SENDCo Vicki Hughes</p>	<p>Half termly monitoring by SLT with more frequent, informal monitoring by SW (SENDCo)</p>
<p>a/c Improve speaking, listening and understanding skills for pupils eligible for PP in Y1 and Reception class.</p>	<ul style="list-style-type: none"> Analysis of data at the beginning of the year using baseline to identify children who are a priority for speech therapist input or small group support 	<ul style="list-style-type: none"> Our pre-school provision (for 2 year olds) is now 2 years old and it is only this year that the impact of early intervention will be seen in the Reception class. <i>Early years and pre-school interventions have been proven to have a positive impact, delivering</i> 	<ul style="list-style-type: none"> Termly analysis of data using initial baseline as a comparison Termly pupil progress meetings 	<p>Sharon Littler</p>	<p>Half termly monitoring by Assistant Head who is also the Early years lead</p>

	<ul style="list-style-type: none"> • Increased intervention and teacher support within the classroom to focus on identified areas. • Full time member of staff deployed to focus on delivering high quality speech and language interventions. Part-time speech therapist to work in school to support. • Additional Welcomm sessions and training accessed by all pre-school staff. 	<p><i>an average of around five additional months' progress (EEF). The approach appears to be particularly beneficial for children from low income families.</i></p> <ul style="list-style-type: none"> • <i>Once early years provision is in place, improving the quality of provision, for example by training staff to improve the interaction between staff and children, appears to be more promising than increasing the quantity of provision (by providing extra hours in the day), or changing the physical environment of early years settings.</i> <p>All staff will be trained in Welcomm and work alongside the speech therapist within the Foundation Stage to ensure practise is the best it can be.</p>	<ul style="list-style-type: none"> • Half termly reporting back to PP lead and Governors 		
Total budgeted cost					£60,975
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?
c Improve communication and language skills for pupils eligible for PP in Reception and nursery classes.	<ul style="list-style-type: none"> • Language and communication in small groups/1 to 1 basis throughout Foundation Stage using Welcomm and Narrative Therapy 	<ul style="list-style-type: none"> • High number of pupils enter Nursery and Reception with lower than average baseline in communication, language and literacy • <i>EEF early years' toolkit identifies a high impact for a low cost of intervention in the early years linked to language</i> 	<ul style="list-style-type: none"> • Intervention will be overseen by SENDCO and additional adult employed to deliver speech therapy in school • Tracking will be completed using 	Sharon Littler	Termly

			individual interventions and concerns raised with SENDCO.		
<p>a In year progress for pupil premium pupils will be in line with, or accelerated, against other pupils within the school</p> <p>a Improving reading and writing levels for disadvantaged pupils in KS2 especially those who are higher achieving</p>	<ul style="list-style-type: none"> • Small group after school booster groups with year 2 and 6 pupils in spring term (focus on gaps in learning and reasoning/problem solving). • Additional member of staff to work within key stage 2 in spring term (KT) to support year 6 • Mastery learning approach to be employed across school with children in upper KS2 taking responsibility for own learning and progress 	<ul style="list-style-type: none"> • <i>Although at a high cost, small group learning with individualised feedback has been proven to have up to 8 months impact on pupils' progress and attainment</i> • <i>The EEF states that feedback should be specific, accurate and clear. Feedback policy has been rewritten.</i> • There is high mobility within our school with many children entering during key stage 2 (usually about 20% of a cohort) so pupils can enter with gaps in basic skills and knowledge which is best addressed in a small group • <i>Mastery learning is seen to have up to 5 months impact on attainment based on research by the EEF. This is even more effective when the pupils work collaboratively.</i> • <i>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</i> 	<ul style="list-style-type: none"> • Deputy head teacher and assistant head teacher to oversee intervention as year 2 and 6 leads • Progress to be monitored and tracked using school's tracking system 	JO VH	Termly
Total budgeted cost					£13,200
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>c Improved attendance and punctuality</p> <p>To diminish the difference in sessions missed for disadvantaged pupils</p> <p>To increase parental responsibility in getting their children to school on time and every day</p> <p>To increase outcomes for teaching and learning for disadvantaged pupils by them being in school</p>	<ul style="list-style-type: none"> • To set individual targets for each identified pupil • Analysis of attendance and punctuality • Meet with Parents and EWO of families identified • Evaluate action plan against priorities • Analyse attendance over time including breakfast club attendance to identify PP pupils to see if there has been improvement in attendance/punctuality • Analyse attendance and impact of collection service • Late gate introduced with additional learning mentor meeting families to offer support and raise awareness of impact of being late on learning • Meet and greet support for vulnerable pupils 	<p>2017 - 2018 data suggests that school is in line nationally for all pupils for attendance at 96%</p> <p>Disadvantaged pupils' attendance dropped by 0.1%. The difference between disadvantaged and other pupils in the school for last year was other 96% disadvantaged 95.3% – 0.7%.</p> <p>Persistent absence for disadvantaged pupils other 5.1%, disadvantaged 10.81% (-5.71%).</p> <p>This was an increase of 3.71% compared to the previous year.</p>	<ul style="list-style-type: none"> • Termly analysis of attendance data • Monthly attendance meetings with the SLT • Reporting to attendance governor half termly and inclusion within the HT report to Governors on a termly basis 	Rebecca Ashworth	Termly
<p>b Removing/reducing barriers to learning</p>	<ul style="list-style-type: none"> • Identify and timetable vulnerable pupils and make fluid as required 	<p>A large number of pupils have barriers to learning that impact on their self-esteem. Working with the Learning</p>	<ul style="list-style-type: none"> • Monthly meetings with the SLT to 	Becky Collier	Termly

<p>Learning Mentor to overcome and manage social and emotional barriers.</p> <p>The curriculum to be fully accessed and disruption/distractions in lessons to be limited because of the use of self-help strategies and increased self-esteem of learners.</p> <p>b To provide guidance and support to parents/carers through targeted courses and meetings with Learning Mentors to develop further positive parenting</p>	<ul style="list-style-type: none"> • To set targets for individuals relating to their area of need e.g. self esteem • Meet regularly with pupils and families to discuss strategies • Evaluate family support and positive parenting workshops success and proving regular and targeted courses • Evaluate and assess impact of self-help strategies • Evaluate with class teachers about engagement and access to the curriculum • Learning mentors to be accessible on the playground for all pupils to discuss concerns 	<p>Mentors on a regular basis has reduced the time spent out of class and prepared the pupils better for learning. This time has also proven invaluable for information sharing during CIN, TAF, CP meetings.</p> <p>There is a large number of families open to outside agencies and accessing support. Time is spent supporting and guiding families.</p>	<p>discuss vulnerable pupils or pupils accessing support</p> <ul style="list-style-type: none"> • Setting and analysis of targets with pupils to help them achieve success • Discussion with teaching staff to analyse impact of intervention support • Report to Governors on impact of support and identification of pupils receiving external support 		
<p>f All pupils will have equal access to activities within school (including after school clubs) and have their social, emotional and mental health needs met.</p> <p>f All children to be able to have the same</p>	<ul style="list-style-type: none"> • Provide all pupil premium pupils with the opportunity for a highly subsidised residential visit and evaluate the impact of this with self-esteem and analysis of progress • Provide all pupil premium pupils with free trips and uniform/PE kit to ensure 	<p>A large number of families find it difficult to pay or contribute towards residential visits. To increase opportunities for all pupils to have equal opportunities.</p> <p>Studies of adventure learning consistently show positive benefits on academic learning, and wider outcomes, such as self-confidence. <i>On average, pupils who participate in adventure learning appear to make approximately three additional months' progress.</i></p>	<ul style="list-style-type: none"> • Analysis of uptake of pupils • Evaluation of pupils prior and after the residential • Discussion with teachers and SLT • Report to Governors 		

opportunity to build their independent skills away from home and have new experiences.	have access to same as those who are not pp				
Total budgeted cost					£30,000
Other expenditure includes: Wider Opportunities music tuition Pantomime visit Free toast for breakfast x3 days a week – till February 2019 Passion for learning after school club and 1:1 support assistants Tooth brushing for pupils from pre school – y6					

**Review of expenditure at end of academic year 2018 – 2019
88 pupils eligible for pupil premium**

i 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.	Lessons learned (and whether you will continue with this approach)	Cost
<p>In year progress for pupil premium pupils will be in line with, or accelerated, against other pupils within the school</p> <p>Improving reading and writing levels for disadvantaged pupils in KS2 especially those who are higher achieving</p> <p>Improve speaking, listening and understanding skills for pupils eligible for PP in Y1 and Reception class.</p>	<p>Experienced TA deployed to support in English lessons (ratio of 4:30)</p> <p>Experienced HLTA deployed to work within Y3 cohort to allow targeted support and intervention</p> <p>Focused CPD and moderation of writing from English specialists</p> <p>Staff CPD accessed to support the teaching of spelling across the school</p> <p>English lead/Assistant head teacher raised profile of oracy across the school through Oracy Pioneering Project</p>	<p>Key Stage 1 Within this year group, there were 9 children who were eligible for pupil premium which is 31% of the cohort.</p> <p>Reading: 78% EXS Writing: 78% EXS Maths: 78% EXS RWM EXS: 78%</p> <p>This shows an increase in attainment for pupils eligible for pupil premium in all areas from last year.</p> <p>All Pupils:</p> <p>Reading: 73.3% EXS Writing: 70% EXS Maths: 80% EXS RWM EXS: 66.7%</p> <p>Key Stage 2 Within this year group, there were 13 children who were eligible for pupil premium funding which equates to 42% of the cohort.</p> <p>Reading: 69% EXS Writing: 69% EXS Maths: 62% EXS RWM EXS: 62%</p>	<p>Approach to continue for all Pupil Premiums who require targeted intervention or support.</p> <p>All pupils eligible for pupil premium funding to be discussed in detail during termly progress meetings. Senior leaders/class teachers to identify strategies to ensure pupils are on track to reach their potential and any additional support is in place for them.</p> <p>Booster sessions for invited pupils will continue with additional support staff working alongside pupils.</p>	<p>£63200 on staffing</p> <p>£150 booster sessions</p>

		<p>All Pupils:</p> <p>Reading: 64.5% EXS Writing: 83.9% EXS Maths: 7.4% EXS RWM EXS: 64%</p> <p>This shows a decline from previous years and in school analysis identifies many reasons for this:</p> <ul style="list-style-type: none"> - 5 pupils joined Wolverham during KS2 - 4 pupils identified as SEND of which 2 were also pp 		
Targeted support ii				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Improve communication and language skills for pupils eligible for PP in Reception and nursery classes.</p> <p>In year progress for pupil premium pupils will be in line</p>	<p>Additional member of staff employed within Reception classroom to support small group teaching and intervention.</p> <p>Welcomm and Narrative therapy used across the Foundation Stage.</p> <p>Member of staff employed as a speech therapist to develop and enhance early language and communication skills.</p>	<p>8 children within the Reception cohort were eligible for pupil premium funding, equating to 27% of the cohort.</p> <p>All 8 children eligible for pupil premium funding achieved at ELG for speaking, listening and attention and understanding.</p>		£27307

<p>with, or accelerated, against other pupils within the school</p> <p>Improving reading and writing levels for disadvantaged pupils in KS2 especially those who are higher achieving</p>																
lii Other approaches																
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost												
<p>F Improved attendance and punctuality</p> <p>To diminish the difference in sessions missed for disadvantaged pupils</p> <p>To increase parental responsibility in getting their children to school on time and every day</p> <p>To increase outcomes for teaching and learning for disadvantaged pupils by them being in school</p> <p>F Removing/reducing barriers to learning Learning Mentor to overcome and manage social and emotional barriers.</p>	<p>Learning Mentors employed by school to monitor pupils' attendance and follow up absences quickly.</p> <p>Incentives for good attendance reviewed by School Council and amended for September 2019.</p>	<p>Rigorous systems for monitoring attendance in place. Close monitoring across year groups recorded and analysed regularly for impact.</p> <table border="1" data-bbox="1032 730 1527 874"> <thead> <tr> <th></th> <th>Current</th> <th>Prev year</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>95.6%</td> <td>95.9%</td> </tr> <tr> <td>DAP</td> <td>95.8%</td> <td>94.8%</td> </tr> <tr> <td>Gap</td> <td>+0.2%</td> <td>-1.1%</td> </tr> </tbody> </table> <p>All pupils eligible for pupil premium funding had access to each educational visit, including those that were residential. This helped to ensure that they were fully included and engaged in any follow up work that the class completed following the visits. Pupils' self-esteem and confidence grew as a result.</p> <p>Many parents attended the 123 Magic including 2 parents of children who are in receipt of pupil premium funding.</p>		Current	Prev year	All	95.6%	95.9%	DAP	95.8%	94.8%	Gap	+0.2%	-1.1%	<p>Relentless approach to drive improvements in attendance to continue next year.</p> <p>123 Magic will continue to be offered to families within school.</p> <p>An additional member of staff will be trained as an Emotional Literacy Support Assistant to work with targeted individuals and small groups.</p>	<p>£42984 (LM)</p> <p>£26,000 (subsidies)</p>
	Current	Prev year														
All	95.6%	95.9%														
DAP	95.8%	94.8%														
Gap	+0.2%	-1.1%														

<p>The curriculum to be fully accessed and disruption/distractions in lessons to be limited because of the use of self-help strategies and increased self-esteem of learners.</p> <p>To provide guidance and support to parents/carers through targeted courses and meetings with Learning Mentors to develop further positive parenting</p> <p>All pupils will have equal access to activities within school (including after school clubs) and have their social, emotional and mental health needs met.</p> <p>All children to be able to have the same opportunity to build their independent skills away from home and have new experiences.</p>				
---	--	--	--	--

Additional detail