



1. Summary information					
School	Wolverham Primary and Nursery School				
Academic Year	2019-20	Total PP budget	£117,480 (£1320 per ch)	Date of most recent PP Policy Review	Sept 19
Total number of pupils	291	Number of pupils eligible for PP	80	Date for next PP review of this strategy	July 20
Cohort Information:					
Characteristic	Number in Group			Percentage of Group	
Boys	46			58%	
Girls	34			43%	
SEN Support	12			15%	
EHCP	1			1%	
EAL	0				

2. Current attainment				
Key Stage 2	<i>Pupils eligible for PP (school) 2019 y6: 12 pupils 39%</i>	<i>Pupils not eligible for PP (at Wolverham) 19 pupils</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	50%	84.2%		65%
% ARE or above in reading and average scaled score	50%	73.7%		73.2% 104.4
% ARE or above in maths and average scaled score	66.7%	94.7%		78.7% 105.0
% ARE or above in writing and average scaled score	58.3%	89.5%		78.5%

Key Stage 1	<i>Pupils eligible for PP (school) 2019 y2: 9 pupils 30%</i>	<i>Pupils not eligible for PP (at Wolverham) 21 pupils</i>	<i>Pupils not eligible for PP (national – not yet published)</i>
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% achieving in ARE or above in reading, writing and maths			
% ARE or above in reading	77.8%	71.4%	
% ARE or above in maths	77.8%	66.7%	
% ARE or above in writing	77.8%	81%	

Foundation Stage	<i>Pupils eligible for PP (school) 2019 yR: pupils 20%</i>	<i>Pupils not eligible for PP (at Wolverham)</i>	<i>Pupils not eligible for PP (national – not yet published)</i>
% achieving GLD	50.9%	74.7%	
Average point score			

	Nature/focus of support	Predicted % of PPG
a	Achievement, progress and learning	
b	Social, emotional and wellbeing	
c	Early intervention/achievement, progress and support EYFS	
d	Attendance and behaviour	
e	Enrichment within and beyond the curriculum	
f	Families/communities/financial support/other	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
	A significant number of children in y3, 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 had lower attainment than other children in year 6 at the end of KS2 in all subjects	
	Children eligible for pupil premium had lower attainment than other children in year 2 at the end of KS1 in writing	
External barriers (issues which also require action outside school, such as low attendance rates)		
	Attendance for disadvantaged pupils is not yet in line with national standards	
	Financial assistance required for extracurricular activities (including residential trips), provision of breakfast and before school care and school equipment (including uniform and PE kit)	
	Some home learning environments lack support for pupils' communication and literacy skills	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
f/e	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	Pupils' literacy, including oral language and communication strategies in early years, will be developed so that vocabulary knowledge, spelling and writing outcomes are improved	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 4 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 continue to ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school: improved attendance and punctuality of disadvantaged children.	PP attendance figures to be at least in line with others in school and the current national average.

		The percentage of pupil premium pupils who are persistently absent (7.32%) reduces to be at least in line with national figures.
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.

Planned expenditure						
Academic year		2019-20				
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.						
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?	Evaluation
<p>a</p> <p>In year progress for pupil premium pupils will be in line with, or accelerated, against other pupils within the school</p> <p>a</p> <p>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 HLTA moved to key Stage 1 in a morning to support year 2 cohort (targeted) 	<ul style="list-style-type: none"> Additional teacher expertise in Key Stage 1 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</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 	Jenni Ogden Vicki Hughes	termly	<p>Individual pupils requiring intervention and support identified by class teachers and discussed during Pupil Progress Meetings during Autumn term.</p> <p>1:1 and small group support working well until March 2020 when schools</p>

	<p>support from last year)</p> <ul style="list-style-type: none"> Using phonics as an approach in KS2 along with focused CPD throughout the year Assistant Head teacher/English leads to raise profile of oracy across the school through SSDP 	<p>KS2, have gaps in their phonic knowledge. As such teachers incorporate daily spelling to improve both reading and writing. CPD to support the teaching of spelling and additional small group work was accessed by all teaching staff last year.</p> <ul style="list-style-type: none"> <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> 	<p>demonstrate spelling and vocabulary focus</p>			<p>partially closed due to Covid.</p>
<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 HLTA moved to key stage 1 in a morning to support year 2 cohort (targeted support from last year) New reading materials and Accelerated Reader 	<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 	<ul style="list-style-type: none"> Analysis of data within the reading intervention Analysis of data within Accelerated Reader programme 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>70% (7 pupils) of PP pupils achieving the EXS in reading at the end of both the Autumn and Spring term.</p> <p>Accelerated Reader programme accessed by children from Year 3-6. Progress monitored weekly by class teachers and half</p>

	programme purchased	<p>Track Reading – to work with small groups within the year group. <i>Small group intervention is proven to have a positive impact on progress, with progress being higher when written programmes are followed.</i></p> <ul style="list-style-type: none"> • Pupils from Y3-Y6 will access Accelerated Reader programme at least x3 weekly • <i>EEF study found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress.</i> 				termly by English Subject Lead.
<p>a/c Improve speaking, listening and understanding skills for pupils eligible for PP in 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 either speech therapist input or small group support • Increased intervention and teacher support within the classroom to focus on identified areas. 	<ul style="list-style-type: none"> • <i>Early years and pre-school interventions have been proven to have a positive impact, delivering an average of around five additional months' progress (EEF). The approach appears to be particularly beneficial for children from low income families.</i> • <i>Once early years provision is in place, improving the quality of</i> 	<ul style="list-style-type: none"> • Termly analysis of data using initial baseline as a comparison • Termly pupil progress meetings • Half termly reporting back to PP lead and Governors 	Vicki Hughes	Half termly monitoring by Assistant Head	<p>Intervention monitored by qualified S&L therapist. Individual pupils' progress against measured targets discussed at termly progress meetings.</p> <p>22% of targeted pupils in EYFS, 30%</p>

	<ul style="list-style-type: none"> 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>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. 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.</i></p>				in KS1 and 8% of pupils I in KS2 no longer required SALT intervention by the end of the year.	
Total budgeted cost						£35677.50	
i. Targeted support						ii.	
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"> Early speech and language intervention to narrow vocabulary gap on entry to school Language and communication in small groups/1 to 1 basis throughout Foundation Stage using Welcomm and Narrative Therapy All teachers access high quality oracy 	<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 individual interventions and concerns 	Sharon Littler	Termly	Oracy PDM delivered by SL to teaching staff.	

	professional development	<ul style="list-style-type: none"> • <i>Nationally recognised PP word gap (30 million by age 4)</i> • <i>Analysis of KS2 reading papers showed pupils found explaining the meaning of words in context challenging</i> 	<p>raised with SENDCO.</p> <ul style="list-style-type: none"> • Assistant head teacher to evaluate current oracy provision through observation and analysis and lead in house oracy CPD to embed oracy across whole school 			
<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 during spring term (focus on gaps in learning and reasoning/problem solving). • 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</i> 	<ul style="list-style-type: none"> • Assistant head teacher to oversee intervention • Progress to be monitored and tracked using school's tracking system 	VH	Termly	Unable to take place due to forced closure (COVID-19)

		<p><i>based on research by the EEF. This is even more effective when the pupils work collaboratively.</i></p> <ul style="list-style-type: none"> <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> 				
Total budgeted cost					22440.00	
iii. Other approaches						iv.
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</p> <p>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 morning club attendance) to identify PP pupils and 	<ul style="list-style-type: none"> Improved attendance for PP children will increase their exposure to high quality first teaching, helping them to make greater progress. Pupils' attainment can only be improved if they are attending school. NFER briefing for school leaders identifies addressing attendance as a key step. As many as 1.8 million school age children in the UK are at risk of hunger in the morning. A hungry pupil cannot concentrate. 	<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>Children who were unable to access school due to Covid 19 were monitored carefully and assisted in accessing learning and emotional support.</p> <p>Assessment and attendance data tracked until March 2020. Children in need of</p>

	<p>evaluate improvements</p> <ul style="list-style-type: none"> • Meet and greet support for vulnerable pupils • Breakfast provided for all pupils to ensure all have access to a nutritious breakfast and to encourage pupils to arrive in good time for the start of lessons 					<p>further support identified and discussed in Pupil Progress meetings.</p>
<p>b Removing/reducing barriers to learning 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"> • Identify and timetable vulnerable pupils and make fluid as required • 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 	<p>A large number of pupils have barriers to learning that impact on their self-esteem and self-belief. Emotional wellbeing is key to supporting pupils learning. Working with the Learning 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 and 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>	<ul style="list-style-type: none"> • Monthly meetings with the SLT to discuss vulnerable pupils or pupils accessing support • 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 	Becky Collier	Termly	<p>Learning Mentor time - Unable to assess overall effectiveness as unable to assess impact with children not in school.</p>

	<ul style="list-style-type: none"> Learning mentors to be accessible on the playground for all pupils to discuss concerns 					
<p>f/e 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/e All children to be able to have the same opportunity to build their independent skills away from home and have new experiences.</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 they have access to same as those who are not pp All pupils to have access to a range of extra-curricular sports and clubs 	<p>To ensure all children are able to participate in learning experiences, and not be restricted by family income. PP children are allowed the opportunity to access activities that help develop the 'whole child' and put them on an equal footing with non-PP children</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 			All pupils were able to access swimming, visits and residential prior to lockdown.
Total budgeted cost					40731.48	
<p>Other expenditure includes: Wider Opportunities music tuition Pantomime visit Passion for learning after school club and 1:1 support assistants £1900 Tooth brushing for pupils from pre school – y6 £400 Healthbox cookery classes for targeted families £1969.98 123 Magic Parenting programme £100.00 Transition through a Trauma Lens project £350</p>						

