

# Pupil premium strategy statement

1. Summary information					
School	Wilby CE VA Primary School				
Academic Year	2016-2017	Total PP budget	£17,580	Date of most recent PP Review	N/A
Total number of pupils	92	Number of pupils eligible for PP	12	Date for next internal review of this strategy	Jan 2017

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving age related expectations in reading	78%	70%
% achieving age related expectations in writing	56%	61%
% achieving age related expectations in maths	55%	66%
% making good or better progress in reading	78%	72%
% making good or better progress in writing	56%	59%
% making good or better progress in maths	33%	58%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Over 80% of our PP children are identified as low achievers who have additional learning needs which slows progress
<b>B.</b>	All PP children have been identified as having low self-esteem which slows progress
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>C.</b>	Over half of our PP families are receiving support from external agencies.
<b>D.</b>	80% of PP children do not receive regular support at home

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Higher rates of progress for all PP children in Reading, Writing and Maths	All PP children will have made better than good progress in Reading, Writing and Maths
<b>B.</b>	Self esteem of PP children has increased	All PP children's self-esteem has been increased which has impacted on their learning so that they will have made better than good progress in Reading, Writing and Maths
<b>C.</b>	PP families are well supported and routines are well established in the home	PP children have routines established at home and parents have been well supported.
<b>D.</b>	All PP children are completing additional work and are being regularly supported	All PP children will have completed additional work and received additional support outside of the school day.

5. Planned expenditure					
Academic year	2016-2017				
i. 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?
A. Higher rates of progress for all PP children in Reading, Writing and Maths	Inclusion Lead to work with children individually or in small groups in addition to standard lessons.  Advice sought from external agencies to identify barriers to learning and specific programmes put into place.	We want to provide extra support with small group interventions with highly qualified staff which 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.  Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	Inclusion Lead	Feb 2017
C PP families are well supported and routines are well established in the home	Advice sought from external agencies to support families in their homes so children come to school prepared and able to learn.  1,2,3 Magic Support workshops offered to parents.	Through discussions with families, children are not starting the day in a calm way as routines have not been well established in the home.	Ensure that support is sought from external agencies at the earliest convenience.  Ensure parents are targeted for workshops.	Inclusion Lead / Parent Link Worker / Head	Feb 2017
D PP children are completing additional work and are being regularly supported	Extended Learning Club run three days a week by 2 LSAs targeting Pupil Premium Children	We want to provide extra support with small group interventions with highly qualified staff which have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	Ensure LSAs are well trained to support children across the school.  Ensure all PP children are invited to attend. Bursar to maintain register.	Inclusion Lead	Feb 2017
<b>Total budgeted cost</b>					£15,150
ii. 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?
B. Self esteem of PP children has increased	Children to access all school trips, at least one club per term and a musical instrument (offering experiences that may otherwise be lacking)	Through discussions and feedback from families, money can be a barrier to accessing clubs.	PP Parents receive a letter offering them this opportunity. The School Bursar will record uptake	Head	Feb 2017
<b>Total budgeted cost</b>					£2430

## 6. Review of expenditure - £13,620

Previous Academic Year		2015 – 2016		
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
Higher rates of progress for all PP children in Reading, Writing and Maths	During the Summer Term 2, an additional qualified teacher was employed every afternoon to work with individual children.	Additional teacher focused on targeted interventions to fill gaps which the children had. Gaps were filled but due to limited time, impact was not as much as we had hoped.	Targeted intervention being taught by a teacher had more impact than previous sessions led by LSAs. This will continue in next academic year but position will become full time.	22% of budget
Higher rates of progress for all PP children in Reading, Writing and Maths	Support from outside agencies was purchased for individual children to identify barriers to their learning. Ideas and strategies were implemented to support these children in class.	Advice was sought from Educational Psychologists who observed children and worked alongside them and then provided the school with a report which recommended things we could do to support the children. This contributed to the progress that the children made.	Individual children have additional learning needs which school needs support with. New Inclusion Lead will seek support from a range of agencies.	15% of budget
Higher rates of progress for all PP children in Reading, Writing and Maths	Individual Reading Recovery sessions were delivered 4 mornings a week – 30 mins per time.	All children who participated in Reading Recovery made at least 2 sub-levels progress in 1 term. Their confidence and enthusiasm for reading increased during the term. Although only 50% of children achieved the expected standard at KS1, both children's reading ages increased by 2 and ½ years in 9 months.	Reading recovery works well for individual children because of the 1:1 nature of the sessions. LSA has now been trained and will continue the sessions to a wider range of children.	15% of budget
Support children with specific behavioural needs	1:1 LSA support for children with behavioural issues.  Support from outside agencies was purchased for individual children to identify barriers to their learning. Ideas and strategies were implemented to support these children in class.	1:1 support enabled the child to stay in school on a number of occasions when they would have otherwise been excluded.  Advice was sought from Educational Psychologist who observed the child and then provided the school with a report which recommended things we could do to support the children.	This child needs additional support in school as well as transport to a specialist provision 2 days a week.	13% of budget

## ii. 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
Children not to be disadvantaged due to socio-economic background	Offer attendance at a before school, after school club or musical tuition.	100% of the pupils eligible for Pupil Premium took up the offer of attending a before school, after school club or musical tuition. Parents said that this improved the pupil's confidence, their behaviour and they enjoyed participating in an activity which they would not have been able to do otherwise.	The children are enjoying the extra-curricular opportunities which they would not otherwise be able to access. Continue next year.	15% of budget
Children to receive additional support to complete homework	Extended Learning Club took place three days a week run by 2 LSA's. Children were targeted to attend.	Additional support was provided with reading, spellings, time tables and topic homework. 100% of Pupil Premium targeted attended the sessions.	PP children were supported and completed extra work. Next academic year, ELC will be for less children who will receive more targeted support.	12% of budget
Children not to be disadvantaged due to socio-economic background	Resources were purchased for children to raise self esteem. These included school uniform, water bottles.	Children were pleased that they had brand new uniform to wear in school. They ensured that they had their PE kit school to wear and took part in the PE sessions.	Will continue to support children next year.	8% of budget