

Pupil premium strategy statement 2018-2019

1. Summary information					
School	Wilby CE VA Primary School				
Academic Year	2018-2019	Total PP budget	£23,720	Date of most recent PP Review	Jan 2019
Total number of pupils	87	Number of pupils eligible for PP	14 (16%)	Date for next internal review of this strategy	July 2019 / Jan 2020

2. Current attainment (July 18 data)		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving age related expectations in reading	62%	67%
% achieving age related expectations in writing	69%	65%
% achieving age related expectations in maths	85%	69%
% making expected or better progress in reading	87%	68%
% making expected or better progress in writing	92%	78%
% making expected or better progress in maths	92%	80%

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.	72% of our PP children are identified as those who have additional learning needs which slows progress
B.	64% of PP children have been identified as having low self-esteem which slows progress
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	67% of our PP families are receiving targeted support from school or external agencies.

D.	71% 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>	
A.	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.	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	
C.	PP families are well supported and routines are well established in the home and school			PP children have routines established at home and parents have been well supported and all staff confident in using the 1,2,3 Magic approach	
D.	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	2018-2019				
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 staff, parents and pupils before intervention begins to address any concerns or questions about the additional sessions. Source formal intervention programmes and trial for impact.	Inclusion Lead	July 2019 / Jan 2020

C	PP families are well supported and routines are well established in the home and school. 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. Provide whole school training on 1,2,3 Magic for all staff to give consistency for the children and families in school and also provide teaching and support staff with a valuable insight and understanding of the programme.	Inclusion Lead / Parent Link Worker / Head	July 2019 / Jan 2020
D	PP children are completing additional work and are being regularly supported	Extended Learning Club run three days a week by 1 LSA which targets Pupil Premium Children	We want to provide extra support with small group guidance during extended learning time to give PP children access to help and time to complete home learning. Ensure LSA is well trained to support children across the school. Training for the LSA specific to teaching and learning strategies which reflect any learning or SEMH difficulties specific PP children may have. IL to share these approaches and strategies with the LSA. Ensure all PP children are invited to attend. Bursar to maintain register.	Inclusion Lead / Head	July 2019 / Jan 2020
Total budgeted cost					£23,552.70
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 school trips offering experiences that may otherwise be lacking (April 2018 – July 2018). PP children to keep a Book of Success to log their achievements both inside and outside of school.	Through discussions and feedback from families, money can be a barrier. 64% of our PP children are identified as having low self esteem	PP Parents receive a letter offering them the opportunity. The School Bursar will record uptake. Inclusion lead to work alongside the children to celebrate and	Head Inclusion Lead	July 2019 / Jan 2020 July 2019 / Jan 2020

			collate items / achievements for their book.		
Total budgeted cost					£167.30 (Apr – July 18)

6. Review of expenditure - £18,900				
Previous Academic Year		2017 – 2018		
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
A. Higher rates of progress for all PP children in Reading, Writing and Maths	<p>Inclusion Lead to work with children individually or in small groups in addition to standard lessons.</p> <p>Advice sought from external agencies to identify barriers to learning and specific programmes put into place.</p>	<p>The intention was for all PP children to have made better than good progress in Reading, Writing and Maths.</p> <p>Reading: 50% PP children expected or better progress 43% PP Children better than good 46% Non PP expected or better progress 33% Non PP children better than good</p> <p>Maths: 50% PP children expected or better progress 43% PP better than good progress 45% Non PP children expected or better progress 36% Non PP better than good progress</p> <p>Writing: 79% PP children expected or better progress 21% PP children better than good progress 69% Non PP children expected or better progress 23% Non PP children better than good</p> <p>Combined: 7% PP children made better than good progress in Reading, Writing and Maths. Combined: 3% of non PP children made better than good progress in Reading, Writing and Maths</p> <p>Extra teaching time and preparation time was paid for out of PP budget, not sought on a voluntary basis. Data reviews, professional advices, staff, parents and / or pupils were consulted before interventions began to clarify needs and any concerns or questions about the additional sessions planned to ensure needs were</p>	<p>Timetables and intervention plans are drawn up each half term by the IL in consultation with SLT and staff. These plans are flexible to arising needs and advice from outside agencies. IL also worked alongside PP children in class and provided additional time to work on any areas the children needed support.</p> <p>PP children of concern are highlighted and support and advice sought. 42% of PP children had external assessment and advice provided to meet their needs. In school training also supported staff in understanding how to support specific PP attachment needs. Successful applications for HNF also supported these children.</p> <p>Bespoke interventions are planned by the IL in consultation with, outside agencies, SLT, pastoral support and teaching staff to meet the children's needs. The school has very few formal interventions bought in to the school to access and this is an area to explore further as to the most effective interventions available to buy in. IL to liaise with support groups, leading SENCOs and schools to research the most cost efficient and effective interventions available. This will be informed by impact upon progress, attainment and development of the children's self-esteem and engagement in such programmes in order to close the attainment gap between PP and non PP children. The ability to identify and screen specific needs is also an area to explore to support this process.</p>	<p>£12457 66% of budget</p> <p>£2860 15% of budget</p>

<p>C PP families are well supported and routines are well established in the home</p>	<p>Advice sought from external agencies to support families in their homes so children come to school prepared and able to learn.</p> <p>1,2,3 Magic Support workshops offered to parents.</p>	<p>Support staff (PLW) were allocated to support families in the home before the start of the school day and assist / advise on routines in the home to help ensure the children were ready for school and the day's learning ahead.</p> <p>Support was sought from external agencies at the earliest convenience to ensure children's specific needs were being targeted and provided for.</p> <p>Parents were targeted for workshops based upon needs arising and professional advices shared in EHA meetings, DSLs, School nurse team, EP consultation and subsequent report recommendations and through discussions with staff and parents.</p>	<p>Additional 1,2,3, magic support workshop are planned next year and the PLW organises and supports this provision. Whole school training for all staff would be beneficial as this is an approach that requires consistency to have the most impact upon behaviours and we also have new staff members in the school who may not be aware of the structure of the programme. Classrooms would benefit from this approach as it would provide consistency for the children and families in school and also provide teaching and support staff with valuable insight and understanding of the programme. This is an approach often recommended by outside agencies in their reports / feedback as a way to support children.</p> <p>Allocation of school support staff in the home has now ended. This created difficulties in the children separating home and school expectations as well as balancing the demands upon the support staff in meeting this provision and their own home life.</p>	
<p>D PP children are completing additional work and are being regularly supported</p>	<p>Extended Learning Club run three days a week by 1 LSA targeting Pupil Premium Children</p>	<p>57% of PP children completed additional work and received support outside of the school day via the Extended Learning Club.</p> <p>All PP children were invited to attend and the bursar maintained the register to share with the LSA running the club.</p>	<p>Training for the LSA could be targeted to be more specific to teaching and learning strategies, which reflect any learning or SEMH difficulties specific PP children, may have – this would maximise the impact of the extended learning club. IL to check through the register to see if there is any provision that could be put in place to help the child access learning more successfully and share these approaches and strategies with the LSAs.</p>	<p>(Part of staffing £12457 66% of budget)</p>

i. 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
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)	<p>All PP children's self-esteem has been targeted by offering opportunities to learn a new skill or practise taught skills in a different social setting or context, which in turn has impacted upon how they engage with their learning.</p> <p>The School Bursar and PE Lead kept a record of the uptake of PP children for additional support for clubs, tournaments, extended learning club and learning a musical instrument. 100% of PP children and 86% of non - PP children took this opportunity.</p>	Through discussions and feedback from families, money can be a barrier to accessing clubs. PP Parents will continue to receive a letter offering such opportunities, as social interaction and feeling part of the school community is a vital part in raising the attainment and engagement of PP children.	£3583 19% of budget