

Pupil premium strategy / self-evaluation

1. Summary information					
School	Wilby CE VA Primary School				
Academic Year	2019-2020	Total PP budget	14,520 11,500	Date of most recent PP Review	July 2019
Total number of pupils	87	Number of pupils eligible for PP	11 PP 5 LAC	Date for next internal review of this strategy	July 2020

2. Current attainment (July 2019)			
	<i>Pupils eligible for PP (School)</i>	<i>Pupils not eligible for PP (School)</i>	<i>Pupils not eligible for PP (national)</i>
Yr 1-6			
% achieving expected standard or above in reading, writing & maths	45%	64%	71%
% achieving expected standard or above in reading	45%	70%	
% achieving expected standard or above in writing	64%	55%	
% achieving expected standard or above in maths	82%	69%	
% making expected progress in reading	55%	89%	
% making expected progress in writing	64%	80%	
% making expected progress in mathematics	64%	89%	
Yr 1			
% passing Phonics Assessment	N/A	N/A	
EYFS			
% achieving Good Level of Development	75%	80%	

3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers *(issues to be addressed in school, such as poor oral language skills)*

- A significant number of our children present with having attachment issues because of early childhood trauma.
- A significant number of our children present with social and emotional issues because of things which have happened outside of school
- A number of our EYFS children have self-care needs which require adult support
- Over 50% of our PP children have additional learning needs with support from external agencies

Additional barriers *(including issues which also require action outside school, such as low attendance rates)*

- A number of individual children have low attendance / poor punctuality due to issues arising from home.
- Limited parental engagement with school – especially regarding completing homework and reading at home

4. Planned expenditure

Academic year

2019-2020

The three headings enable you to demonstrate how you 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	Actions	What is the evidence and	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
At least good progress is made by all children, including those eligible for PP	<p>Teaching staff trained in effective, efficient Quality First Teaching (QFT) methods including providing children with feedback</p> <p>SLT to work with Class Teachers to develop their practice</p> <p>Inclusion Lead to deliver training on graduated approach to SEND</p> <p>Interventions planned for and taught to identified children.</p> <p>Support staff support learning of specific children</p>	<p>EEF states good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p> <p>Feedback studies tend to show very high effects on learning.</p>	<p>Impact of staff training to be measured through lesson observations, learning walks, books scrutinies and data analysis.</p> <p>Impact will also be measured through provision maps, entry and exit data for interventions.</p>	SLT	At the end of each term, gather evidence from monitoring activities review impact of the training.

<p>Embed basic skills in EYFS / Year 1 to ensure children do not fall behind</p>	<p>Employ additional adult in Class 1</p> <p>Training for EYFS staff on early reading / phonic skills</p> <p>Interventions planned for and taught to identified children.</p> <p>Support staff support learning of specific children</p>	<p>EEF states evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families.</p>	<p>Impact of staff training to be measured through lesson observations, learning walks, books scrutinies and data analysis.</p> <p>Impact will also be measured through provision maps, entry and exit data for interventions.</p>	<p>SLT</p>	<p>At the end of each term, gather evidence from monitoring activities review impact of the training.</p>
<p>Improve % of children achieving ARE and making at least good progress in reading</p>	<p>Revisit strategies from Reading Project</p> <p>Create reading area within school</p> <p>Link high quality texts with topic areas</p> <p>Identify reading buddies with staff</p> <p>Run workshops / drop ins for parents</p> <p>Encourage love for reading for all (e.g. book swap, reading recommendations)</p> <p>Phonics training</p>	<p>EEF states On average, reading comprehension approaches deliver an additional six months' progress.</p> <p>Research also shows that where children are good readers they can access the wider curriculum better.</p>	<p>Impact of staff training to be measured through lesson observations, learning walks, books scrutinies and data analysis.</p> <p>Impact will also be measured through provision maps, entry and exit data for interventions.</p> <p>Records will be kept of parent attendance at workshops / drop in sessions.</p>	<p>SLT</p>	<p>At the end of each term, gather evidence from monitoring activities review impact of the training.</p>
Total budgeted cost					£10,500

ii. Targeted support					
Desired Outcome	Actions	What is the evidence and	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children to have regular access to Parent Link Work to support them with their emotional needs so that they can be in a better emotional state to learn.	To have dedicated PLW available to children 3 days a week	EEF Toolkit states that on average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. As we have a significant	Track frequency of visits to PLW Monthly meetings with PLW to discuss individual children and their cases. Meetings with Class Teachers to discuss impact of support on children's ability to work in class Monitor academic data	PLW to work with children Inclusion Lead to meet with teachers and PLW	Monthly meetings with PLW Pupil progress Meetings x 6 a year (Oct, Dec, Feb, Apr, May, July) Tracking data x 3 a year (Dec, Apr, July)
Children to have access to support in school to complete expected homework	To provide homework club to support children who have limited access to support at home in a small group setting	EEF toolkit says that pupils who do more homework are more successful. Our homework is based on spellings, times tables and reading which are key basic skills which the children need. More support with these key skills, will help them within class sessions.	HLTA who runs the homework club is well trained. Monitor the attendance at homework club. Monitor completion of homework tasks.	Inclusion Lead Teachers to monitor homework completion.	Monitor registers termly (x6 per year) Weekly monitoring of homework completion

<p>Improve attendance so that it is above 96%</p>	<p>Provide parents with information on the importance of good attendance</p> <p>Monitor children's attendance on a weekly basis</p> <p>Write to parents / meet with them when attendance is causing concern</p> <p>Seek advice from EIP when necessary</p>	<p>If children are not in school consistently, then they will not make good progress in their learning and will have gaps.</p>	<p>Weekly monitoring of attendance will identify issues.</p> <p>Termly monitoring will identify impact of actions taken.</p>	<p>Head</p>	<p>Weekly monitoring to identify issues</p> <p>Termly monitoring to identify impact</p>
Total budgeted cost					£11,700

iii. Other approaches					
Desired Outcome	Actions	What is the evidence and	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All staff to have a better understanding of the difficulties children affected by trauma face, and are more aware of strategies which they can use within in their classes to support the children	To become a trauma aware school: - Staff to receive training - Purchase resources to support the training	EEF Toolkit states that on average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	During learning walks and monitoring, SLT to ensure strategies shared within training are being implemented across the school. SLT to meet with individual children and gain their views.	Inclusion Lead	At the end of each term, gather evidence from monitoring activities review impact of the training.
PLW to have accredited training as an ELSA who has access to supervision from Educational Psychologist. She can then share training with other staff in school.	To train PLW as ELSA To purchase resources so ELSA can effectively undertake her role	EEF Toolkit states that on average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	As part of the ELSA training, PLW needs to have monthly meetings with a line manager who she reports directly to on the progress of training. Once training has started: Monthly meetings with PLW to discuss individual children and their cases. Meetings with Class Teachers to discuss impact of support on children's ability to work in class	Line Manager to ELSA Inclusion Lead to meet with PLW	Training begins in January 2020. Monthly meetings with Line Manger. Pupil progress Meetings x 4 a year (Feb, Apr, May, July) Tracking data x 2 a year (Apr, July)

To provide enrichment opportunities at times of crisis	Provide support to families for extra-curricular activities when they are in times of crisis	If children were unable to attend, this would impact negatively on self-esteem and self-worth	Monitoring of activities paid for Seek feedback from children	Head	Termly monitoring (x6 per year)
Total budgeted cost					£3820