Wibsey Primary School

Pupil Premium Strategy Plan 2019-20

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| Academic Year | 2019-20 | Total PP Budget (incl EYFS/LAC/Ever 6/FSM) | £274,346 (Academic Year 19/20) | Date of PP Review | July 2020 |
| Total Pupils (including Nursery) | 660 (approx.) | Number of PP Pupils | 210 | Date of Review | July 2020 |

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| Current Attainment and Progress (Sept 2018) | Pupils eligible for Pupil Premium / National 2019 | Pupils not eligible for Pupil Premium |
| EYFS | Pupils eligible for Pupil Premium (19) | Pupils not eligible for Pupil Premium (71) |
| Proportion of pupils achieving a good level of development (GLD) | 42% (National 2019 FSM - 57%; ALL 71%) | 65% (National 2019 – non FSM - 74%) |
| Proportion of pupils achieving at least the expected standard in Reading | 42% (National 2019 All – 77%) | 66% (National 2019 All – 77%) |
| Proportion of pupils achieving at least the expected standard in Writing | 42% (National 2019 All – 74%) | 68% (National 2019 All – 74%) |
| Proportion of pupils achieving at least the expected standard in Number | 47% (National 2019 All – 80%) | 77% (National 2019 All – 80%) |
| Year 1 – Phonics | Pupils eligible for Pupil Premium (32)  SEND (K) in this group 11% | Pupils not eligible for Pupil Premium (66)  SEND (K) in this group 19% |
| Proportion of pupils achieving the expected standard in Phonics | 61% (National 2019 84%) | 71% (National 2019 84%) |
| Key Stage 1 | Pupils eligible for Pupil Premium (32)  SEND (K) in this group 10% | Pupils not eligible for Pupil Premium (58)  SEND (K) in this group 7% |
| Proportion of pupils achieving at least the expected standard in Reading Greater Depth | 72% (National 2019 FSM – 78%) 6% (National 2019 28%) | 86% (National 2019 FSM – 78%) 29% (National 2019 28%) |
| Proportion of pupils achieving at least the expected standard in Writing Greater Depth | 66% (National 2019 FSM – 73%) 3% (National 2019 17%) | 86% (National 2019 FSM – 73%) 22% (National 2019 17%) |
| Proportion of pupils achieving at least the expected standard in Maths Greater Depth | 72% (National 2019 FSM – 79%) 0% (National 2019 24%) | 84% (National 2019 FSM – 79%) 14% (National 2019 24%) |
| Key Stage 2 | Pupils eligible for Pupil Premium (34)  SEND (K) in this group 35% | Pupils not eligible for Pupil Premium (52)  SEND (K) in this group 27% |
| Proportion of pupils achieving at least the expected standard in Reading Greater Depth | 59% (National 2019 – disadv 62%) 18% (17%)  Progress -0.23 (Nat disadv -0.62) | 77% (National 2019 – other 78%) 25% (31%)  Progress 0.21 |
| Proportion of pupils achieving at least the expected standard in Writing Greater Depth | 71% (National 2019 – disadv 68%) 15% (11%)  Progress -0.01 (Nat disadv -0.5) | 87% (National 2019 – other 83%) 25% (24%)  Progress 1.33 |
| Proportion of pupils achieving at least the expected standard in Maths Greater Depth | 76% (National 2019 – disadv 68%) 18% (16%)  Progress 0.64 (Nat disadv -0.71) | 87% (National 2019 – other 84%) 21% (32%)  Progress 1.42 |
| Proportion of pupils achieving at least expected standard in Reading, Writing and Maths Greater Depth | 53% (National 2019 – disadv 52%) 9% (5%) | 60% (National 2019 – other 71%) 4% (13%) |

Additional data available at Compare School and College Performance website (GOV.UK)

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| Potential barriers to future achievement (characteristics more likely to be present for pupils eligible for PP)\*  I = in-school, which require action inside school; E = external, which require action outside school | |
| A | Lower attendance and poorer punctuality can adversely affect the attainment of PP pupils(E / I) |
| B | Communication skills, especially the development of early oral language and limited vocabulary, affect the ability to articulate thoughts and ideas and these tend to be lower for PP pupils which slows progress when compared to other pupils (E / I) |
| C | Poorer self-regulation and less effective learning behaviour can result in PP pupils being less inclined to engage with the curriculum. (E / I) |
| D | Family and home related issues (eg emotional and relationship difficulties, lower academic aspiration, housing and transport challenges, etc) can mean that PP pupils have reduced social and emotional development are not coming to school ready to learn (E / I) |
| E | Reduced home reading can mean that PP pupils are slower to acquire the basic skills for reading and have, particularly in KS2, reduced reading comprehension (E / I) |
| F | Mental health issues can mean that PP pupils are not coming to school ready to learn (E / I) |
| G | Many pupils have limited real life experiences and do not engage in culturally diverse activities which adversely affects their language acquisition and content / ideas for writing (E / I) |
| H | Parental engagement for some PP pupils is not as strong as for other pupils eg support with homework, lower aspirations for their children and this can adversely affect PP attainment |

\* Characteristics that contribute towards a greater proportion of ‘disadvantaged’ children having SEN

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| Desired Outcomes | |
| A | Increase in attendance and reduced ‘lates’ for PP pupils to diminish any difference between the attendance of PP and non PP pupils.  Pupil Premium attendance is higher than the national average for similar children (95%) and within 1% of in-school others and reduced. |
| B | Improved language acquisition evidenced by learning walks, pupil conversations and book scrutiny, with the progress and attainment difference in Reading, Writing and Maths, between PP and other pupils diminishing. |
| C | Improved positive learning behaviour is reflected in increased participation in lessons and readiness to learn. This is evidenced in learning walks, pupil conversations, book scrutiny and reduced behaviour concern forms. |
| D | Family and home related issues are mitigated in-school by sign-posted support and do not contribute to reduced learning, as evidenced by reduced behaviour concern forms. |
| E | Home reading is increased for PP pupils as evidenced by reading journals, book stall data, reading audit, reading data from tracker etc. There is an increase in the % of PP pupils reaching EXS at the end of KS1 and KS2 in Reading, thereby diminishing the difference with non PP pupils. |
| F | PP pupils who display mental health issues are ready to learn. This is evidenced in learning walks, pupil conversations, book scrutiny and reduced behaviour concern forms. |
| G | All pupils in school have access to inspirational experiences that enrich their educational provision, with additionality for PP children when appropriate. Increased confidence and knowledge when writing results in an increase in the % of PP pupils reaching EXS at the end of KS1 and KS2 in writing, thereby diminishing the difference with non PP pupils. |
| H | Parents engage with school staff and stronger learning partnerships between home and school are developed, including increased support with homework completion, home reading and attendance at parental workshops and consultation evenings. |

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| Planned Expenditure |  |  |  | |  | |
| 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 approach | Evidence/rationale | Monitoring | Staff Lead | Review and intended / actual impact \* | |
| *PP pupils achieve EXS / ARE or there is a diminishing difference between PP and non PP pupils at the end of each year.*  B, C, D, E, F, G, H | Deploy Associate Staff (trained in precision teaching) to provide effective support to targeted individuals/key groups (33% from PP)  £240,367 | EEF tool kit highlights high cost/low impact of TA’s in general. However, there is clear case study/ in school data evidence that investment in precision teaching training and training on learning continuum for TA’s for identified groups/individuals is impacting positively on pupil progress. | * Case Studies – HS Assistant Head Teacher - Inclusion * Pupil Tracking * Pupil progress meetings * Lesson observations | SMLT |  | |
| B, Improved language acquisition evidenced by learning walks, pupil conversations and book scrutiny, with the progress and attainment difference in Reading, Writing and Maths, between PP and other pupils diminishing. | * Welcomm Programme continued to improve receptive and expressive language in Nursery – 12 sessions   £1400   * 1 x AS - for half day per week follow up | PP pupils enter Foundation with significantly lower starting points (2017/18):  Nursery - 56% entered with expected communication and language development. PP – 26%  Reception - 29% entered with expected communication and language development  Improving Literacy in KS1 / 2 EEF 2017  Developing pupils speaking and listening skills and wider understanding of language including the active and repeated exposure to new vocabulary has strong evidence for improving attainment in Literacy  EEF Toolkit Predicted Impact:  Oral Language interventions +4 months  Early Years interventions +5 months  Teaching Assistants +1 month  Parental Involvement +3 month | * Data on impact monitored by HS (Assistant Head Teacher – Inclusion / SENDCo and PP / Disadvantaged pupils) | SENCO |  | |
| Visits to develop theme specific vocabulary:  Y1: Judy Woods  Y2: Shopping in the village  Y3: Manchester airport  Y4: Castle Museum  Y5: Imax visit  Y6: Scouts survival | * Pupil tracking * Curriculum monitoring – SB Senior Leader with overview of curriculum | SB |  | |
| C. Improved positive learning behaviour is reflected in increased participation in lessons and readiness to learn. This is evidenced in learning walks, pupil conversations, book scrutiny and reduced behaviour concern forms.  D. Family and home related issues are mitigated in-school by sign-posted support and do not contribute to reduced learning, as evidenced by reduced behaviour concern forms.  F. PP pupils who display mental health issues are ready to learn. This is evidenced in learning walks, pupil conversations, book scrutiny and reduced behaviour concern forms. | * Continued embedding of BLP across school with overview by designated Senior Leader. Management time for Senior leader to monitor   £489.00  2 x AS available to settle identified PP children (according to need) in The Haven to ensure that they are ready to learn by the start of the school day.   * Inclusion team available to support with behaviour across school   £18740   * Employ staff for a daily breakfast / after school club   £6798   * Futures holiday club targeted at PP pupils   £7096 | BLP was introduced into school 4 years ago and school has Gold standard. Learning walks and book scrutiny evidence some increased participation and readiness to learn.  EEF Toolkit Predicted Impact:  Meta Cognition and self regulation +8 months  Collaborative learning (BLP link) +5 months  Behaviour interventions +3 months  Teaching Assistants +1 month  Arts Participation +2 months  Sports Participation +2 months | * Monitoring of behaviour concern forms - SENCO * BLP monitoring – CA (AHT with BLP overview) * Book scrutiny * Pupil tracking | HS |  | |
| E. Home reading is increased for PP pupils as evidenced by reading journals, book stall data, reading audit, reading data from tracker etc. There is an increase in the % of PP pupils reaching EXS at the end of KS1 and KS2 in Reading, thereby diminishing the difference with non PP pupils. | * School book stall (£1 books) * Termly ‘Afternoon Tea’ with DHT for those pupils who have engaged with reading journal at home (PP pupil focus) * Purchase of reading book as a Christmas present for all pupils   £7500   * Easter revision classes with a reading focus led by experienced staff to prepare for end of Key Stage assessments (PP focus)   £1000 | PP pupil attainment 2018:   * EYFS: % reaching expected standard in Reading PP 60%, non PP 60% * KS1: % reaching expected standard in Reading PP 67%, non PP 79% * KS2: % reaching expected standard in Reading PP 69%, non PP 86%   GLD: 33% PP (above national all) ; 47% non PP  Improving Literacy in KS1 EEF 2017  The importance of motivation and engagement and a wide range of literacy experiences in improving literacy has strong evidence  EEF Toolkit Predicted Impact:  Oral Language interventions +4 months  Early Years interventions +5 months  Teaching Assistants +1 month | * Analysis of book stall purchases by PP and non-PP – increased books in PP homes * Pupil tracking * Impact data - End of KS data evidences diminishing difference at EXS for PP pupils and non PP pupils * Pupil progress meetings * Data reports to SMLT | CEB |  |
| * Reinforce a ‘vocabulary-rich’ learning environment with a modern library area * Dedicated library sessions * Member of associate staff with an identified role in library development * Library sessions for all classes |  | * Pupil tracking * Monitoring of library usage / borrowing of books by PP and non-PP | CEB |  |
| * Embed accelerated reader across school * Reading team to oversee across school   £1 hour per week + total cost  £9 per child | EEF Toolkit Predicted Impact:  Reading +3 months (other pupils)  Reading +5 months (PP) | * Pupil tracking * Monitoring of library usage / borrowing of books by PP and non-PP | Reading Team |  |
|  | * Utilize Mathletics across school * Maths team to oversee across school | EEF Toolkit Predicted Impact:  Reading +3 months (other pupils)  Reading +5 months (PP) | * Pupil tracking * Monitoring of Mathletics usage by PP and non-PP | Maths team |  |
| G. All pupils in school have access to inspirational experiences that enrich their educational provision, with additionality for PP children when appropriate. Increased confidence and knowledge when writing results in an increase in the % of PP pupils reaching EXS at the end of KS1 and KS2 in writing, thereby diminishing the difference with non PP pupils. | * Introduce 11 by 11 treasure chest for PP pupils. Broadening pupils’ horizons by providing experiences, such as theatre and music groups visits to local places of interest * Music provision – Key Stage 2   £5800   * Fully fund residential and other visits and visitors into school   £6800   * Part fund mini bus against proportion PP eligibility for regular external visits as part of curriculum.   £1749 | EEF Toolkit Predicted Impact:  Outdoor Adventure Learning +4 months  Learning Styles +2 months  Arts Participation +2 months | * Pupil tracking * Impact data - End of KS data evidences diminishing difference at EXS for PP pupils and non PP pupils * Pupil progress meetings | KMY |  |
| H. Parents engage with school staff and stronger learning partnerships between home and school are developed, including increased support with homework completion, home reading and attendance at parental workshops and consultation evenings. | * Parent workshops are held across school with targeted invitation for PP pupils   Nursery Nurse cover for Reception workshops (outdoor, Reading, Phonics, Maths) held during the day  £1600   * Numicon packs purchased for PP parents in Reception   £300   * Mark making packs – Reception   £257   * PP curriculum / homework support packs across school   £3100   * SAT revision books – KS1 / KS2   £900 | Foundation Stage has seen success in getting PP parents to attend workshops and this relationship to be taken forward into main school  EEF Toolkit Predicted Impact:  Parental Involvement +3 months  Primary Homework +2 months | * Increased numbers of workshops across school with increased attendance by PP parents * Pupil tracking * Impact data - End of KS data evidences diminishing difference at EXS for PP pupils and non PP pupils | HS |  |
| (B-H)  Quality of Wave 1 high quality teaching increased | * Accountability of Phase Leaders to support and develop staff (distributed leadership) * PL maximise use of AS across their phase to diminish the difference for PP pupils | NFER research: ‘High quality teaching for all’ is 1 of the 7 key building blocks for successful support of DA children.  EEF Toolkit Predicted Impact:  Teaching Assistants +1 month | * PL monitoring and evaluation, including observations, learning walks, book scrutiny (see PL evidence files). Feedback at SMLT * Governor visits to lined Phase | NMC |  |
|  | | | Total budgeted cost | | £ | |

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| Targeted support | | | | | | |
| Desired outcome | Chosen approach | Evidence/rationale | | Monitoring | Staff Lead | Review and intended / actual impact \* |
| *Pupils achieve the expected standard (EXS) or make rapid progress to catch up with peers at the end of each key stage so that the difference is diminishing between them and other pupils*  *B, D, E, G, H*  B. Improved language acquisition evidenced by learning walks, pupil conversations and book scrutiny, with the progress and attainment difference in Reading, Writing and Maths, between PP and other pupils diminishing.  E. Home reading is increased for PP pupils as evidenced by reading journals, book stall data, reading audit, reading data from tracker etc. There is an increase in the % of PP pupils reaching EXS at the end of KS1 and KS2 in Reading, thereby diminishing the difference with non PP pupils.  *.* | Deploy Associate Staff to provide effective support to targeted individuals/key groups (33% from PP)  £ see total above for AS | The Education Endowment Fund tool kit highlights high cost/low impact of TA’s in general. However there is clear case study/data evidence that investment in precision teaching training and training on learning continuum for TA’s for identified groups/individuals is impacting positively on pupil progress. | | * Case Studies – HS senior leader * Pupil Tracking * Pupil progress meetings * Lesson observations | SMLT |  |
| Associate staff trained to, and deliver, nationally available/recognised intervention strategies  a.Precision Teaching  b.Talking Partners  c. Wellcom  d. Wave 3  £ see total above for AS | The Education Endowment Fund tool kit highlights moderate cost/medium impact of small group tuition. There is evidence that intervention grouping is impacting positively on pupil progress.  EEF Toolkit Predicted Impact:  Feedback +8 months  One to one tuition +4 months  Learning Styles +2 months | | * Pupil Tracking * Pupil progress meetings * Blob Tree * Boxall Profile * Concentration spans * 2Simple data * Intervention impact data * AHT report termly to SMLT | HS |  |
| FS RWI groups delivered by AS (33% from PP)  £ see total above for AS | Reading interventions rated highly on EEF Toolkit.  Reading Interventions +  Internal data shows RWI highly effective eg Phonics data 2017 for Y1 test PP - 91% | | * RWI data * Tracking data * Phonics statutory assessment data | RD / SB |  |
| KS1 Reading carousel – AS delivering small group interventions and RWI (33% from PP)  £ see total above for AS |
| KS1 and KS2 – same-day interventions Maths continuum – AS. (33% from PP)  £ see total above for AS | Feedback + 8 months (EEF Toolkit) | | * Tracking data * Micro-data for maths | MD |  |
| Experienced Maths teacher employed 2 days a week to work with targeted Y6 PP pupils  £13680  Experienced English teacher (supply) 2 days a week to work with targeted Y6 PP pupils | The Education Endowment Fund tool kit highlights moderate cost/medium impact of small group tuition. There is clear evidence that providing intervention grouping is impacting positively on pupil progress and ensures catch up. See also EEF toolkit for feedback (+8 months) and individualised learning (+3 months).  Feedback + 8 months  One to one tuition +5 months  (EEF Toolkit) | | * KS2 data – PP attainment rises to diminish the difference with non PP Pupils * Accelerated progress for PP pupils in Maths * Pupil Tracking * Pupil progress meetings | KMY |  |
| * Continue to utilize and embed accelerated reader across school * Reading team to oversee across school | EEF Toolkit Predicted Impact:  Reading +3 months (other pupils)  Reading +5 months (PP) | | * Pupil tracking * Monitoring of library usage / borrowing of books by PP and non-PP | Reading Team |  |
| * Utilize Mathletics across school * Maths team to oversee across school   £990 | EEF Toolkit Predicted Impact:  Reading +3 months (other pupils)  Reading +5 months (PP) | | * Pupil tracking * Monitoring of Mathletics usage by PP and non-PP | Maths team |  |
| B, Improved language acquisition evidenced by learning walks, pupil conversations and book scrutiny, with the progress and attainment difference in Reading, Writing and Maths, between PP and other pupils diminishing. | All Aboard – targets language development across Foundation | PP pupils enter Foundation with significantly lower starting points (2017/18):  Nursery - 56% entered with expected communication and language development  Reception - 29% entered with expected communication and language development  EEF Toolkit Predicted Impact:  Oral Language interventions +4 months  Early Years interventions +5 months  Teaching Assistants +1 month | | * Data on impact monitored by HS (AHT – Disadvantaged / PP and SEND pupils) | HS |  |
| Specific speech and language support from therapist – 1 day alternate weeks across school  £6000 | PP pupils enter Foundation with significantly lower starting points (2017/18):  Nursery - 56% entered with expected communication and language development  Reception - 29% entered with expected communication and language development  Improving Literacy in KS1 / 2 EEF 2017  Developing pupils speaking and listening skills and wider understanding of language including the active and repeated exposure to new vocabulary has strong evidence for improving attainment in Literacy  EEF Toolkit Predicted Impact:  Oral Language interventions +4 months  Early Years interventions +5 months  Teaching Assistants +1 month | | * Assessment by Speech and Language therapist. Monitored by SENCO | SENCO |  |
| D. Family and home related issues are mitigated in-school by sign-posted support and do not contribute to reduced learning, as evidenced by reduced behaviour concern forms | * Small group intervention and targeted nurture support provided by the Pastoral team | EEF Toolkit Predicted Impact:  Behaviour interventions +3 months | * Monitoring of behaviour concern forms – SENCO * Pupil tracking | | HS |  |
| Total budgeted cost | | | | | | £ |
| Other approaches | | | | | | |
| Desired outcome | Chosen approach | Evidence/rationale | | Monitoring | Staff Lead | Review and intended / actual impact \* |
| A.Increase in attendance and reduced ‘lates’ for PP pupils to diminish any difference between the attendance of PP and non PP pupils.  Pupil Premium attendance is higher than the national average for similar children (95%) and within 1% of in-school others and reduced. | * Provision of weekly attendance data to AHT inclusion. * External services used to support attendance procedures * Regular attendance meetings complemented by weekly attendance reports   £3600 | NfER / DfE recommendations November 2015 include attendance. | | * Weekly attendance figures shared with SMLT. * Attendance reports to Governing Body. | HS |  |
| G. All pupils in school have access to inspirational experiences that enrich their educational provision, with additionality for PP children when appropriate. Increased confidence and knowledge when writing results in an increase in the % of PP pupils reaching EXS at the end of KS1 and KS2 in writing, thereby diminishing the difference with non PP pupils. | * Year group budgets used to subsidise class visits so all pupils can access out of school opportunities * School residential – cost covered for PP pupils   £7373   * Brathay weekly sessions and visits for Y5 / Y6   Donation of £4000for the 10 children for sessions and 3 day residential. | EEF Toolkit Predicted Impact:  Outdoor Adventure Learning +4 months  Learning Styles +2 months  Arts Participation +2 months | | * Pupil tracking * Impact data - End of KS data evidences diminishing difference at EXS for PP pupils and non PP pupils * Pupil progress meetings | KMY |  |
|  |  |  | | Total budgeted cost | | £335,539 |
|  |  |  | | Overspend | | £ |

\* - including impact on non-PP pupils where appropriate