

# Pupil premium strategy statement ~Wrockwardine Wood CE Junior School

1. Summary information					
School	Wrockwardine Wood C.E. Junior School				
Academic Year	19-20	Total PP budget	£105K	Date of most recent PP Review	5/19
Total number of pupils	275	Number of pupils eligible for PP	84	Date for next internal review of this strategy	5/20

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE or above in reading, writing & maths	68%	64%
% achieving ARE in reading	74%	75%
% achieving ARE in writing	78%	78%
% achieving ARE in mathematics	83%	76%
% achieving ARE in SPAG	83%	78%
% Key stage 1 -2 progress in reading	+ 1.47	0.0
% Key Stage 1-2 progress in writing	-0.42	0.0
% Key Stage 1-2 progress in maths	+ 0.49	0.0

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Large number of SEN children within group of PPG children which affect results (many are also 2C/100 children)
B.	HA children who are PPG tend to have less life experiences and aspirations
C.	Lack of parental support or ability to support
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Poor home support for reading at home
E.	Low attendance of a few PPG children
F.	EHWB of children and some parents

4. Desired outcomes <i>(Desired outcomes and how they will be)</i>		Success criteria
A.	Higher rates of progress and attainment for HA PPG children	HA PPG children (as identified in Sept by class teacher using data provided) will make more than expected progress and they will be working at greater depth in each year group by end of year
B.	Increased attendance rates of those PPG children	The attendance of all PPG children will be in line with other pupils. There will be no more than 25% of PA from the PPG children.
C.	Reading ages of PPG children to improve at a greater rate than currently	Reading ages taken in October will show a greater increase when repeated in Jan than in previous years. They will increase by more than the chronological 4 months

**Children in Care:** The child in care has been provided with a laptop to use at home to give them a wider understanding of the world. They are to be included in trips for raising aspirations and improving life experiences. They are having the opportunity to learn a musical instrument. To provide the best learning opportunity for the, he will be in classes that are very small

**HA PP Children:** these children will NOT be overlooked; they will be quickly identified by their class teacher and recorded as such. Individual needs will then be assessed and addressed. We will drive their aspirations as high as they deserve by introducing them to experiences and life chances they may not have had experience of.

5. Planned expenditure		6.
Academic year	2019 /2020	

**Research done/ Evidence gained:** We have used sources to research ways to best use the monies we are trusted with including [Teaching and Learning Toolkit](#), the [NFER report](#) on supporting the attainment of disadvantaged pupils, [Ofsted's 2013 report](#) on the pupil premium and [Ofsted's 2014 report](#) on pupil premium progress. We have combined this information on personal experience.

- **Whole school ethos of attainment for all:** NFER: 7 Building blocks have been a major driver in our rationale in school, the first being creating a whole school ethos as described; PPG children should feel the same as others whilst in our care and we will do whatever we can to achieve this. *“More successful schools have an ethos of high attainment for all pupils. They view each pupil as an individual and consciously avoid stereotyping disadvantaged pupils by referring to them as a group – they never assume that all disadvantaged pupils face similar barriers or have less potential to succeed.”* [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/473976/DFE-RS411\\_Supporting\\_the\\_attainment\\_of\\_disadvantaged\\_pupils\\_-\\_briefing\\_for\\_school\\_leaders.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf)

From this: Performance management targets connected with PPG for all, culture shared with all staff, no excuses accepted, aspirational targets set for school and individuals. Individual needs of children addressed by purchasing uniform, PE kits, food etc.

- **Addressing behaviour and attendance:** Evidence from the DFE says that more successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school.

From this: attendance lead within school, EWO employed, relationships with families targeted. No real behaviour concerns but individual children helped. Nurture provision extended. Pastoral lead employed.

- **High quality teaching for all** <http://www.suttontrust.com/wp-content/uploads/2011/09/2teachers-impact-report-final.pdf> In school we have found that splitting year groups into 3 classes has a good impact on the attainment, progress and general behaviour of the children involved (Year 6 2015-2016) (pupil voice opinions, parents views on this) Small group tuition: *“Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but slightly lower impact compared to one to one tuition”*EEF

From this: 3 classes spread throughout school. PM targets for all staff, high teaching profile, large number of Support staff

- **Meeting individual learning needs** Feedback is more important to these children (especially constructive) as they do not have the same input from home as others might. (pupil voice). EEF reports “Feedback studies tend to show very high effects on learning” and finds that it has a high impact for low cost. <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback/> Also Evidence from the 151 inspection report shows that the most effective leaders identify their pupils’ specific needs accurately and promptly so that low attainment can be tackled at the very earliest stage. They then track the progress of pupils who are eligible for the pupil premium funding meticulously and make sensible amendments to the support they provide as a result of their monitoring and

From this: training for all staff on feedback, use of pupil voice, more individual input and small group work, pre-teaching, over learning, personalized interventions.

- **Deploying staff effectively** *“More successful schools identify the strengths of each member of staff and find the best ways to use them. They are quick to spot potential and ‘grow their own staff.’”* The best leaders ensure that additional adult support is of high quality. Every effort is made to ensure that pupils eligible for the pupil premium have access to the best teachers and are supported by skilled and well-trained additional adults. These schools ensure that the work of additional adults is closely monitored and thoroughly evaluated. DFE



From this: training for all staff as necessary, 2 TAs currently being funded through a degree, staff being given responsibility as to their skills (Mr Pearson and Outdoor Learning, Nurture group and Mrs Ashley), more specific interventions, pre teaching over learning

- **Data driven and responding to evidence:** *“More successful schools have a consistent marking scheme which recognises pupils’ achievements and sets out the next steps in their learning. Pupils are given time to review their feedback and discuss their progress with teachers.”* DFE

From this: staff responsible for regular data analysis, ppg groups as specific focus, Pupil progress meeting based on PPG children, staff respond straight away to findings.

**Clear, responsive leadership:** *“They hold every staff member accountable for pupils’ progress.”*DFE

From this: staff meet year leaders regularly to review PPG children and are responsible and accountable for their progress. Children who are being failed will be recognized straight away and senior leaders step in. Governors have a PP champion who monitors the spending, achievements and progress of these children, PPG is a focus for each staff and GB meeting.

Research from our own children and parent group indicated that the children really respond to certificates & good work and really enjoy receiving phone calls about good things. We will therefore be spending an amount of money buying stamps, certificates etc to make sure this happens for our PPG children more than now.

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

**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review</b>	<b>Costs involved</b>
Higher rates of progress and attainment for PPG children including HA PPG children	Each child at school will be in the smallest class possible. We have a limit of 70 children in each year group meaning that the maximum in each class would be 24 (23, 23, 24). Each class is led by an experienced educator and supported by 2 experienced learning assistants in each year group. Interventions are purposeful and targeted to individual needs with the school Mission	Monitoring of lessons, practice and of results both academic and socially will continue to be done and results challenged. PM targets are connected to the results for all children.	HT DHT SENCo	Half term data check.  December meetings for Pupil Progress	Cost of FT wages for teaching staff: £30K 2 x UQT: £32K  One TA for 16 hours a week = £6,000 Two FT TA = £20,000 CPD for all staff as necessary = £5,000
Reading ages of PPG children to improve at a greater rate	New books for the library and furthering its use to engage readers. Regular input with an adult to listen/ talk to them about reading Accelerated Reader Programme to be continued Reader pens to be trialled and directed at both poor readers and EAL children.	Reading ages will be assessed at the beginning of term and then the children selected for the individual input will be assessed in December to allow feedback for volunteers and children and parents. Pupil voice will assess the impact of Love to Read. Reading data will be reviewed at end of term to assess impact of both strategies	English / Reading Lead	Half term / December data catch	Books and materials £5K
The EHWP of some children will be improved	Nurture provision will be extended to capture more children. TAs trained as counsellors will be given more time to talk with children who need that support. ELSA trained member will have input for children who need that support. We have bought into the Boxall online programme to support this work and enable us to be more targeted with support for these children. We will be employing an IJOT to take over	Boxall profiles to be used as baseline for the work and these will be re assessed at each half term. Las to meet with SENCo to reflect and feedback on interventions and their success or not. Pupil voice will also be used to gauge the success of this work.	Senco CA	Boxall check each half term Pupil voice and surveys	Materials and training: £2000  Extension of Nurture provision £8K

Increased attendance rates of those PPG children	Contact to be made with the families of these children to investigate problems. Offer support if practicable. Children to be given tasks in the morning to get them here on time. Breakfast to be offered to all children to capture the ones who we know are not eating at home. EWO employed to catch the hard to reach families	Attendance rates are monitored. Every half term there will be a check on the children who are on the PA list.	Karen Conway Julie Henry	Monthly meeting to check up on all attendance  1 day per half term EWO input	£400
<b>Other actions we will be taking for more individual needs</b>			<b>Cost</b>		
Outdoor experiences			£1000		
Outward Bound trips for children in Year 4 & 6			£1000		
Participation in clubs			£200		
PP champion to continue monitoring and challenging			None		
Food for each FSM child each day			£22.440		
Uniforms/ shoes / PE kit for children without			£200		
Communication with parents materials			£500		

