



Wessington Primary School

Pupil Premium Strategy 2017/18

DFE definition of Pupil Premium is 'The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers'

The Pupil Premium Grant is additional funding given to schools to raise attainment for pupils:

- who have been in receipt of free school meals at any point in the past 6 years.
- who are classed as looked-after children
- who are Armed Forces children

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1. Summary information

School	Wessington Primary School				
Academic Year	2017/18	Total PP budget	150,000	Date of most recent PP Review	July 2017
Total number of pupils	202	Number of pupils eligible for PP	111	Date for next internal review of this strategy	Sept 2018

2.	3. Current attainment							
	KS1				KS2			
	Non PP (8)	PP School (16)	National Non PP	National Other	Non PP (7 chn)	PP School (22 chn)	National Non PP	National Other
% achieving expected standard in RWM	61.5	62.5			71.4	54.5	39	60
% achieving expected standard in Reading	69.2	75	60.0		85.7	68.2	53	72
% achieving greater depth standard in Reading	15.4	18.8			14.3	9.1		
% achieving expected standard in Writing	69.2	68.8	50.0		85.7	72.7	64	79
% achieving greater depth standard in Writing	7.7	6.3			28.6	18.2		
% achieving expected standard in Maths	61.5	81.3	58.0		71.4	59.1	58	76
% achieving greater depth standard in Maths	7.7	6.3			0	9.1		
% achieving expected standard in EGPS					71.4	72.7		
% achieving greater depth standard in EGPS					28.6	9.1		
Progress score in Reading					1.29			
Progress score in Writing					1.63			
Progress score in Maths					-2.06			
Attendance	Overall	PA	Pupil Premium	PP PA				
	95.6%	7.6%	94.27%	9.5%				

4. Barriers to future attainment (for pupils eligible for PP)		
A.	Significant percentage of the population live in some of the most deprived areas in the country	
B.	Raise on line figures show average of around 51% Pupil Premium (PP) for previous academic year	
C.	Language and Communication skills on entry to school are significantly lower than what would be regarded as typical for many children of a similar age	
D.	High proportion of children identified by school and other agencies as vulnerable and who are exposed to the wide range of risk factors that affect mental health, family unit, prosperity	
5. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		
		Success criteria
A.	<p>PP children achieve and attain comparably with non PP children in school at both national expectations and at greater depth expectations.</p> <ul style="list-style-type: none"> • <i>Termly assessment information for all year groups identifies any PP child falling behind.</i> • <i>Monitoring impact of interventions by class teacher on-going and by SLT termly to ensure impact.</i> • <i>Culture of vigilance to identify vulnerable children and any emotional support needed through pastoral system on-going.</i> • <i>Termly challenge from governors on impact of PP interventions.</i> 	<ul style="list-style-type: none"> • Teachers confident in delivering and challenging impact on interventions • Termly assessment information and challenge by SLT and governance shows PP children are making accelerated progress and attaining raised outcomes in comparison to National figures.
B.	<p>Data to show PP assessment information is in line and above National figures for all children at the end of each key stage.</p> <ul style="list-style-type: none"> • <i>Termly assessment information for all year groups identifies any PP child falling behind.</i> • <i>Monitoring impact of interventions by class teacher on-going and by SLT termly to ensure impact.</i> • <i>Culture of vigilance to identify vulnerable children and any emotional support needed through pastoral system on-going.</i> • <i>Termly challenge from governors on impact of PP interventions</i> 	

C.	<p>The number of children achieving a Good Level of Development increases, Phonic results at the end of Year 1 continue to show improved outcomes for PP children.</p> <p>Results in Key stage 1 and Key Stage 2, especially in Reading, show improved rates of progress and higher standards for PP children at the end of all three Key stages.</p> <ul style="list-style-type: none"> • <i>Termly assessment information for all year groups identifies any PP child falling behind.</i> • <i>Monitoring impact of interventions by class teacher on-going and by SLT termly to ensure impact.</i> • <i>Culture of vigilance to identify vulnerable children and any emotional support needed through pastoral system on-going.</i> • <i>Termly challenge from governors on impact of PP interventions</i> 	<ul style="list-style-type: none"> • Phonic CPD led by SLT impacts on outcomes. • SIP targets for English are achieved and impact on assessment information shows improved outcomes.
D.	<p>Well-being procedures in school continue to impact on children’s mental health to ensure they feel emotionally secure.</p> <ul style="list-style-type: none"> • <i>CAMHS Counsellor, Family support worker and Learning Mentor termly reviews to ensure impact on specific children’s well-being</i> • <i>PIVAT assessments show improvement in well-being</i> • <i>Reviews by SLT of children’s academic improvement linked to improvement of well-being.</i> 	<ul style="list-style-type: none"> • Wellbeing team established and impacting on academic outcomes. • CAMHS school counsellor continues to address most vulnerable children’s needs. • Nurture provision continues to impact on well-being

6. Planned expenditure

Academic Year	2017-2018	Total allocation of funding	£150,000
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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

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) Assessment Information shows an increase in progress and attainment across Maths outcomes at the end of key stages	Development of Mastery approach. CPD for all staff Inspire Materials purchased	From analysis from EY, KS1 and KS2 assessments and observations children find more complex maths challenging <i>T&L Toolkit evidence – Moderate Impact (EEF)</i>	LA and Maths lead to lead on CPD for all staff and ensure termly book, planning, pupil interviews and observations focus on its implementation with SLT. Termly assessment information analysis will be challenged by HT and SLT to ensure impact.	Maths Lead	Half termly through monitoring cycle. Termly by Governing Board
Total budgeted cost					£1000

ii. 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?
B) Year six children exceed their individual targets in English and Maths by the end of the academic year and a large majority achieve year group expectations.	To reduce year six class size on an afternoon session to enable greater individualised support and differentiation for English and Maths. With a focus on PP children working at greater depth.	High impact on outcomes in last two years and positive impact of smaller classes on emotional well-being for the children. <i>T&L Toolkit evidence – Moderate Impact (EEF)</i>	Half termly reviews of progress to be undertaken through book scrutiny, learning walks and pupil interviews by SLT.	HT	Half termly. Termly by Governing Board.

C) Children aged 5 years and 9 months and above achieve end of year expectations in English.	Reading Rescue Programme- A very structured programme which enables children to achieve their age related expectations	High impact on outcomes for children in the past 5 years. <i>T&L Toolkit evidence – Moderate Impact/ High impact if through a specific programme (EEF)</i>	Half termly reviews of children’s progress to be undertaken through assessments, observations and reading with the children.	HT	Termly by SLT and Governing Board
D) Year 1 children are supported to increase their progress in Reading	Fischer Family Trust Wave 3 intervention- Structured programme of 1-1 support led by HLTA.	High impact on outcomes for children in the past 5 years. <i>T&L Toolkit evidence – Moderate Impact/ High impact if through a specific programme (EEF)</i>	Half termly reviews of children’s progress to be undertaken through assessments, observations and reading with the children.	HT	Termly by SLT Termly by Governing Board.
E) Year 2 children are supported to increase their progress in Maths	1 st Class@number programme implemented by an HLTA	High impact on outcomes for children in the past 5 years. <i>T&L Toolkit evidence – Moderate Impact/ High impact if through a specific programme (EEF)</i>	Half termly reviews of children’s progress to be undertaken through assessments, observations and reading with the children.	HT	Termly by SLT Termly by Governing Board.
F) Year 3 and 4 children are supported to increase their progress in Maths	1 st Class@number programme implemented by an HLTA	High impact on outcomes for children in the past 2 years. <i>T&L Toolkit evidence – Moderate Impact/ High impact if through a specific programme (EEF)</i>	Half termly reviews of children’s progress to be undertaken through assessments, observations and reading with the children.	HT	Termly by SLT Termly by Governing Board.

G) Year 5 and 6 Pupils supported to increase their progress in English and Maths to achieve challenging targets	Booster sessions with HLTA with a focus on More able	Moderate impact on children in last 3 years T&L Toolkit evidence- Moderate impact	Half termly reviews of progress to be undertaken through book scrutiny, learning walks and pupil interviews by SLT.	HT	Half termly by SLT Termly by Governing Board
H) Key stage 2 pupils supported to increase their language and vocabulary skills to achieve better English outcomes	Talking Partners sessions implemented by Level 3 trained Practitioner	Moderate impact in last year. <i>T&L Toolkit evidence – Moderate Impact/ High impact if through a specific programme (EEF)</i>	Half termly reviews of children’s progress to be undertaken through assessments, observations and reading with the children.	HT	Half termly by SLT Termly by Governing Board
I) Early Years Foundation Stage children make good progress in developing their skills across the EYFS to broadly come in line with National expectations for the 17 ELG judgements with a specific focus on C11. Reading and Writing.	To provide a smaller pupil to practitioner ratio and therefore greater differentiation and support for PP children who are well below the developmental statements for their age.	High impact over the past three years on progress from children’s very low starting point on-entry. <i>T&L Toolkit evidence – Moderate Impact (EEF)</i>	Half termly reviews of progress to be undertaken through observations, evidence scrutiny and learning Journals by EY Lead and SLT.	EY Lead and HT	Half termly. Termly by Governing Board.

Total budgeted cost **£83,500**

iii. 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?
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<p>H) Most emotionally vulnerable children in school have access to therapeutic counselling to support them to access the curriculum and have strategies to deal with their barriers to learning. Support families of these children to feel confident to support their children.</p>	<p>Continue 'CAMHS' services within school supporting our most emotionally vulnerable children and their families (CAMHS 1-1 counselling service 1 day per week £9000)</p>	<p>Fourth year of CAMHS counsellor working in school. Impact reports of three years have shown positive impact on children's emotional well-being and academic performance from before entering the service. Being able to access the service in-house means children are not waiting for support and early intervention is possible.</p> <p><i>T&L Toolkit evidence – Moderate Impact (EEF)</i></p>	<p>HT/SLT work closely with Carol McLachlan and her manager on impact of service. Carole Mclachlan is part of the development of the Well-being Team.</p>	<p>HT SENDCO</p>	<p>Termly well-being team meeting Termly by Governing Board.</p>
<p>I) Vulnerable children in school get the appropriate emotional support to access the curriculum fully and develop confidence and self-esteem.</p>	<p>To support vulnerable PP children with emotional and behavioural needs through access to Life Skills and Nurture Provision when identified as part of pastoral support plan.</p>	<p>Established invaluable support to children, assessments continue to show improvement in well-being and academic achievement.</p> <p><i>T&L Toolkit evidence – Moderate Impact (EEF)</i></p>	<p>Identify children who need this support. Teachers to meet with Learning Mentor regularly to discuss needs of the pupils.</p>	<p>SENDCO</p>	<p>Fortnightly meetings with Class teachers Reviewed Termly by SLT Termly by Governing Board.</p>
<p>J) Enhance the engagement of families. Support vulnerable families to better support their children, therefore enhancing children's life chances</p>	<p>Children are supported through multi agency work, early intervention put in place as soon as issues are noticed. Parental engagement increased through in school programmes and signposting. Talking and drawing therapy for children who have experienced trauma. (Family support officer £23,326)</p>	<p><i>T&L Toolkit evidence – Moderate Impact (EEF)</i></p>	<p>Regular updates on internal CPOM's system. Monthly supervision with HT</p>	<p>FSO HT</p>	<p>Reviewed termly by SLT Termly by Governing Board</p>

<p>K) Vulnerable parents to engage in parenting courses and drop in sessions to support behaviour and routines to impact children's emotional well-being and boundaries.</p>	<p>Family Support Officer trained in delivering 'Incredible Years Parenting Programme' in conjunction with Triad school Family Worker. Courses will be delivered across both schools and drop in sessions offered to support parents and build trust. (£1,500)</p>	<p>Due to the lack of Early Help services across the city an increase in vulnerable families has been seen this year with SLT dealing with a lot of families needing basic parenting advice and emotional support. Sunderland last academic year had no parenting programmes running and limited support for domestic violence. Parents trust school and in discussion with governors felt it is important to support the whole family to enable this to impact on the emotional stability for the individual child.</p> <p><i>T&L Toolkit evidence – Moderate Impact (EEF)</i></p>	<p>Triad schools will monitor impact across courses. Wellbeing team will monitor families involved and the impact on the child emotionally and academically. Further services will be considered within Wellbeing team meetings if required ensuring a linked up service of Early Help within school.</p>	<p>HT/DG/DHT</p>	<p>Termly Well-being team meeting. Termly by Governing Board. Early Help forms completed for LA and monitored for impact.</p>
<p>L) To improve the attendance of the Pupil Premium children, educate parents in the importance of good attendance at school.</p>	<p>Continue with the employment of Attendance 100. Attendance 100 to monitor and intervene when attendance is flagged. Home visits to take place and meetings with Attendance officer and Headteacher. (£2,500)</p>	<p>Overall attendance improved from 94.8 to 95.6 last academic year. Persistent Absentee rate fell from 16% to 7.9% last academic year.</p> <p><i>T&L Toolkit evidence – Moderate Impact (EEF)</i></p>	<p>Continue to monitor progress towards attendance targets for children.</p>	<p>HT/ SA/ FSO</p>	<p>Monthly Attendance meetings to monitor impact and progress towards attendance targets.</p>

<p>K) Children from years 3 to 6 exploring their musical intelligence through performance and developing a wide range of learning skills from specialist providers</p>	<p>To provide enrichment opportunities in the 'Arts' curriculum through instrumentalist specialists support. (Peripatetic Teacher £6,000)</p>	<p>High impact in previous years with children highly engaged and making very good progress. <i>T&L Toolkit evidence – Moderate Impact (EEF)</i></p>	<p>Monitoring by Music Lead</p>	<p>Music Lead</p>	<p>Termly Performances</p>
<p>L) All children are able to access Educational Visits/Visitors to enrich the curriculum and support their learning and understanding in specific topic work</p>	<p>To subsidise educational enrichment experiences - visits outside of school/visitors into school/After school clubs (to include transport and accommodations where relevant. (£8,500)</p>	<p>The life experiences these visits/trips give our disadvantaged children supports them to develop a greater understanding of their world outside of Washington and provides them with the stimulus to enrich their language and imagination. <i>T&L Toolkit evidence – Moderate Impact (EEF)</i></p>	<p>Monitoring by SLT through pupil voice, book scrutiny and assessment information.</p>	<p>HT/SLT</p>	<p>Termly</p>
<p>M) All children are able to access a range of technology to enhance the curriculum and support their learning</p>	<p>Lease of computer equipment includes set of laptops and a set of IPADS for use throughout lessons and to access specific programmes such as Reading Plus and Purple Mash (£15,000)</p>	<p>Many of our disadvantaged pupils do not have access at home to technology for educational purposes. Technology is used in school to access specific learning programmes which have impacted positively upon provision and attainment <i>T&L Toolkit evidence – Moderate Impact (EEF)</i></p>	<p>Monitoring by SLT through pupil voice, book scrutiny and assessment information.</p>	<p>ICT Lead HT</p>	<p>Termly by SLT and governing Board</p>
Total budgeted cost					£65,826