

Pupil premium strategy statement (primary)

1. Summary information					
School	Wootton St Peter's CE Primary School				
Academic Year	2017-18	Total PP budget	£13520	Date of most recent PP Review	Sept 17
Total number of pupils	97	Number of pupils eligible for PP	11	Date for next internal review of this strategy	July 18

Current attainment			
	<i>Pupils eligible for PP (your school)</i>	<i>National average for PP</i>	<i>Nat. av. pupils not eligible for PP</i>
% reaching GLD in Reception 2017	n/a	51	69
Year 1 Phonics	n/a	66	81
KS1 % expected or above Reading	50	62	74
KS1 % expected or above Writing	50	52	66
KS1 % expected or above Maths	50	60	73
KS2 % expected or above in Reading, Writing & Maths combined	25	39	53
KS2 % expected or above Reading	75	53	66
KS2 % expected or above Writing	75	64	74
KS2 % expected or above Maths	50	50	70
% making at least satisfactory progress in reading	75		0
% making at least satisfactory progress in writing	75		0
% making at least satisfactory progress in maths	50		0

2. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	66% have concentration difficulties	
B.	50% don't have support with reading at home	
C.		
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Social & emotional barriers stemming from home circumstances	
E.	71% don't attend clubs outside school	
F.		
G.		
3. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	Success criteria	
A.	Increase range of vocabulary of PP children	Reading SATs
B.	Increase in self esteem	Increased engagement in learning
C.	Increased engagement in after school clubs	Higher percentage of pupils attend clubs
D.		

4. Planned expenditure

Academic year

£13520

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?
Children in KS2 are meeting ARE in Maths or above the national average	PP pupils in KS2 access Third Space Learning maths 1:1 intervention programme for 12 consecutive weeks during maths lessons. CPD for TA	Raised expectations of the new maths NC remain a challenge particularly for children from disadvantaged backgrounds who receive less support from home	Lesson observations Appraisal Pupil progress meetings	SH SLB	Feb 2018 ready for new budget setting KS2 SAT results End of teaching block termly for KS2 pupils.
For teachers to be experts at facilitating feedback and asking questions in lessons and through marking which impacts on children's progress. Ensure teachers' planning highlights vulnerable children and the strategies planned to ensure excellent progress	Share Blooms taxonomy as a rich resource of different types of questioning with staff to improve the range and quality of questioning. Review marking policy and expectations of quality feedback which allows for pupils to extend their learning. Ensure planning allows for pupils to respond to feedback regularly.	EEF toolkit cites effective feedback as having the most impact on pupil progress	Lesson observations with regular feedback for teachers. Book and planning scrutiny. Learning walks	FR HE	Throughout the year gathering evidence from pupil voice, effective marking & feedback in books.
To embed RWI phonics scheme across KS1 to raise phonological knowledge to improve Literacy skills in reading, writing & spelling in line with national expectations	New staff in KS1 to access RWI two day intensive training course. Setting of groups across EYFS, KS1 & Lower KS2 based on ability. Deliver 40 minute sessions 3x per week	Raised expectations of the new Literacy NC remain a challenge particularly for children from disadvantaged backgrounds who receive less support from home	Lesson observations Pupil progress meetings. Termly assessment of progress of RWI.	FR	3x through the year after assessment of progress End of academic year SATs outcomes

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?
Children in KS2 are meeting ARE in Writing is at or above the national average	Moderate writing in school and with partnership schools for all year groups in KS2. Revise end of year target sheets in line with STA guidance for 2018. Invite LEA accredited moderator to moderate KS2 Writing.	To develop teachers knowledge of assessing writing following the revised expectations. To validate teachers judgements.	Attainment and progress checks Nov, Feb , July	SLB FR	At Pupil Progress meetings following assessments 3 x per year End of the academic year 2017
Total budgeted cost					£ 3,639.00
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?
Improved attainment in reading, writing and spelling across the school.	Employ 2x additional teachers 0.3 to deliver targeted provision through specific interventions for small groups or individual children in both KS1 & 2. Renew subscription of software to support SPAG and spelling	1:1 tuition shows +5 months average progress in EEF toolkit RWI has evidence to show their programme is effective. Researching impact in local primaries.	Attainment and progress checks Nov, Feb, July	JG	At Pupil Progress meetings following assessments 3 x per year Phonics screening results. SATs results End of term assessments x3
Gap is closed in maths between PP/non PP children	Employ 2 additional TAs to support small group work or 1:1 teaching with PP/vulnerable pupils across the school Third space learning 1:1 intervention subsidised	Recommendations from local schools of impact	Target TA support weekly. Set up weekly online program for KS2 pp pupils.	SH	At Pupil Progress meetings following assessments 3 x per year End of each term.
Total budgeted cost					£ 13, 821.00

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?
Additional pastoral/adult support for PP pupils identified as having a degree of social and emotional needs which is a barrier to their learning.	ELSA trained Teaching Assistant to deliver the program working 1:1/small groups with targeted pupils for approximately 6 – 8 week throughout the year.	EEF sites specialised programmes which are targeted at students with particular social or emotional problems have an average of +4 months gain. To build self-esteem to ensure targeted PP pupils build resilience to access learning.	Timetabled provision is set aside weekly for TA to plan sessions and deliver programme to targeted pupils.	JS HE	After each program has been completed successfully. Impact on progress at the end of the year. Continue funding next year to complete training.
PP pupils who wish to learn string instruments in KS2 are funded so children at Wootton St Peters experience success learning a musical instrument regardless of disadvantage background	LA music service teacher delivers string instrument lessons to PP pupils x1 per week. Subsidise cost of string instrument lessons.	Learning conversations consistently reflect an enjoyment of learning string instruments 100% parents said their children have the opportunity to try new things Children's growth mindsets needed to persist with the violin are reflected in other areas of their learning	LA music specialist teacher teaches designated weekly lessons.	FR	Continue next year. Monitor participation for music lessons
For PP children to be involved in after-school events/sports fixtures All children have the opportunity to access wider curriculum, attend residential and broaden experiences in a rich curriculum	Fund swimming lessons transport costs for PP Subsidise whole school trip to Youlbury Subsidise cost of educational visits and visitors to the school and after school clubs Inform parents of PP pupils funding available for after school clubs	100% of all PP pupils access residential Each class go on at least one trip/have one visitor per term 100% children access all trips and visits	Costs for visits are kept low. Continue to monitor attendance and participation in voluntary activities such as after school clubs/events and music lessons	FR	Continue next year.

5. Review of expenditure			
Previous Academic Year	2016-17	£24200	
i. Quality of teaching for all			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. Attainment data, progress data, and case studies.	Lessons learned (and whether you will continue with this approach)
Children meeting ARE in Maths is at or above the national average	Additional p/t teacher in place to teach small groups & plan maths lessons for TAs to deliver in small groups working with targeted pupils in KS1. Class teachers in KS2 planned activities for TAs to deliver in small groups which were rotated over the week. PP pupils in KS2 accessed weekly 1:1 Third Space Learning intervention.	60% of all pupils in KS2 met ARE in maths, 82% in KS1. 47% of the PP children across the school met ARE in maths. The average APS for the PP group across the school 2.75	Continue next year. Maths is a priority for the school in 2017-18 and targets have been identified in the SDP.

ii. 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)
Small group teaching for vulnerable groups in Year 2 to raise overall proportion of children meeting ARE	Employ additional teacher for x 3 mornings per week to help close gaps.	Proportion of PP Y2 children meeting ARE in maths was 75%, in reading & writing 33%. In all core subjects 66% of Yr2 PP exceeded their APS scores for the year and 33% made expected APS	Historically a small group of underperforming pupils spent an additional year in EYFS but from September 2017 all pupils will move with their peers into Year 1. Continue with provision to ensure gaps can be addressed quickly by quality first teaching for this targeted group.
iii. 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)
For PP children to be involved in after-school events/sports fixtures All children have the opportunity to access wider curriculum, attend residential and broaden experiences in a rich curriculum	Subsidise Youlbury residential Subsidise cost of educational visits and visitors to the school Subsidise ASC/ club costs	Each class go on at least one trip/have one visitor per term with school subsidising the costs 100% of PP children accessed all trips and visits. 15% attended ASC/clubs	Continue next year. Costs for visits are kept low. Continue to monitor and improve attendance and participation in voluntary activities such as after school clubs/events

