

# Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Wootton St Peter's CE Primary School				
<b>Academic Year</b>	2016-17	<b>Total PP budget</b>	£24200	<b>Date of most recent PP Review</b>	Dec 16
<b>Total number of pupils</b>	97	<b>Number of pupils eligible for PP</b>	17	<b>Date for next internal review of this strategy</b>	July 17

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>
<b>% reaching GLD in Reception 2016</b>	n/a	51	69
<b>Year 1 Phonics</b>	50	66	81
<b>KS1 % expected or above Reading</b>	75	62	74
<b>KS1 % expected or above Writing</b>	75	52	66
<b>KS1 % expected or above Maths</b>	75	60	73
<b>KS2 % expected or above in Reading, Writing &amp; Maths combined</b>	n/a	39	53
<b>KS2 % expected or above Reading</b>	n/a	53	66
<b>KS2 % expected or above Writing</b>	n/a	64	74
<b>KS2 % expected or above Maths</b>	n/a	50	70
<b>% making at least satisfactory progress in reading</b>	n/a		0
<b>% making at least satisfactory progress in writing</b>	n/a		0
<b>% making at least satisfactory progress in maths</b>	n/a		0

<b>2. Barriers to future attainment (for pupils eligible for PP)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	1 x PP pupil did not sit the KS2 SATs papers as they were working below, therefore they were inaccessible	
<b>B.</b>	55% don't have support with reading at home	
<b>C.</b>	44% have concentration difficulties	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Very low attendance rate of 1 child	
<b>E.</b>	Social & emotional barriers stemming from home circumstances	
<b>F.</b>	22% don't complete homework	
<b>G.</b>	44% don't attend clubs outside school	
<b>3. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )	<b>Success criteria</b>	
<b>A.</b>	Increase range of vocabulary of PPF children	Reading SATs
<b>B.</b>	Increase in self esteem	Increased engagement in learning
<b>C.</b>		
<b>D.</b>		

<b>4. Planned expenditure</b>					
<b>Academic year</b>	<b>£24200</b>				
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					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Children in KS2 are meeting ARE in Maths or above the national average	PP pupils in Years 5 & 6 access Third Space Learning maths 1:1 intervention programme for 12 consecutive weeks during maths lessons.	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 Clear job description and clarity of expectations	SH SLB	Feb 2017 ready for new budget setting KS2 SAT results End of programme for year 5 pupils term 6
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 JG SH HE	Throughout the year gathering evidence form pupil voice and Governor Learning walks of effectiveness
To introduce RWI phonics scheme across KS1 to raise phonological knowledge to improve Literacy skills in reading, writing & spelling in line with national expectations	All 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 JG	3x through the year after assessment of progress End of academic year SATs outcomes

Children meeting ARE in Writing is at or above the national average	Review KS1/2Teacher Assessment of writing with an independent Literacy Consultant at beginning of the academic year. Moderate writing in school and with partnership schools for all year groups. Develop robust end of year target sheets. Invite LEA accredited moderator to moderate KS2 Writing.	To develop teachers knowledge of assessing writing following the revised NC expectations. To validate teachers judgements.	Attainment and progress checks Nov, Feb , July	JG FR	At Pupil Progress meetings following assessments 3 x per year End of the academic year 2017
<b>Total budgeted cost</b>					£ 3.639.00
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved attainment in reading, writing and spelling across the school.	Employ an additional teacher 0.3 to deliver targeted provision through specific interventions for small groups or individual children.  Invest in RWI resources to deliver the phonics scheme.  Invest in software subscriptions 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  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 form local schools of impact	Target TA support weekly.  Set up weekly online programme for Y5&6	SH  FR	At Pupil Progress meetings following assessments 3 x per year
<b>Total budgeted cost</b>					£ 20,014

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.	Fund a Teaching Assistant to train in delivering the ELSA programme working 1:1 with targeted pupils for approximately 6 – 8 week	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.	FR 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 Cultural experiences	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	Continue next year. Much of the NC for Music is taught in a quality first way by the LA music teachers and our own skilled teachers.	FR	Continue next year.
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 additional swimming lessons for PP Subsidise whole school trip to Hill End Subsidise cost of educational visits and visitors to the school and 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.
<b>Total budgeted cost</b>					<b>£ 24,200</b>

<b>5. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2015-16</b>	<b>£14400</b>	
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. attainment data, progress data, and case studies.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Children meeting ARE in Maths is at or above the national average	Additional p/t teacher planned 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	79% of all pupils met ARE in maths. 67% of PP children met ARE in maths against 50% nationally. This was in line with the national average for all pupils. Progress + 0.67. Maths teaching is good across the school – quality	Continue next year. Maths teaching is consistently good across the school. TA will access specific math training to raise standards in KS2 in 2017.	£6.545
<b>Total budgeted cost</b>				£6.545
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Small group teaching for vulnerable groups in Year 2 to raise overall proportion of children meeting ARE	Employ an additional teachers for x4 mornings per week to help close gaps arising from raised expectations of new national curriculum	Proportion of children meeting ARE was in line with National Average	Year 2 2015-16 – higher proportion of children entering Year 2 already at ARE for end of Year 1. Fewer gaps able to be addressed by quality first teaching.	£7660
<b>Total budgeted cost</b>				£7660

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)	Cost
<p>For PP children to be involved in after-school events/sports fixtures</p> <p>All children have the opportunity to access wider curriculum, attend residential and broaden experiences in a rich curriculum</p>	<p>Subsidise Youlbury residential</p> <p>Subsidise cost of educational visits and visitors to the school</p> <p>Subsidise ASC/ club costs</p>	<p>2/8 each boys' and girls' football team are PP children</p> <p>Each class go on at least one trip/have one visitor per term</p> <p>100% children access all trips and visits</p>	<p>Continue next year.</p> <p>Costs for visits are kept low.</p> <p>Continue to monitor attendance and participation in voluntary activities such as after school clubs/events</p>	<p>£ 200</p>
Total cost				£14,400

