

Pupil premium strategy statement (primary)

1. Summary information					
School	Waddington All Saints				
Academic Year	2017/2018	Total PP budget	£60,720	Date of most recent PP Review	June 2017
Total number of pupils	382	Number of pupils eligible for PP	46	Date for next internal review of this strategy	Feb 18

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	51%	%
% making progress in reading	67%	85%
% making progress in writing	57%	80%
% making progress in maths	65%	80%
2016/2017 Year 6 Data (4 out of 8 of these children are also identified as having SEND)		
% achieving in reading, writing and maths	50%	77%
% making progress in reading	62.5%	81%
% making progress in writing	75%	89%
% making progress in maths	62.5%	87%
<p>Note: 31% of children eligible for Pupil Premium also have significant Special Educational Needs. We carried out an internal Pupil Premium Review in June 2017 to establish further next steps to enable these pupils to progress. The outcomes of this review have informed this Pupil Premium Strategy.</p> <p>School's overall results continue to be above the local and national average, therefore our pupil's perform well.</p>		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	To ensure that we meet the individual needs of Pupils who are eligible for Pupil Premium, to enable them to make good progress from their start points.
B.	To ensure that the needs of pupils who are eligible for Pupil Premium and also identified as having SEN are being met consistently to secure good progress from their start points.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

D.	Engaging those hard to reach parents in supporting learning.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	100% of children in receipt of Pupil Premium will make good progress.	<ul style="list-style-type: none"> - Individual needs identified and responded to in a holistic way. - Resources purchased to support specific needs, e.g. thinking skills, problem solving etc, - Confidence and resilience in this group of children will be developed further. - Opportunities to learn in different environments so that they feel successful, e.g. forest school. - Monitoring of all children in receipt of PP will indicate that they are on track for good progress (Oct & March) - Progress plans written for any children in danger of not meeting ARE.
B.	Children who are SEN and eligible for Pupil Premium will make good progress from their start point and this will be in line with their peers.	<ul style="list-style-type: none"> - PIVATs used as a tool to track SEN and PP. - Other resources (such as the ladders of support) will also be used to look more in-depth at specific needs. - Resources will be well used to enhance provision further. - Intervention will evidence barriers to learning are identified and addressed quickly. As well as key skills developed daily. - Parents engaged and involved in supporting pupils to be successful.
C.	Home and school will work together to ensure the progress of pupil premium children.	<ul style="list-style-type: none"> - Homework packs will be personalised to the individual by the designated LSA. - Homework will support on-going key skills development. - Where progress is an issue the teacher will have contact with parents at least every three weeks.

5. Planned expenditure

Academic year

2017/2018

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?
<p>A100% of children in receipt of Pupil Premium will make good progress.</p> <p>B Children who are SEN and eligible for Pupil Premium will make good progress from their start point and this will be in line with their peers.</p>	<p>Professional development of staff to develop outstanding classroom practitioners.</p> <p>Staff Inset on resources and approaches to support non-negotiable pupil progress, this includes a more holistic approach to enable staff to understand and develop children at a deeper level.</p> <p>Curriculum development to ensure the allocation of time supports depth and breadth especially within Maths, English and Science.</p> <p>Ensuring new staff are trained in the teaching of mastery maths, to ensure its success in year 3.</p>	<p>Quality first teaching is the primary tool for narrowing the gap and raising attainment for all children.</p> <p>We are an outstanding school, currently in a strong position, however we recognise that we have a growing young staff. We want to ensure that these staff receive the appropriate professional development in order to enable them to be outstanding.</p>	<p>Through learning walks and observations- clear evidence of strong pedagogy within classes.</p> <p>Performance management of staff- a personal target linked to the teaching standards.</p> <p>Allocation of upper pay scale teachers to support NQTs and RQTs to ensure success.</p>	<p>SLT</p>	<p>Lesson observations in October/ March</p> <p>Termly learning walks</p>
<p>A100% of children in receipt of Pupil Premium will make good progress</p>	<p>Develop a consistent approach to teaching spelling and mental maths across the school.</p> <p>Regular, short, sharp lessons planned over the week to embed these key skills.</p> <p>Purchase other resources to support spelling development across the school.</p> <p>Purchase phonics resources.</p> <p>Purchase mental maths games, flash cards, memory hooks for multiplication facts etc.</p> <p>Learning APPs to support spelling and mental maths at home and school.</p>	<p>Pupil Premium Evaluations identified spelling and mental maths, in particular multiplication facts as barriers to children securing end of year expectations.</p>	<p>October- Pupil Premium LQA of books, next steps identified and shared with staff. Trackers evidence progress. Pupil progress plans written for any children causing concern.</p> <p>March- Pupil Premium LQA of books, next steps identified and shared with staff. Trackers evidence progress.</p> <p>June- Pupil Premium LQA of books, next steps identified and shared with staff.</p>	<p>SLT</p>	<p>Nov 17</p> <p>Feb 18</p> <p>June 18</p>

					Total budgeted cost	£5,000
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?	
<p>A 100% of children in receipt of Pupil Premium will make good progress.</p> <p>B Children who are SEN and eligible for Pupil Premium will make good progress from their start point and this will be in line with their peers.</p>	<p>Intervention will be carefully planned to meet individual needs:</p> <ul style="list-style-type: none"> -Children will spend more time in-class accessing quality first teaching. -intervention will only happen out of the classroom when it is needed to maximise impact. -Interventions and resources will be carefully chosen to meet specific needs and the outcomes and impact will be monitored closely. <p>Leading to small group intervention focused on overcoming barriers.</p> <p>No stone will be left unturned when identifying barriers to learning and we will take more of a holistic approach for identified individuals to support them to develop a growth mind-set, learning skills and confidence.</p> <p>Staff Inset on resources and approaches to support non-negotiable pupil progress, this includes a more holistic approach to enable staff to understand and develop children at a deeper level.</p>	<p>Quality first teaching is the best and highly proven way in ensuring pupil progress.</p> <p>Intervention should be proven, time limited and the impact measured to ensure good value for money. (EFF recommended)</p> <p>Resources chosen carefully to ensure that they are matched to children's individual needs.</p>	<p>October- after training to measure whether the resources and intervention strategies are being used to enhance provision.</p> <p>March- to ensure that resources and intervention are embedded within provision and the impact of these. Leadership response in terms of so what: challenge, first fall, review, approach taken.</p> <p>June- measure the impact on teaching and learning outcomes.</p>	SLT	<p>Monitoring: Oct March June</p>	

<p>A 100% of children in receipt of Pupil Premium will make good progress.</p> <p>B Children who are SEN and eligible for Pupil Premium will make good progress from their start point and this will be in line with their peers</p> <p>C Home and school will work together to ensure the progress of pupil premium children.</p>	<p>Embed support out of school from Y1 to Y6.</p> <p>Homework folders- designated LSA to ensure they are returned and replenished regularly.</p> <p>Parent workshops to provide support and guidance for parents to enable them to support effectively.</p> <p>Regular contact with parents (at least every 3 weeks where progress is an issue).</p> <p>After school clubs to support homework and enable children to overcome learning barriers- e.g. magical maths, reading comprehension focus, etc.</p>	<p>We want to embed home/school learning as we recognise that this is a vital role in supporting children to progress. We want to ensure that we fully utilise our parent's/carers to support the progress of their children.</p>	<p>Monitoring of homework folders to ensure all homework folders are in place and being engaged with appropriately.</p> <p>Parental feedback on workshops.</p> <p>Impact of afterschool clubs to be noted by class teachers.</p> <p>Time allocated for parent's meetings as appropriate.</p>	<p>SLT</p>	<p>Monitoring: Oct March June</p>
Total budgeted cost					£55,720

6. Review of expenditure				
Previous Academic Year		2016/2017		
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.	Lessons learned (and whether you will continue with this approach)	Cost
<p>A. The high level of emotional and behavioural need will be addressed and managed at a level, so that progress and standards can be the highest priority for intervention.</p> <p>B. Children who are SEN and eligible for Pupil premium will make good progress from their start point and this will be in line with their peers.</p>	<p>Staff training on:</p> <p>Building classroom relationships for learning success, excellent behaviour and engagement.</p> <p>Positive learning behaviours</p>	<p>The success criteria were met, therefore gave good value for money.</p> <p>A review of the behaviour policy ensured that no behaviour escalated further. We only had three children on 'report' over the academic year.</p> <p>A focus on behaviour training gave staff the confidence to effectively manage low level disruption and the impact of this was measure through learning walks and lesson observations.</p> <p>Following CPD in Sept 16, the provision across the school developed to be of a consistently high standard.</p>	<p>Develop of staff to provide outstanding provision is an on-going task due to the size of the staffing team and staff turnover. Ensuring that performance management is personalised to enable individual to reach their full potential is key next year.</p> <p>The behaviour policy will be reviewed annually and this will be updated appropriately to ensure that we meet the needs of all.</p>	£2000
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)	Cost

<p>The high level of emotional and behavioural need will be addressed and managed at a level, so that progress and standards can be the highest priority for intervention.</p> <p>Children who are SEN and eligible for Pupil premium will make good progress from their start point and this will be in line with their peers.</p> <p>Home and school will work together to ensure the progress of Pupil Premium children.</p>	<p>Emotional Literacy Support Assistant training. April 17 £1200</p> <p>Emotional, social and well-being intervention for those children causing concern, including the resources to support this.</p> <p>Personalised homework: homework folders</p> <p>Specialist teaching</p> <p>Targeted individual progress plans</p> <p>Small group intervention focused on overcoming barriers</p>	<p>The success criteria were met, therefore gave good value for money.</p> <p>We had two ELSAs trained during this year, the impact of this training was significant in meeting the high level of emotional need.</p> <p>Further funding was put into play leader support to ensure that the emotional and social needs of the children were met. This was significant in reducing the impact that these children had on learning time for all- therefore allowing LSA to focus on learning rather than behaviour.</p> <p>Personalised homework folder where started in February for all children in receipt of pupil premium.</p> <p>Weekly specialist teaching support in Y5 and 6 had a significant impact on pupil outcomes.</p> <p>Personalised action plans were written and intervention planned for and delivered.</p>	<p>The work of the ELSAs will continue to be developed and embedded into school practise.</p> <p>Emotional support will be identified and responded to through the year group provision maps, time will be allocated on need.</p> <p>These folders came with a significant workload that was difficult to manage. Moving forward all children eligible for PP will be allocated an LSA, who will monitor homework to ensure that it is personalised and accessed.</p> <p>Progress made for this children evident the success. As a school we now need to focus on interventions delivered and what makes the difference.</p>	<p>£50,800</p>
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Our full strategy document can be found online at: www.aschool.sch.uk

As a school we are consistently looking for ways to enhance provision to enable all children to make good progress. 31% of children eligible for Pupil Premium also have significant Special Educational Needs and even though we can evidence progress for these children using resources such as PIVATs, our data does not show this gap closing. In June 2017 we carried out an internal Pupil Premium Review to establish further next steps to enable these pupils to progress. The outcomes of this review have informed this Pupil Premium Strategy.

School's overall results continue to be above the local and national average, therefore our pupil's perform well.