

What is Pupil Premium?

The pupil premium is a Government initiative that targets extra money at pupils from low income families, ensuring support to enable them to reach their full potential. Those entitled to Free School Meals is the indicator and Pupil Premium is allocated annually based on pupils who have registered for free school meals at any point in the last 6 years. The Government are not dictating how schools should spend this money, but are clear that schools will need to employ the strategies that they know will support their pupils to increase their attainment, and 'narrow the gap'. Schools will be accountable for narrowing the gap, and school performance tables will compare the attainment of pupils who receive the pupil premium with their peers.

Summary information					
School	Wyburns Primary School				
Academic Year	March 2018- March 2019	Total PP budget	£45,830 March 19	Date of most recent PP Review	March 19
Total number of pupils	228	Number of pupils eligible for PP	32	Date for next internal review of this strategy	Interim Oct 19 Full March 20
Pupil Premium Spending					
Date	2018/2019				
Number of Children	32				
Total Funding	£45,830				

Current attainment end of KS2				
	2018-19		2017-18	
	Pupils eligible for PP (4 pupils)	Pupils not eligible for PP (35 pupils)	Pupils eligible for PP (9 pupils)	Pupils not eligible for PP (26 pupils)
% Meeting expected standard in reading	50%	74.3%	88.9%	69.2%
% meeting expected standard in writing	50%	62.9%	77.8%	73.1%
% meeting expected in GPS	50%	62.9%	77.8%	73.1%
% Meeting expected in standard in maths	75%	74.3%	77.8%	88.5%
% making expected progress from end of KS1-KS2 reading				
% making expected progress from end of KS1-KS2 writing				
% making expected progress from end of KS1-KS2 maths				
% making more than expected progress from end of KS1-KS2 reading				
% making more than expected progress from end of KS1-KS2 writing				

% making more than expected progress from end of KS1-KS2 maths				
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Barriers to future attainment (for pupil's eligible for PP)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

- Attachment issues
- Application of learnt spelling strategies across the curriculum
- Parental engagement and pupil perception of reading

External Barriers (*issues which also require action outside, such as low attendance rates*)

- SEMH issues for families. Vulnerable families where their mental health issues, domestic violence and financial.
- The range of experiences and opportunities for independent thinking.

Desired outcomes		Success criteria
A.	School to become accredited with attachment aware status	<ul style="list-style-type: none"> • Training of all stakeholders • Impact of training on well being • Accreditation

B.	Accuracy in spelling improves across aspects of writing across the curriculum	<ul style="list-style-type: none"> • Evidence in TT analysis • Moderation across own school and local schools
C.	Increased parental engagement leading to raised attainment in reading across the school.	<ul style="list-style-type: none"> • Evidence in TT analysis • Progress increase for individuals • Parental partnership with reading embedded
D.	Appropriate support and engagement for families in SEMH difficulties	<ul style="list-style-type: none"> • Outreach provides suitable support • Staff well being monitored/supported
E.	Early years transition package provided for all families joining the school	<ul style="list-style-type: none"> • Effective engagement with new families • Children are 'school ready' • Parents role is clear pre entry • Strategies in place to support rapid development of those not ready

Planned Expenditure				
Academic year	2018/2019			
Chosen action /	Objective	Intended Impact	How will this be measured?	Cost
Quality First Teaching (Including partnered learning)	CPD to upskill staff through training opportunities, both internally and externally to develop the quality and breadth of teaching and learning. This will include lesson studies and co-coaching to deliver quality teaching and match teaching to learning needs.	<ul style="list-style-type: none"> 100% at least good teaching that is inclusive of all learners. Increased attainment and progress in writing Increased attainment in reading at greater depth Further development of the creative curriculum to engage and motivate and engage all learners 	<ul style="list-style-type: none"> Lesson observation outcomes. PP meeting records. Data analysis Book scrutiny Moderation Parent engagement with reading activities at home 	£5000
Family and Child Support through Extended Services Cluster meetings, sharing good practice, Drop in support for individual pupil advice, access to Family support workers, EP, attendance support, LSA support group, parent support groups, bereavement support	To support vulnerable, disadvantaged and hard to engage families. To engage in training opportunities and support	<ul style="list-style-type: none"> Parents and carers given access to services they need. Social and emotional needs are supported Target figures for attendance is a high priority for families Children are enabled to engage in all areas of school life School staff have access to support in 	<ul style="list-style-type: none"> Engagement with services SEMH difficulties which present as barriers are lessened and children feel safe at home and school Attendance meets school target or better 	£5000

<p>Intervention mapping Support and Intervention including SALT Strategies include</p> <ul style="list-style-type: none"> ✓ Additional phonics and spelling support ✓ One to one FFT ✓ 5 min boxes ✓ Word Wasp, Hornet, Toe by Toe ✓ S and L –Talk Boost Resources, Staff Training and groups established in Spring Term ✓ Reading groups 	<p>To provide focussed, needs led interventions which include planning, assessment and resources in order to narrow gaps in learning and development. Support to accelerate progress and raise attainment one to one or small group support. Collaborative work with children, parents, staff and other professionals</p>	<ul style="list-style-type: none"> • Assess, do, review cycle, means that support and intervention are matched effectively and appropriately to needs • Writing and spelling to be a focus for identified groups of learners to improve progress- All PP making at least expected progress in line with their peers. • Children’s confidence increases in key skills identified. • Improved staff confidence in meeting the needs of all learners. • Improved confidence and self-esteem • Children able to access the curriculum more effectively-increased engagement • Strengthen home/school links 	<ul style="list-style-type: none"> • On-going assessments show progress • Positive attitudes in learning behaviours • Staff are confident in supporting and enabling children as positive learners • Pupil progress meetings • Pupil perceptions • Data analysis of attainment and progress • Book scrutiny-writing/spelling shows development across curric • Progress of children in English/Phonics • Data from phonics screening • Intervention records • Lesson observation outcomes 	<p>£5000</p>
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<p>Focussed Learning Further development of English- Reading Writing Spelling</p> <p>New reading focus Pupil views /perceptions of writing</p> <ul style="list-style-type: none"> ✓ Creative writing project ✓ Tim ✓ Increased opportunities for free writing ✓ Additional phonics groups- developing multisensory strategies ✓ Sir Linkalotpag.com- £581 ✓ Interventions 	<p>Progress and attainment in Writing and spelling across the school will be enhanced.</p>	<ul style="list-style-type: none"> • Higher percentage of children will be at greater depth at end of KS1 and KS2 in writing • Increased spelling confidence and accuracy will be evident across the curriculum • Data from termly diagnostic spelling scheme will show that progress is accelerated 	<ul style="list-style-type: none"> • Progress of children in English/Phonics. • Spelling diagnostic tests • Metacognition in developing spelling strategies and links (<i>Sir Linkalot</i>) • Data from phonics screening • Intervention records • Lesson observation outcomes • Creative writing project • Moderation 	<p>£1500</p>
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Breakfast Club	To provide before school care for families	<ul style="list-style-type: none"> • Safe and familiar environment for childcare • All children receiving regular breakfast and therefore ready for the school day. • Skills of independence will be developed. • Social skills will be developed • Improved attendance and punctuality 	<ul style="list-style-type: none"> • Records of attendance at Breakfast club • Attendance data 	£8066
WASP	To provide after school care for families	<ul style="list-style-type: none"> • Children to have a safe and fun environment while parents are working. • Children to be involved in planning, organising and delivery of activities 	<ul style="list-style-type: none"> • WASP attendance records • Child and parent/carer feedback 	£3850
Inclusion subsidies including enrichment	To support low income/vulnerable families to ensure inclusion and equality of opportunity eg swimming, trips, music, clubs, uniform, transport	<ul style="list-style-type: none"> • All children to be given equal access to the opportunities provided by Wyburns. • Increased enrichment of the curriculum for all. 	<ul style="list-style-type: none"> • Increased participation in activities and events offered 	£1260 PE kits, residential (£305), Panto, Young voices.

Gym Trail and Sensory Circuit	To provide opportunities for the development of social skills, confidence, gross and fine motor skill development and meet sensory needs throughout the day.	<ul style="list-style-type: none"> • Increased motivation. • Children are able to start their day appropriately with their desired stimulus or mind set. • Skills transferred to the curriculum. • Individual needs met and OT programmes supported 	<ul style="list-style-type: none"> • Individual needs assessed and reviewed • Skills and confidence is transferred into day to day learning and independence • Work with OT and PNI specialist teacher to pilot new training and schemes with view to becoming 'gold standard 	£1232
<p>SEMH focus</p> <p>Increase in Learning Mentor and Well-Being Support hours.</p> <p>Mental Health awareness and CPD</p> <p>Prince William Award</p> <p>Lunchtime Mentor</p> <p>Bully beat Workshop-£200</p>	To provide additional support for vulnerable families and weekly support sessions for designated children. Eg anxiety, separation bereavement, nurture.	<ul style="list-style-type: none"> • Pastoral support will reduce barriers to learning and increase development of emotional literacy with a view to improving pupil attainment and progress. • Parents /teachers/ pupils will have identified link adult • Staff development/training will enhance appreciation of attachment issues and strengthen understanding 	<ul style="list-style-type: none"> • Lesson study-what is working well /not working so well • Co-coaching and lesson study • Pupil profiles and children's/parent voice and perceptions 	£7000

Small Groups Booster Enrichment Activities Raising Aspirations	To accelerate attainment and progress and remove barriers. To give children to desire to strive and achieve.	<ul style="list-style-type: none"> • Focussed group teaching to raise attainment and improve rate of progress • Give a range of opportunities to motivate and widen opportunities and interests and strengths • Support development of higher-level reading skills • Development of new school library and group learning area 	<ul style="list-style-type: none"> • Pupil perceptions • Data analysis of attainment and progress • Increased interest in reading • Developing links with local library • Book scrutiny-writing/spelling shows development across curriculum. 	£5000
Individualised curriculum, sensory provision, timetabling and support Provision of sensory area	To provide inclusive opportunities for specific pupils. To ensure the needs of individuals are met.	<ul style="list-style-type: none"> • Inclusive provision, teaching and learning for all regardless of need or barrier. • Children feel safe, confident and valued –they develop a range of life long skills and strategies to meet needs • To support and strengthen SEMH needs • To enhance access to the curriculum and related opportunities. • Lego subscription 	<ul style="list-style-type: none"> • Successful One planning and outcomes • Parental engagement and support • Specialist teacher and other professionals' involvement and reports • Pupil progress 	£5000
Total cost			£45,150	