

Wyburns Primary Pupil premium strategy statement 2017



1. Summary information					
School	Wyburns Primary School				
Academic Year	2016/17	Total PP budget	£43,820	Date of most recent PP Review	November 16
Total number of pupils	211	Number of pupils eligible for PP	32	Date for next internal review of this strategy	March 17

2. Current attainment end of KS2				
	2015-16		2014-15	
	<i>Pupils eligible for PP (1 pupil)</i>	<i>Pupils not eligible for PP (29 pupils)</i>	<i>Pupils eligible for PP (7 pupils)</i>	<i>Pupils not eligible for PP (21 pupils)</i>
% Meeting expected standard in reading	0%	86.2%	100%	100%
% Meeting expected standard in writing	0%	79.3%	85.7%	95.2%
% Meeting expected standard in SPAG	100%	96.2%	85.7%	90.5%
% Meeting expected standard in maths	100%	75.9%	85.7%	100%
% making expected progress from end of KS1-KS2 reading			100%	100%
% making expected progress from end of KS1-KS2 writing			85.7%	100%
% making expected progress from end of KS1-KS2 maths			100%	100%
%making more than expected from end of KS1-KS2 reading			42.9%	40%
%making more than expected from end of KS1-KS2 writing			42.9%	40%
%making more than expected from end of KS1-KS2 maths			57.1%	45%

3. 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.	Lower than average attainment in core skills on entry.	
B.	Writing attainment and progress at end of KS1, consistent spelling and writing quality in all subjects across the school.	
C.	Application of language skills.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Inconsistent parental engagement	
E	Lower than average attainment in core skills on entry.	
4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Accelerated progress through EYFS and KS1.	<ul style="list-style-type: none">From baseline assessments in EYFS, children will have made better than average progress in reading, writing and maths.
B.	PP children will be achieving in line with their peers or better in writing.	<ul style="list-style-type: none">PP data shows children reaching age expected goals in writing.Evidence shows improved spelling application in written work towards meeting age related expectations.
C.	Children can communicate clearly and effectively and reach age expected goals.	<ul style="list-style-type: none">Language development of EYFS pupils will show rapid progress.Children will be exposed to and therefore use a greater range of vocabulary.Children will be confident to communicate with peers and other adults.
D.	Consistent parental engagement	<ul style="list-style-type: none">More parents attending school-led workshops.Home-school learning partnership is strengthened resulting in increased progress for learners.Communication between school and home is enhanced.

5. Planned expenditure				
Academic year	2016/2017			
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				
Chosen action / approach	Objective	Intended Impact	How will this be measured?	Cost
Quality First Teaching	CPD to upskill staff through training opportunities, 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.• All PP making at least expected progress in line with their peers.• Increased attainment and progress in writing	<ul style="list-style-type: none">• Lesson observation outcomes.• PP meeting records.• Data analysis• Book scrutiny• Moderation	£6000
Family and Child Support through Extended Services	To support vulnerable, disadvantaged and hard to engage families.	<ul style="list-style-type: none">• Parents and guardians given access to services they need.• Social and emotional needs are supported• Children engaged in all areas of school life.	<ul style="list-style-type: none">• Engagement with services• SEMH difficulties which present as barriers are lessened• Attendance meets school target or better	£5129
Intervention mapping	To provide focussed, needs led interventions which include planning, pupil progress meetings and resources in order to narrow gaps in learning and development.	<ul style="list-style-type: none">• Assess, do, review cycle, means that support and intervention are matched effectively and appropriately to needs• Pupil progress meetings• Upskilling staff to deliver effective support.	<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	£2000

Speech and Language Programme	To provide focussed work for children with Speech and Language Needs which include collaborative work with therapists, parents and staff.	<ul style="list-style-type: none"> • Consistent approaches from home and school to meet pupil communication needs. • Children able to access the curriculum more effectively. • Improved confidence and self-esteem raised. • Improved staff confidence in meeting the needs of learners with communication barriers. 	<ul style="list-style-type: none"> • Progress of children in English/Phonics. • Data from phonics screening • Intervention records • Lesson observation outcomes 	£1000
One to One/Focussed Learning	One to one support to accelerate progress and raise attainment.	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Pupil perceptions • Data analysis of attainment and progress • Book scrutiny- writing/spelling shows development across curric 	£10 000
Breakfast Club	To provide before school care for families	<ul style="list-style-type: none"> • All children receiving regular breakfast and therefore ready for the school day. • Skills of independence will be developed. • Improved attendance and punctuality 	<ul style="list-style-type: none"> • Records of attendance at Breakfast club • Attendance data 	£7197
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. 	<ul style="list-style-type: none"> • WASP attendance records 	£2850

Inclusion subsidies	To support low income/vulnerable families to access extended/enriched curriculum eg swimming, trips, music	<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"> • Pupil's positive attitude towards enrichment activities. • Increase in uptake of clubs 	£1150
Gym Trail	To provide opportunities for the development of social skills, confidence, gross and fine motor skill development and sensory needs.	<ul style="list-style-type: none"> • Increased motivation. • 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 	£1340
Learning Mentor	To provide additional support for vulnerable families and weekly support sessions for designated children. Eg anxiety, separation bereavement.	<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 	<ul style="list-style-type: none"> • Lesson study-what is working well /not working so well • Pupil profiles and children's/parent voice and perceptions 	£2241
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 	<ul style="list-style-type: none"> • Pupil perceptions • Data analysis of attainment and progress • Book scrutiny-writing/spelling shows development across curriculum. 	£9900

Let's Get Cooking	To provide an enrichment opportunity to learn about healthy, safe cooking as a key life skill.	<ul style="list-style-type: none"> • Children to explore wide range of foods, safe preparation and use in different recipes • Children to broaden understanding of food groups and balanced diet • Children to share recipes at home 	<ul style="list-style-type: none"> • Children will demonstrate skills in safe use of utensils and hygiene in handling food and will be able to consider healthy choices 	£600
Individualised curriculum, timetabling and support	To provide inclusive opportunities for specific pupils.	<ul style="list-style-type: none"> • Inclusive teaching and learning for all regardless of need or barrier. 	<ul style="list-style-type: none"> • Successful One planning and outcomes • Specialist teacher and other professionals involvement and reports 	£1500
Total budgeted cost			£43,820	

6. Review of expenditure			
Previous Academic Year £43 930			
Chosen action	Objective	Impact:	Cost
Quality First Teaching and Learning	CPD to upskill staff through training opportunities, lesson study, co-coaching, to deliver quality teaching and match teaching to learning needs.	<ul style="list-style-type: none"> • Mostly good with some outstanding teaching observations throughout school. • All pupil premium children achieved expected standard in maths at end of KS2 which was also a focus area for one to one tuition. • 95% of PP children made expected progress or more in reading, compared to 80% non PP across school. • 70% of PP children made expected progress or more in writing, compared to 83% non PP across school. • 80% of PP children made expected progress or more in maths, compared to 83% non PP across school. 	£4160
Family and Child Support through Extended Services	To support vulnerable, disadvantaged and hard to reach families.	<ul style="list-style-type: none"> • Attendance monitored with Yr 6 pupil and improvements made • number of families directly supported, emotionally, financially, housing issues • Access to support workers for short term and longer term 	£5336
Intervention Mapping	To provide focussed, needs led interventions which include planning, regular pupil progress meetings and resources.	<ul style="list-style-type: none"> • All pupil premium children achieved expected standard in maths at end of KS2 which was also a focus area for one to one tuition. • 95% of PP children made expected progress or more in reading, compared to 80% non PP across school. • 70% of PP children made expected progress or more in writing, compared to 83% non PP across school. • 80% of PP children made expected progress or more • in maths, compared to 83% non PP across school. 	£2200

Speech and Language	To provide focussed work for children with Speech and Language Needs which include collaborative work with therapists, parents and staff.	<ul style="list-style-type: none"> • Staff trained in 'Talk Boost' • Staff trained in 'Talk for Writing' • Member of staff trained via extended services with specific speech and language programme and acts as 'lead' within school. 	£982
One to One	One to one support to accelerate progress and raise attainment particular in Maths	<ul style="list-style-type: none"> • All PP children reached expected standard in maths 	£9900
Breakfast Club	To provide a safe and nurturing environment of before school care for families.	<ul style="list-style-type: none"> • Increase in regular attendance. More families accessing breakfast club. • Authority review stated that the provision was good. 	£9262
WASP	To provide a safe and fun environment of after school care for families.	<ul style="list-style-type: none"> • Increasing in number of children attending WASP 	£6200
Inclusion Subsidies	To support low income / vulnerable families to access extended/enriched curriculum eg trips, music, swimming, clubs residential opportunities.	<ul style="list-style-type: none"> • All PP children have been enabled to take part in a full range of additional activities • All KS involved in swimming lessons • Clubs 	£4000
Learning Mentor	To provide additional support for vulnerable families and daily/weekly support sessions for designated children eg bereavement, separation, anxiety, attachment.	<ul style="list-style-type: none"> • Training opportunities developed skills and knowledge to run groups to support designated children-Reach for Stars and CASPA. Perception surveys showed increase in self- esteem and resilience for a wider group than just PP. • Monthly drop in sessions set up for parents • Attendance at support group to share and develop good practice and resources. 	£3000

7. Additional detail

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

Ofsted 2016 said that..... ‘

Pupils are making good progress because they are well taught.

Those with special educational needs and disadvantaged pupils achieve particularly well.

The assessment information is used well to check how well individual pupils and different groups of pupils are achieving. The robust monitoring of pupils' progress alerts staff very quickly when anyone begins to fall behind and enables swift action to help all pupils to keep up with their learning.

Pupil premium funding is used effectively to support disadvantaged pupils in a variety of ways. Additional support provided on a one-to-one basis helps any who are behind to catch up. Class teachers are very aware of the needs of disadvantaged pupils, through training, and focus well on providing quality teaching in the classroom which benefits this group. Funding is also used to ensure that disadvantaged pupils participate fully in the wider enrichment and extra-curricular activities provided by the school.

Disadvantaged pupils achieve at least as well as others and often make better progress. As a result, they catch up on any gaps to reach good standards of work in English and mathematics. One-to-one support is particularly effective in helping these pupils to keep up, especially following any absences.