

Annex 2c: Pupil premium statement (primary)

1. Summary information					
School	Wyburns Primary School				
Academic Year	2017/18	Total PP budget	£45,150	Date of most recent PP Review	Oct 17
Total number of pupils		Number of pupils eligible for PP	29 on roll Sept 17	Date for next internal review of this strategy	March 18 Sept 18

2.	Current attainment end of KS2				
	2016-17	2016-17		2015-16	
	All pupils 36	Pupils eligible for PP (2 pupils)	Pupils not eligible for PP (34 pupils)	Pupils eligible for PP (1 pupil)	Pupils not eligible for PP (29 pupils)
% Meeting expected standard or better in reading	75%	100%	74%	0%	86.2%
% Meeting expected standard or better in writing	78%	100%	88%	0%	79.3%
% Meeting expected standard or better in SPAG	89%	100%	88%	100%	96.2%
% Meeting expected standard or better maths	78%	50%	79%	100%	75.9%
% making expected progress from end of KS1-KS2 Reading	-0.08	3.10	-0.27		
% making expected progress from end of KS1-KS2 Writing	-1.82	1.54	-2.03		
% making expected progress from end of KS1-KS2 Maths	-0.36	-4.77	-0.09		

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
A.	Attachment issues	
B.	Application of learnt spelling strategies across the curriculum	
C.	Parental engagement and pupil perception of reading	
4. External barriers (issues which also require action outside school, such as low attendance rates)		
D.	SEMH issues for families. Vulnerable families where there are mental health issues, Domestic Violence, financial issues	
E	The range of experiences and opportunities for independent thinking	
5. Desired outcomes (Desired outcomes and how they will be measured)		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

6. 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				
Chosen action / approach	Objective	Intended Impact	How will this be measured?	Cost
Quality First Teaching	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 all	<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

<p>Family and Child Support through Extended Services</p> <p>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</p>	<p>To support vulnerable, disadvantaged and hard to engage families.</p> <p>To engage in training opportunities and support</p>	<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 their own practice with vulnerable children 	<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 	<p>£5130</p>
<p>Intervention mapping</p> <p>Support and Intervention including SALT</p> <p>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 ✓ Reading groups 	<p>To provide focussed, needs led interventions which include planning, assessment and resources in order to narrow gaps in learning and development.</p> <p>Support to accelerate progress and raise attainment one to one or small group support.</p> <p>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> <p>£1174 for SALT</p> <p>£2804 for 2 additional LSA afternoons</p>

<p>Focussed Learning Writing and spelling year 2 of cycle</p> <ul style="list-style-type: none"> ✓ Creative writing project ✓ Tim ✓ Increased opportunities for free writing ✓ Additional phonics groups-developing multisensory strategies ✓ Sir Linkalot Spag.com ✓ 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>
<p>Breakfast Club</p>	<p>To provide before school care for families</p>	<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 	<p>£8066</p>
<p>WASP</p>	<p>To provide after school care for families</p>	<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 	<p>£3850</p>
<p>Inclusion subsidies including enrichment</p>	<p>To support low income/vulnerable families to ensure inclusion and equality of opportunity eg swimming, trips, music, clubs, uniform, transport</p>	<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 	<p>£1260</p>

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 	£1232
Learning Mentor, Nurture and developing attachment aware school	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 of needs and behaviours 	<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 	£3482
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

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 • Parents to be involved in cooking sessions with their children 	<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 • Parent workshops will be well supported 	£630
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. 	<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 budgeted cost			£45,150	

7. Review of expenditure (from 16-17)			
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.	<p>KS2 SATs data show that Grammar, Spelling and Punctuation is a key strength.</p> <p>In both KS1 and KS2, including children achieving Expected Standard and Greater Depth, results for Maths are above both Essex and National Standards. 1 of 2 PP child reached expected standards in reading, writing, maths and SPAG.</p> <p>1 of 2 PP child reached expected standard in Reading, writing and SPAG.</p>	£6000
Family and Child Support through Extended Services	To support vulnerable, disadvantaged and hard to reach families.	<ul style="list-style-type: none"> • Steps training attended-distraction techniques and positive behaviour management. • 2 LSA's attended support group on feeding issues and zones of regulation which have been shared with parents and staff and strategies introduced. Children now regularly joining peers in the dining hall • Regular attendance at Cluster meetings sharing good practice • Families have accessed support from FSW and routines, behaviour management and relationships have been strengthened-children coming to school ready to learn. 	£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"> • Target Tracker training for key staff enabled division of intervention grids • Fully informed data meetings to highlight next steps 	£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"> • Parents supported in attending and following up SALT outcomes so that there was consistency in approaches and expectations • LSA's worked alongside therapist to develop skills and knowledge in developing communication skills • Resource bank developed and accessed by staff • Development of talk for writing strategies 	£1000
Development of Maths across the school including One to One tuition	Support to accelerate progress and raise attainment in Maths.	<p>In both KS1 and KS2, including children achieving Expected Standard and Greater Depth, results for Maths are above both Essex and National Standards.</p> <p>PP children-50% reached age expected standard in maths. Pupil who did not however made good progress.</p>	£10 000
Breakfast Club	To provide a safe and nurturing environment of before school care for families.	<ul style="list-style-type: none"> • Parents/carers are booking sessions in advance on a regular basis as their first choice of childcare • Breakfast is provided for children who come into school hungry 	£7197
WASP	To provide a safe and fun environment of after school care for families.	<ul style="list-style-type: none"> • Increase in attendance • Parents/carers are booking sessions in advance on a regular basis as their first choice of childcare • Parents are now able to use the provision flexibly-part sessions at reduced costs which helps with working hours/finances • WASP also used to support parents/carers with respite type care 	£2850

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"> No child has been denied access to additional opportunities due to financial barriers. Children have been enabled to have instrumental tuition, support with residential trip costings, club attendance, photos, pantomime, transport to school during short term medical needs, uniform etc 	£1150
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"> Number of children and families being supported on a regular basis has increased- increase in Learning Mentor time to accommodate the needs Drop in sessions have been provided for parents and carers Training with Macmillan nurse in supporting children and families Open sessions with staff at EWMH Attendance at cluster meetings with good practice shared and time spent sharing expertise in local schools 	£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.		£9900

8. Additional detail

	2017	2016	2015	2017 LA	2017 National
	%GLD	% GLD	% GLD	% GLD	% GLD
GLD	77	59	66	73.5	70.7

GLD= Good Level of Development

KS1 Attainment 2017 %

	% of pupils achieving the expected standard or above				% of pupils achieving a high level of attainment			
	School		LA	National *	School		LA	National
	2017	2016						
Reading	78	80	78	76	28	28	29	25
Writing	67	68	70	68	28	16	18	16
Maths	78	83	76	75	31	21	23	20
RWM	64	69	65	64	22	11	13	11

% Year 1 passing phonics test

2017	2016	2015	2017 LA	2017 National
79	87	74	82	81

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.