

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	April 2019- March 2020	Total PP budget	£49,780	Date of most recent PP Review	March 20
Total number of pupils	229	Number of pupils eligible for PP	46- pending for new entry pupils 34	Date for next internal review of this strategy	Interim Oct 20 Full March 21
Pupil Premium Spending					
Date	2019/2020	2018/2019			
Number of Children	34	33			
Total Funding	£49,780	£45,150			

Current attainment end of KS2				
	2017-18		2019-2020	
	Pupils eligible for PP (34 pupils)	Pupils not eligible for PP (35 pupils)	Pupils eligible for PP 10	Pupils not eligible for PP 35
% Meeting expected standard in reading	50%	74.3%	60%	82.9%
% meeting expected standard in writing	50%	62.9%	60%	80%
% meeting expected in GPS	50%	62.9%	60%	80%
% Meeting expected in standard in maths	75%	74.3%	60%	77%

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*)

- Wellbeing
- Parental engagement and pupil perception of reading
- Access to the whole curriculum
- Speech and language

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

- SEMH issues for families.
- The range of experiences and opportunities for independent thinking.

Desired outcomes		Success criteria
A.	School to become accredited with mental health certificate.	<ul style="list-style-type: none"> • Mental health training for all teaching staff • Impact of training on well being • Accreditation
B.	PP children will be achieving in line with their peers or better in reading.	<ul style="list-style-type: none"> • Evidence in TT analysis • Moderation across own school and local schools • Increased parental engagement • Progress increase for individuals • Parental partnership with reading embedded
C.	PP children will have raised attainment in all areas of the curriculum	<ul style="list-style-type: none"> • Enriched planning • Opportunities to further develop curriculum • Staffing time to liase with SENCo and other agencies • Progress increase for these pupils

D.	Children can communicate clearly and effectively and reach age expected goals	<ul style="list-style-type: none"> • Language in EYFS pupils will show rapid progress in communication areas • Children exposed to new vocab- used to support reading • BPVS used with universally speaking- new children entering school screening if needed. • Referrals made to Speech and Therapy Service
E.	Appropriate support and engagement for families in SEMH difficulties	<ul style="list-style-type: none"> • Outreach provides suitable support • Staff well being monitored/supported

Planned Expenditure				
Academic year	2019/2020			
Chosen action /	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.	100% at least good teaching that is inclusive of all learners. Increased attainment and progress in reading Increased attainment in reading at greater depth Further development of the creative curriculum to engage and motivate and engage all learners PP chn will make at least expected progress	Lesson observation outcomes PP meeting records Data analysis Book scrutiny Moderation Parent engagement with reading activities at home	£5000
Family and Child Support including Extended Services	To support vulnerable, disadvantaged and hard to engage families.	<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- EYFS transition • School staff have access to support 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 	£5000

Intervention mapping Support and Intervention including SALT	To provide focussed, needs led interventions to support accelerated progress.	<ul style="list-style-type: none"> • Assess, plan, do, review cycle, means that support and intervention are matched effectively a • Reading 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 • Booster groups identified • Sensory/Gym Trails interventions to continue • Strategies in place supporting EYFS children who are not school ready 	<ul style="list-style-type: none"> • Positive attitudes in learning behaviours • Pupil progress meetings • Data analysis of attainment and progress • Book scrutiny • Progress of children in English/Phonics • Intervention records • Lesson observation outcomes • BPVS testing/ SALT referrals • Lowest 20% read with daily 	£10,000
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Focussed Learning- Reading as a focus	Progress and attainment in reading across the school will be enhanced.	<ul style="list-style-type: none"> • Higher percentage of children will be at greater depth at end of KS1 and KS2 in reading • Increased reading confidence and accuracy will be evident across the curriculum 	<ul style="list-style-type: none"> • Progress of children in English/Phonics. • Reading baseline- Stanford test • Intervention records • Lesson observation outcomes • Moderation • Reading daily with an adult in the class • Reading bingo and badges • New phonics books 	£6500
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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 	£5000
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 	£10,000
Inclusion subsidies including enrichment	To support low income/vulnerable families to ensure inclusion and equality of opportunity eg swimming, trips, music, clubs, uniform, transport etc	<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. • Free school meals 	<ul style="list-style-type: none"> • Increased participation in activities and events offered 	£1260

SEMH focus	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- learning mentor. • The POD area redesigned and resourced • Staff development/training will enhance appreciation of mental health issues and strengthen understanding of needs and behaviours • Power Thoughts training • Lunchtime learning mentor 	<ul style="list-style-type: none"> • Lunchtime log books • Pupil profiles and children's/parent voice and perceptions 	£7000
Total cost			£49,780	

Review of expenditure			
Academic Year 2019/2020			
Chosen action	Objective	Impact	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.	<p>KS2 SATs data shows: (No SATS) 60% of PP children achieved at or above in all areas.</p> <p>KS1 data: (NO SATS) 50% of PP children achieved at or above in Reading, Writing and Maths.</p> <p>Phonics: (No phonics tests) Reading 71.4% of PP children achieved at or higher.</p> <p>Observations show that teaching is 100% good or above.</p> <p>Training carried about by a variety of members of staff (please see</p>	£6000
Family and Child Support through Extended Services	To support vulnerable, disadvantaged and hard to engage families.	<ul style="list-style-type: none"> • 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. • Drop in support for individual pupil advice • Attendance support • EP advice and LSA support group • Parent support groups 	£4458

Intervention mapping Support and Intervention including SALT	To provide focussed, needs led interventions to support accelerated progress.	<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 • BPVS testing - SALT referrals increased • Talk boost- all Key Stages • KS2 boosters- two days a week • Additional phonics and spelling support- Precision Teaching • Reading groups 	£5719.54
Focussed Learning- New reading focus	Progress and attainment in reading across the school will be enhanced.	<ul style="list-style-type: none"> • KS1 booster- family fisher trust- increased to three days a week • Additional phonics and spelling support- Precision Teaching • Reading groups • Booster groups for KS1 • Reading has a high priority across the school 	£7785.86

Breakfast Club	To provide 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 • A nutritious breakfast is provided for children • Provides a calm and positive start to the morning before school begins 	£6737
WASP	To provide after school care for families	<ul style="list-style-type: none"> • Increase in attendance- new WASP lead employed • 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 • Snack provided for all children 	£7727
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"> • 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

SEMH focus	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"> • Lunchtime mentor- lunchtimes have been restructured and a nurture group set up • Learning mentor- hours increased. Phone calls carried on whilst children are home schooled. • What are they like sessions- big uptake and many issues dealt with quickly • Young carers and wellbeing team created- YC identified throughout school • Young Carers Bronze award achieved • Positive do jo scheme introduced 	£10,430
			Total: £50,006