

Pupil premium strategy statement 2018-19

1. Summary information					
School	Wareside C of E Primary School				
Academic Year	2018-19	Total PP budget (including EY PP)	£14,520	Date of most recent PP Review	Autumn 2018
Total number of pupils	46	Number of pupils eligible for PP	11	Date for next internal review of this strategy	Autumn 2019

1. 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.	School attainment data and progress data tends to indicate a gap between those eligible for PP in Key Stage 2 Mathematics than for other pupils.	
B.	PP children entering our Early Years setting (both Nursery and Reception) tend to have a lower baseline compared to non-PP children. Areas of learning where this is particularly noticeable are communication and language and PSED.	
C.	In some year groups, there is an overlap between PP children and SEN.	
D.	There is a gap between PP and non-PP attendance at extra-curricular clubs.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Diminishing the difference between attendance of PP pupils against non PP pupils.	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Diminish the difference between non-PP and PP children's attainment in Maths across the School.	Percentage of PP children making expected progress in Maths is at least in line with non-PP peers. This is applicable to all year groups, though will be measured particularly in end of key stage cohorts.
B.	Children entering our Early Years setting make accelerated progress and the difference between non-PP and PP achieving GLD is diminishing.	Attainment as measured by GLD should be at least equivalent for PP and non-PP pupils in areas of communication and language (speech and language in particular) and PSED.
C.	Children with PP children and SEN overlap are supported in their learning and make progress which is at least in line with their non-PP peers.	Progress and attainment for PP and SEN children is continually monitored through formative data collection and pupil progress meetings (SLT and class teachers). Interventions and guided groups (both teacher and support staff led) are used to ensure children make at least expected progress in reading, writing and maths.
D.	To ensure all pupils R - Y6 (PP and non-PP) have the same access to extra-curricular clubs and that the attendance monitoring of such clubs shows no trends in PP/non-PP attendance.	Attendance at extra-curricular clubs shows a diminishing difference between non-PP and PP attendance. Each year group R - Y6 have the opportunity to attend a free club for at least a term of each academic year.

E.	Diminishing the difference between attendance of PP pupils against non PP pupils.	Attendance for PP pupils is at least in line with the school average, with many children achieving the school target of 96.5%. The percentage of PP pupils with attendance below our school target is reduced.
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3. Planned expenditure

Academic year **2018 - 2019**

The three headings below enables us 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 How for this choice? Implemented well?	will you ensure it is	Staff lead	When will you review implementation?
A	SDP includes a focus on raising the profile of Maths across the school.	KS2 SATs data 2017-18 shows a slight attainment gap between PP chn and non-PP chn,	Monitoring of Maths teaching planning/ outcomes. Pupil voice linked to enjoyment of Maths. Teacher's monitoring of Maths learning at home - SLT to support if needed.	HT / SLT	In line with the monitoring and evaluation schedule
	Continue to be innovative when purchasing new resources (for outdoor area) which will support with children's growing understanding of mathematical concepts.	Some PP children show a difference in their understanding when compared with non-PP children.	Monitor use of new resources - could be done through pupil voice. Continue to monitor through formative and summative assessment - to be reviewed in PPMs. SLT focus on reading and writing monitoring across whole school.	EY / KS1 team	Autumn 2019
	Develop mathematical fluency and vocabulary across the school.	Some PP children (across the school) do not have the same vocabulary when compared to non-PP children.	Sharing best practice which is currently in use for the teaching of new vocabulary and arithmetic skills. Use of vocabulary specific activities within lessons.	All	Spring 2019
B	Early intervention/ support provided for children for whom communication and language and PSED is an area of development to support them in achieving GLD at the end of EY.	Some children are displaying signs that they may need to make accelerated progress within communication and language in order to move into KS1 with the same level CL as their peers. The same can be said for PSED. The early identification of this gap will allow us to diminish the difference over the year.	PP children make progress at least in line with their peers in communication and language and PSED. Many children make better than expected progress. Children's speech and language is supported within whole class and smaller group sessions.	EY team	Autumn 2019

C	Ensure PP chn with SEN crossover are supported during whole class sessions.	During PPMs 2017-18, staff were positive about supporting children in all areas of their learning. Where there is a PP/ SEN overlap, it is important that we support children in foundation subjects to further their understanding of the world (also identified as a priority). Feedback at PPMs is positive.	Foundation subject assessments show PP children are making progress at least in line with their non-PP peers. PP children's books show that they are being supported during foundation subject learning. Names of PP children and SEN children are on teacher's plans to make sure all adults who work with the class are aware of any cross over between PP and SEN.	SENDco	Spring 2019
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Total budgeted cost £4600

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice? Implemented well?	How will you ensure it is	Staff lead	When will you review implementation?
A	CPD focus on Maths (both internal and external CPD). Specific teaching of Mathematical skills to support children of all abilities when answering longer response questions. Sharing best practice opportunities as a staff.	When analysing the 2018 SATs Maths papers, it was a common theme that children of all abilities were not being awarded the maximum amount of marks on the longer response questions. This was true of children of all abilities, and had our highest ability children gained more marks on these type of questions, the % of children being awarded the high standard for Maths may have been higher.	Within guided Maths teaching groups, there is a noticeable increase on the specific teaching of longer response questions and the language which should be used when answering them. Some gap analysis used within Maths when assessing and planning to monitor the gaps within each of the ability groups. Using formative assessment to inform future groupings and planning.	All	In line with the monitoring and evaluation schedule

B	Additional resources needed to support PP chn with SEN needs in N.				
	Early Language support provision in EY.	Speech and communication has been identified as a common area of development for our PP children on their entry into EY. Early intervention has proved the most effective way of these chn making accelerated progress and achieving (within CL) at least in line with their non-PP peers.	Formative and summative assessment shows chn are quickly identified as needing support with speech and language. Targeted support ensures these children make accelerated progress.	Early Years team	Spring 2019
C	PP chn with an overlap of SEN have targeted provision to ensure they are achieving at their potential	Class teacher/ support staff/ SLT led intervention ensure that our PP chn (including chn with SEN/ PP overlap) make at least expected progress. Where necessary, individual targets are in place for these chn. This will be in the format of IPMs which are shared with parents - these are reviewed termly in line with the formative assessment cycle.	Termly data analysis for each cohort (through PPMs), where class teacher and SLT will discuss current provision and how to maximise potential of PP chn through further targeted support. This support will be implemented quickly and the impact of support will be monitored by SLT and class teacher at the next PPM.	SENDco / SLT	Summer 2019
Total budgeted cost					£5250
iii. Other approaches (Whole school strategies)					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice? Implemented well?	How will you ensure it is	Staff lead	When will you review implementation?
D	All year groups R - Y6 are offered at least one free club for a term of the year	Noticed a gap in attendance at some after school clubs. Important that all chn are being offered the same opportunities regardless of money.	Pupil/ parent voice at the end of the year shows positive feedback of clubs/ opportunities which have been offered across the year.	SLT	Termly monitoring of numbers attending clubs with a breakdown of % PP
	PP funding can be used to support particular families with offering opportunities to PP chn which they would be unable to attend otherwise	When extra-curricular monitoring was carried out, there was a difference in PP chn attending some clubs. It is important that this difference is diminished and that these exciting opportunities are offered to all and that we support families of these PP chn in providing them with these experiences.	SLT to continue to monitor attendance at extra-curricular clubs - both paid for and free. Continually review practices and help offered to families. Continue to support PP families supporting their children to attend school trips throughout the year. Where possible, 100% of Y6 children to attend residential in June 2019.	HT	Summer 2019

E	Pupil led group (which includes PP chn) to lead a range of rewards to improve attendance further.	We currently have a PP attendance gap. Previous initiatives have proven that a child led action group leads to a more successful outcomes.	SLT to continue to monitor attendance. Attendance officer to continue to work alongside school to support families in learning the importance of attendance. Continue to discuss attendance during PPM meetings to support children for whom attendance might be a barrier. SLT to continue to meet with parents re. attendance and punctuality. Attendance figures monitored by governors within governor meetings.	HT	Continual monitoring of attendance by SLT. Review Summer 2019
Total budgeted cost					£4670

