

## Pupil Premium Strategy Statement:

<b>1. Summary information</b>					
<b>School</b>	Wantage CE Primary School				
<b>Academic Year</b>	2017/2018	<b>Total PP budget (date)</b>	£85,800	<b>Date of most recent PP Review</b>	Sept'17
<b>Total number of pupils</b>	413	<b>Number of pupils eligible for PP</b>	63 (65 including F2)	<b>Date for next internal review of this strategy</b>	July'18
<b>2. Current attainment</b>					
End of Year 6 Results Predictions			<i>Pupils eligible for PP</i>	<i>Pupils <b>not</b> eligible for PP</i>	
<b>% achieving in reading, writing and maths</b>			28%	70%	
<b>% making expected or better progress in reading</b>			57%	83%	
<b>% making expected or better progress in writing</b>			43%	82%	
<b>% making expected or better progress in maths</b>			43%	83%	

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A</b>	There are gaps in attainment and progress between PP and non-PP children
<b>B</b>	Some of our PP children have SEND ie 40% of PP are on the SEND register
<b>C</b>	Poor learning behaviours of some PP children have a detrimental effect on their academic progress and that of their peers
<b>D</b>	Expectations of children from staff (PP and non-PP) are not high enough
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>F</b>	Attendance rates for pupils eligible for PP are below non-PP children: 95.15% compared to 96.37%. On average, this reduces their school hours and causes them to fall behind.
<b>G</b>	Some parents/carers of PP children are not working effectively with school to overcome barriers in their children's learning

#### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To continue to improve performance of PP children in reading, writing and maths closing the gap between their progress/ attainment and that of other pupils in school and nationally	<ul style="list-style-type: none"> <li>The attainment gap between PP and non-PP children closed last year at the end of FS and in the Phonics test with PP children out performing their non-PP peers. We therefore need to show improvement in % of disadvantaged pupils achieving ARE at end of KS1 and KS2</li> </ul>
<b>B.</b>	To make sure that all PP children with SEND are supported effectively	<ul style="list-style-type: none"> <li>Children with additional needs are supported effectively through the school's SEND practice, with recognition of and support for any additional factors that PP children face</li> </ul>
<b>C.</b>	To continue to improve the behaviour of some of the PP children	<ul style="list-style-type: none"> <li>Improvements in the learning behaviours demonstrated by targeted pupil premium children are evident from pupil interviews and reports from class teachers</li> <li>ELSA assessment and support where necessary</li> <li>Focus pupils will have improved attendance, happier experience in school and demonstrate faster progress</li> <li>Improvements evident in targeted children – happier, less disruptive and more secure at school. Classmates will benefit from this with calmer atmosphere and fewer distractions</li> </ul>
<b>D.</b>	To continue to improve and increase expectations of all PP and non-PP children by all staff	<ul style="list-style-type: none"> <li>Quality First teaching will be evident in all classrooms</li> <li>Resilience and motivation of all pupils will improve so that they are able to evaluate their progress against EYEs and know what their next steps are</li> <li>Teachers will have a “mark first, ask first” attitude to all PP children</li> <li>Every adult working in the class will know their PP children and able to describe the needs of those children</li> </ul>
<b>E.</b>	To continue to improve attendance rates of PP children	<ul style="list-style-type: none"> <li>Overall attendance will continue to improve so that PP attendance is in line with non-PP pupils, improving from last year's 95.15% towards the whole school attendance target of 96.4% (and the 2017/18 target of 97%)</li> </ul>
<b>F.</b>	To continue to improve PP parental engagement in supporting learning and improving children's welfare and well-being	<ul style="list-style-type: none"> <li>Attendance by PP parents/carers at school meetings and events continues to increase from 70% to 85%</li> <li>Focus families continue to feel more confident to engage with school</li> <li>PP parents will continue to support their children at home e.g. hearing children read, engaging with their homework</li> <li>Focus families will continue to demonstrate greater attendance and faster rates of progress</li> </ul>

## 5. Planned Expenditure

Academic

2017-2018

The three headings below demonstrate how we 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 for this choice?	Cost	How will you ensure it is implemented well?	Staff lead	When will you review implementation
<b>A: To continue to improve performance of PP children in reading, writing and maths, closing the gap between their attainment and that of other pupils in school and nationally</b>	Track pupil progress. Interventions that are monitored and reviewed for impact. Use of growth mindset and meta-cognition. Pupil progress meetings (IPPI) Feedback.	Feedback studies, including the PP review, tend to show very high effects on learning. In general, research based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', also tend to have a positive impact. Meta-cognition and growth mindset approaches have consistently high levels of impact. The evidence indicates that teaching these strategies can be particularly effective for low achieving pupils.	£30,960	Teaching approaches which encourage learners to monitor and evaluate their learning have very high potential, but require careful implementation. Enable TAs to understand research as well.	SLT and SENDCo	Every 6 weeks for interventions
<b>B: To make sure that all PP children with SEND are supported effectively</b>	Use of SENDCo and TAs to deliver the most effective use of targeted support work.	Some of the pupils need targeted support to catch up. This is a methodology which ensures that teaching is provided by designated teachers solely for PP support.	£20,395	Class teachers will manage their class to best meet the children's needs, with first reference to Pupil Premium Children. Effectiveness of teaching, learning and progress will be assessed during termly book scrutiny, learning walks and pupil progress meetings. SENDCo will meet regularly with teachers to discuss progress, and then feedback to SLT.	SENDCo and SLT	Every term.

<p><b>C: To support and improve the emotional health of some PP children to improve learning behaviours</b></p>	<p>Named member of staff identified as emotional health and well-being lead.</p>	<p>Emotional health and well-being issues present a significant barrier to learning for some pupils. Significant cuts to local authority universal services makes it harder to access support for pupils and families</p>	<p>£9,800</p>	<p>Regular “triage” support system with teachers, ELSA support, DHT and HSLW</p>	<p>DHT/EL SA and HSLW</p>	<p>Ongoing</p>
<p><b>D: To continue to improve and increase expectations of all PP and non-PP children by all staff</b></p>	<p>All staff to continue to develop open questioning and develop higher order thinking skills to enhance quality first teaching and raise expectations.</p>	<p>National research and work in school has shown the effectiveness of using independent strategies, open questioning and high order thinking skills to enhance quality first teaching. As a result, expectations and progress will be accelerated showing moderate/high impact for low cost.</p>		<p>The impact of this will be monitored through learning walks and book scrutiny. There will be a positive impact on the number of children eligible for PP to show increase in progress and attainment.</p>	<p>SLT</p>	<p>Ongoing</p>
<p><b>Total budgeted cost</b></p>						<p>£61,155</p>

<b>ii) Targeted support</b>						
<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Cost</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>E: To continue to improve the attendance rates of PP children</b>	Attendance to be now allocated to HSLW assistant to work closely with DHT to ensure consistency across the school. Attendance data continued to be monitored termly and letters sent out accordingly. Phone calls/meetings arranged if attendance does not improve. Parenting contracts are put in place where necessary.	When children attend school regularly without constant breaks, they make greater progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident.	£6,355	Attendance will be monitored termly. Particular attention will be given to PP children. Improvement in attendance will be celebrated. 100% attendance will be acknowledged in final achievement assembly. Any absence will be addressed immediately by office staff.	HSLW assistant to liaise with DH and office staff	Termly and end of year.
<b>F: Continue to improve levels of PP parental engagement and confidence in supporting their children's learning</b>	Termly phone calls from DHT. Bespoke parental consultation for targeted pupils. HSLW support where necessary. Coffee mornings for vulnerable families in Nursery.	Evidence cited by the EEF demonstrates that raising levels of parental engagement is challenging. It can have a positive impact if accompanied by strategies to improve parents own skills, such as improving levels of literacy. Evidence shows that the earlier parents can be involved the longer lasting the impact.	£14,290	Involvement of parents through follow up phone calls, informal chats on playground etc.  HSLW to work with families who find it difficult to engage	DHT/HSLW	Every term
<b>Total budgeted cost</b>						<b>£20,645</b>

<b>Other Approaches</b>						
<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Cost</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>Continue to increase attendance of PP children from 20% to 40% at After School clubs and other extra-curricular activities</b>	After and out of school provision	Sports and arts participation has been shown to improve the attainment of children by the EEF. Children have higher rates of self-esteem and confidence when participating in clubs – especially sports teams.	£2,000	Participation and attendance at after school clubs. Observation of children within small groups and whole class settings.	EBr/DHT/EVC co-ordinator	Termly
<b>Continue to enable disadvantaged pupils to have equal access to visits and experiences provided in school</b>	To subsidise cost of visits and visitors to school for PP pupils where appropriate	Equal access and opportunities for all pupils	£2,000	Ability for those groups of children to access trips, residential and have experiences they need.	Y6 teachers/Team leader and HT	Termly
<b>Total budgeted cost</b>						<b>£4,000</b>