

# Pupil Premium Strategy Statement:

1. Summary information					
School	Wantage CE Primary School				
Academic Year	2016/2017	Total PP budget (date)	£89,760	Date of most recent PP Review	
Total number of pupils	445	Number of pupils eligible for PP	70	Date for next internal review of this strategy	July'17
2. Current attainment					
End of Year 6 Results			<i>Pupils eligible for PP</i>	<i>Pupils <b>not</b> eligible for PP</i>	
% achieving in reading, writing and maths			40.00%	65.12%	
% making expected or better progress in reading			53.33%	83.72%	
% making expected or better progress in writing			66.67%	79.07%	
% making expected or better progress in maths			60.00%	81.40%	
3. 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>					
<b>A</b>	Some of our PP children have poor intrinsic motivation and could be contributing to the attainment gap between PP and non PP children.				
<b>B</b>	Many children eligible for pupil premium have reduced literacy experiences which impacts on Y1 phonics scores				
<b>C</b>	Poor learning behaviours of some PP children have a detrimental effect on their academic progress and that of their peers				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
<b>D</b>	Expectations of children from staff (PP and non-PP) are not high enough				
<b>F</b>	Attendance rates for pupils eligible for PP are below non-PP children. This reduces their school hours and causes them to fall behind on average.				
<b>G</b>	Parental engagement in supporting learning and improving children's welfare and well-being.				

Date

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To improve the intrinsic motivation of PP children to enable them to have high expectations of themselves.	<ul style="list-style-type: none"> <li>• Improvement in % of disadvantaged pupils achieving ARE</li> <li>• Difference between performance of disadvantaged pupils in school and 'other' pupils nationally diminishes</li> </ul>
<b>B.</b>	All children eligible for pupil premium will attain expected levels in the Y1 phonic screening.	<ul style="list-style-type: none"> <li>• Introduction of RWI will enable PP children to make expected progress in reading and phonics ensuring that there is no gap for disadvantaged children</li> <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 improve the behavior 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 through pupil interviews and reports from class teachers</li> <li>• There will be a focused approach to supporting emotional health and well-being</li> <li>• Focus pupils will have improved attendance, happier experience in school and demonstrate faster progress</li> </ul>
<b>D.</b>	To improve and increase expectations of all PP and non-PP children by all staff	<ul style="list-style-type: none"> <li>• Resilience and motivation of all pupils will improve</li> </ul>
<b>E.</b>	To improve attendance rates of PP children	<ul style="list-style-type: none"> <li>• Overall attendance improves so that PP attendance is in line with "other" pupils etc</li> </ul>
<b>F.</b>	To improve parental engagement in supporting learning and improving children's welfare and well-being	<ul style="list-style-type: none"> <li>• Increased attendance by parents/carers at school meetings and events</li> <li>• Focus families will feel more confident to engage with school</li> <li>• Increased parental support for learning at home, e.g. hearing children read, engaging with their homework</li> <li>• Focus families will demonstrate greater attendance and faster rates of progress</li> </ul>

Date

## 5. Planned Expenditure

Academic year 2016-2017

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>Make sure all staff have high expectations for ALL pupils</b>	All staff to develop open questioning and develop higher order thinking skills to enhance quality first teaching.	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 progress will be accelerated showing high and moderate impact for low cost.		The impact of this will be monitored through book scrutiny and lesson observations. There will be a positive impact on the number of children eligible for PP to show increase in progress and attainment.	SLT	End of Summer term.
<b>Improve attendance across the school especially for PP children</b>	Attendance to be allocated to HSLW and assistant to work closely with DHT to ensure consistency across the school. Attendance data monitored termly and letters sent out accordingly. Phone calls/meetings	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.	£12,800	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	HSLW and HSLW assistant to liaise with DH and office staff	Termly and end of year.
<b>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. Feedback.	Feedback studies 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.	£31,398	Teaching approaches which encourage learners to monitor and evaluate their learning have very high potential, but require careful implementation.	SLT and SENDCo	Every 6 weeks for interventions
<b>Total budgeted cost</b>						£44,198

Date

<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>Use designated PP champion, SENDCo and SLT to deliver the most effective use of targeted support work</b>	Maths, English and optimal learning in Year group sessions up to 2 times a week.	Some of the pupils need targeted support to catch up. This is a methodology which ensures that teaching is provided by a designated Teacher solely for PP support.	£8,100	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. DHT and HT will meet with PP champion to review progress.	DHT, HT and PP champion. Written feedback from SLT	Every term.
<b>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.	£4,292	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>Close the attainment gap between children eligible for pupil premium and other pupils in the Year 1 phonics screening.</b>	Introduction of RWI together with small group work provided by a teaching assistant; one to one and small group precision teaching eg Pinny Time.	Short regular sessions additional to normal teaching. One to one and small group precision teaching has been evidenced to provide moderate impact if planned to complement quality first teaching.	£13,100	Weekly learning walks. Three times a year consultant to do development day with top up learning and feedback for individuals. Master class video to develop skills. Progress trackers – tracking progress of individual children and targeting Pinny-Time intervention for children making less than satisfactory progress. Analysis of group progress 6 x a year.	SLT led by English Lead ZP	End of Summer Term after phonics screening
To support and improve the emotional health of some PP children to improve learning behaviours.	Named member of staff identified as emotional health and well-being lead.	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.	£18,070	Regular "triage" support system with teachers, ELSA support, DHT and HSLW.	DHT/HSLW LSA	Ongoing
<b>Total budgeted cost</b>						<b>£43,562</b>

Date

i.		ii. Other approaches				
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>Increased attendance at After School clubs and out of school events</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.	£1,000	Participation and attendance at after school clubs. Observation of children within small groups and whole class settings	EBr/DHT/EVC co-ordinator	Termly
<b>Disadvantaged pupils to have equal access to visits and experiences provided in school</b>	To subsidize cost of visits and visitors to school for PP pupils	Equal access and opportunities for all pupils	£1,000	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>				£2,000

## 7. Additional detail

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

Date