

# Pupil premium strategy statement (Wenlock C of E Junior School) and Evaluation – September 17

1. Summary information					
School	Wenlock Church of England Junior School				
Academic Year	2016/2017	Total PP budget	£153,000 (est.)	Date of most recent PP Review (RIAP)	Jan 2017
Total number of pupils	328	Number of pupils eligible for PP	106	Date for next internal review of this strategy	July 2017

2. Current attainment		
	Pupils eligible for PP	Pupils not eligible for PP (national average)
% achieving in reading, writing and maths	72%	75%
% making progress in reading	76%	92%
% making progress in writing	73%	95%
% making progress in maths	68%	91%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)	
A.	Key skills in Reading and Writing for some children eligible for PP hold back accelerated progress needed
B.	Social, emotional and behavioural problems affecting wellbeing and progress for PP children
C.	Attainment in Maths an area of concern for groups of PP children across the year groups
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	
D.	Attendance rates for pupils eligible for PP are 94.4%. This may have a negative impact in terms of them having less school hours which causes them to fall behind their peers.

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	A higher proportion of targeted KS2 pupils achieve age related expectations in reading and writing, with the attainment gap being narrowed.	Data reflects a narrowing of the gap between PP and Non PP groups in reading and writing. Work scrutiny reflects key GPS skills being applied in a range of writing.
B.	Levels of wellbeing, resilience and independence are improved in children eligible for PP	All pupil premium children, whatever their prior attainment, make at least expected progress, with some of those whose attainment is below age related expectations (eg. SEN) starting to catch up.
C.	Targeted pupils have improved maths skills and are able to apply them in Maths lessons and to half termly assessments and SATS.	The resilience and motivation of pupils eligible for PP in learning situations will be improved. Attainment and progress for these pupils is improved.
D.	Increased attendance rates for pupils eligible for PP	Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance improves from 94.4% to 96% in line with non PP children.

5. Planned expenditure					
Academic year					
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.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
(A) A higher proportion of targeted KS2 pupils achieve age related expectations in reading and writing, with the attainment gap being narrowed.	CPD – whole staff CPD on Maths for Mastery, Growth Mindset, Target Tracker and Accelerated Reader.  Training for TAs on effective intervention, support in class and Phonics.  Programme of peer observations and visits to other schools to view good practice.	Need to raise expectations and be aspirational for all pupils. Training and observation of good practice to see how school can implement this. White Rose Hub maths and structured reading programme (Accelerated Reader) have been chosen to tackle underattainment and ensure children's learning is secure and ready to build on.	Ongoing monitoring programme by Headteacher and Senior Leadership and governors.	SLT	Throughout
(A) Attainment gap narrowed in reading, writing and maths	Revamped and updated Marking & Feedback	EEF research shows that highly effective marking and feedback can support up to 8 months additional progress for pupils.	Book scrutinies. Pupil conferencing, Pupil Progress weeks. Observation/Learning Walks.	SLT	Half termly
(A) Accelerated progress in reading across all year groups	Introduction of Accelerated Reader and purchase of new reading materials for whole school. Children are screened and given reading levels, with AR suggesting books that match their reading age and interest. Pupils take computerised quizzes on the books they have read and earn AR points related to difficulty.	EEF findings stated Accelerated Reader appears to be effective for weaker readers as a catch-up intervention at the start of secondary school.  EEF also stated AR recorded higher literacy scores than the control group, using the GL Assessment New Group Reading Test, with the evaluation also indicating a positive impact for FSM-eligible pupils	Star Reader tests completed half termly for every child to determine growth.  Various reports available to indicate if children are in danger of falling behind, how many words are being read and the results of quizzes.	AHT	Half termly
<b>Total budgeted cost</b>					£59,000

<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>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
(A) Targeted KS2 pupils achieve age related expectations in reading and writing, with the attainment gap being narrowed.	Focus groups with PP HLTA within class aimed at boosting progress.	Continue to address under attainment and boost progress. Input from PP HLTA more focused on specific groups and more tightly monitored.  EEF research shows small group intervention is impactful on pupil progress. School believes that by having in-class intervention by an experienced HLTA, pupils will make additional progress.	Track targeted outcomes of focus groups through half termly data (Target Tracker) and regular monitoring and evaluating by HLTA	AHT (PP Strategic Lead)	Half termly
(B) Levels of wellbeing, resilience and independence are improved in children eligible for PP	Support and monitoring by Family Worker and PP Strategic Lead. Relaunch of breakfast club predominantly for PP children to support transition into school  Social skills sessions with small groups/ individuals	Multiple barriers faced by some PP children with cumulative effect on progress and/or wellbeing Breakfast club can aid and incentivise parent in getting child into school on time with the prospect of a healthy start to the school day.  Randomised EEF research shows that breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year.	Track progress of these children through assessment data and soft measures (feedback, increased engagement in lessons, increased self-esteem)	Family Worker	Half termly
(B) Levels of wellbeing, resilience and independence are improved in children eligible for PP	Enrichment opportunities provided through Extra Curricular activities and School Trips.  Targeted support by PE and other staff in extra-curricular activities etc. based on teachers' identification of needs (eg. boost confidence, social skills etc)	PE has been a motivator in both in terms of the rates of participation and the attainment of individuals and teams. Use of PE to break down barriers to learning. There are a range of sports based activities which pupil premium children have priority on.  The school firmly believes in a broad experiential approach to learning and believe school trips and other extra-curricular experiences such as Drama Club and Choir support this aim.	Feedback from children both orally and through questionnaires	AHT (PP Strategic Lead)	Half termly

(C) Improved maths skills for targeted Pupil Premium children	<p>Third Space Learning for online 1:1 Maths tuition to support Yr 6 children in the run up to SATs in May 2017.</p> <p>Success@Arithmetic is a small group intervention (3 chn) to support children from Yrs 3 to 6 who have gaps in their learning and need to gain a more concrete understanding of the four operations.</p>	EEF reports schools were largely positive about the online tuition, and confident that it was beneficial for their pupils in terms of improved comprehension, verbal fluency and confidence in maths. Pupils were also generally positive about the impact of the intervention on their own maths capabilities. Teachers commended the programme for its clarity and simplicity, good content and objectives linked to the curriculum.	<p>Pre and post intervention assessment (using GL Assessment –Sandwell Early Numeracy Test)</p> <p>Session reports after SATS booster lessons</p> <p>Half termly assessment results through Target Tracker</p>	AHT	
<b>Total budgeted cost</b>					£73,500
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
(D) Increased attendance rates for pupils eligible for pupil premium is at national expectation at 95%.	<p>Office staff, Family Worker and EWO to monitor the attendance of Pupil Premium children and follow up quickly on attendance below national average.</p> <p>Family Worker and EWO to monitor attendance and meet or visit carers/parents where required.</p>	It is difficult to quantify but attainment is inextricably linked to school attendance. Children do not benefit from being allocated to small group interventions if attendance is an issue.	<p>Through half termly scrutiny of attendance figures.</p> <p>Letters regarding attendance concerns sent home to parents on a regular basis.</p> <p>Provision put in place to support children to catch up where possible.</p> <p>Attendance figures recorded on school report to parents to highlight target</p>	Office Family Worker EWO	Half Termly
(B) Levels of wellbeing, resilience and independence are improved in children eligible for PP  Strengthen relationships with parents and carers.	<p>Views gathered through Parent View (questionnaire)</p> <p>Family Learning and information evenings/ coffee mornings to foster engagement between home and school</p>	This type of engagement should further improve our communication and support so that the school enables parents to help their children and allows the school to communicate more clearly what we are doing at school.	Family Worker monitoring of attendance and evaluation of workshops	Family Worker	
<b>Total budgeted cost</b>					£19,000

## Review of Expenditure 2016 - 2017

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	Measured impact	Lessons learned	Cost
(A) A higher proportion of targeted KS2 pupils achieve age related expectations in reading and writing, with the attainment gap being narrowed.	<p>CPD – whole staff CPD on Maths for Mastery, Growth Mindset, Target Tracker and Accelerated Reader.</p> <p>Training for TAs on effective intervention, support in class and Phonics.</p> <p>Programme of peer observations and visits to other schools to view good practice.</p>	<p>CPD in Maths, including Bar Modelling, Numicon and Anchor lessons has given teachers more confidence in the delivery of lessons.</p> <p>The introduction of Target Tracker has allowed for much more robust tracking of pupils' progress, with teachers having increased accountability.</p> <p>Support staff have been part of the CPD programme, having had additional training in phonics, autism and have attended a teaching assistants conference.</p> <p>Headline data in July 2017 (from DAISI – KS2 Heads Up Report) states that 62.5% of the whole Year 6 cohort achieved the expected standard in reading, writing and maths. This is up 34.3% on the previous year. Of this cohort, 50% of the Pupil Premium achieved ARE in all three subjects, with the vast majority achieving 100 in 2 out of 3 of the subjects.</p>	<p>Staff becoming more familiar with using Target Tracker to chart progress of children. It is hoped that with increased familiarity, teachers will be able to more effectively monitor the gap between PP and non PP children to ensure gap is being closed.</p> <p>In terms of KS2 SATs, the aim must be to increase the pass mark of 50% for PP children through quality first teaching and booster groups and other structured interventions.</p>	£73943
(A) Attainment gap narrowed in reading, writing and maths	Revamped and updated Marking & Feedback	Monitoring showed marking and feedback was more effective with policy across the school. Next steps feedback demonstrated a good impact on pupil development in writing.	Marking and feedback improved, particularly in English. Some year group marking was better than other year groups. Emphasis still has to be on pupil premium books and the aspirational element for these children.	£438
(A) Accelerated progress in reading across all year groups	Introduction of Accelerated Reader and purchase of new reading materials for whole school. Children are screened and given reading levels, with AR suggesting books that match their reading age and interest. Pupils take computerised quizzes on the books they have read and earn AR points related to difficulty.	100% of focus group surveyed in January 2017 stated they enjoyed the new AR scheme. STAR reading test taken half-termly to chart progress and increase in reading age. Accurate book levelling allowed for increased level of progress. After 8 months spent on the new scheme, average year group reading age increases ranged from +1yr in Year 3, +1:01 in Year 5 and +1:02 in Years 4 and 6.	Half-termly STAR testing was in fact on occasion too frequent to track meaningful progress across the year- the February testing cycle, for example, was only 4 weeks after Year 3 had previously been tested. Therefore, for the 2017-18 academic year, children will be tested four times- September (baseline) followed by the end of the Autumn, Spring and Summer terms.	£1923

Review of Expenditure 2016 - 2017				
ii. Targeted support				
Desired outcome	Chosen action / approach	Measured impact	Lessons learned	Cost
A) Targeted KS2 pupils achieve age related expectations in reading and writing, with the attainment gap being narrowed.	Focus groups with PP HLTA within class aimed at boosting progress.	Impact was noticeable, particularly in Year 5 Maths where 75% of targeted children achieved 6 – 8 points progress for the academic year (6 is the expected).	PP HLTA to work more strategically in Years 3 to 5 to close the gap in Maths.  While priority reading has also been a focus for the HLTA, the timetable has not allowed for more in class support for English.	£16881
(B) Levels of wellbeing, resilience and independence are improved in children eligible for PP	Support and monitoring by Family Worker and PP Strategic Lead. Relaunch of breakfast club predominantly for PP children to support transition into school  Social skills sessions with small groups/ individuals	Re-vamped breakfast club launched by Family Worker with additional activities being led by PP teaching assistant (eg. use of I- Pads). Offered free to all pupil premium children as priority but take up numbers still remain low with 10 – 12 out of a possible 106 taking up the opportunity (11%).  'Talkabout' social skills interventions show success with evidence from friendship skills assessments demonstrating improvements in self-esteem for children for 100% of children	Need to look at other ways to incentivise parents to get their children to breakfast club. Access to a breakfast club and attendance are inextricably linked.  Strategic deployment of staff across year groups to manage social skills interventions. Year leaders to deploy staff and monitor accordingly.	£33,456
B) Levels of wellbeing, resilience and independence are improved in children eligible for PP	Enrichment opportunities provided through Extra Curricular activities and School Trips.  Targeted support by PE and other staff in extra-curricular activities etc. based on teachers' identification of needs (eg. boost confidence, social skills etc)	The impact of a range of activities offered to children through trips, visiting theatre companies and before and after school activities were measured through questionnaires and written and photographic feedback. The response from children was overwhelmingly positive. Some 51 out of 106 children participated in some type of before or after school activity throughout the academic year. This equates to 48% of our pupil premium children.	Consideration has to be given on staffing and which activities can be offered for the upcoming academic year eg. Drama club as the staff member running it has left.	£7,314

(C) Improved maths skills for targeted Pupil Premium children	<p>Third Space Learning for online 1:1 Maths tuition to support Yr 6 children in the run up to SATs in May 2017.</p> <p>Success@Arithmetic is a small group intervention (3 chn) to support children from Yrs 3 to 6 who have gaps in their learning and need to gain a more concrete understanding of the four operations.</p>	<p>SATs booster tuition for a group of Year 6 PP children who were at risk of not achieving ARE was successful, with 90% reaching 100.</p> <p>Third Space Learning continued from May 2017 for 10 Year 5 children, with 100% achieving 6 – 8 points progress for the academic year (6 being expected progress from individual starting point).</p>	<p>For the upcoming year, we will be able to target 3 year groups in total, starting with Year 4 in the Autumn term, finishing with Year 5 again in the Summer term once the Year 6 SATs boosters have finished.</p> <p>Success@Arithmetic is best suited to Lower KS2 and as such will be concentrated on Years 3 and 4 from next year.</p>	£6,470
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### Review of Expenditure 2016 - 2017

#### iii. Other approaches

Desired outcome	Chosen action / approach	Measured impact	Lessons learned	Cost
(D) Increased attendance rates for pupils eligible for pupil premium is at national expectation at 95%.	<p>Office staff, Family Worker and EWO to monitor the attendance of Pupil Premium children and follow up quickly on attendance below national average.</p> <p>Family Worker and EWO to monitor attendance and meet or visit carers/parents where required.</p>	<p>Overall attendance of pupil premium children was 94.89% as of 30/6/17 which is closing the gap with non PP and is almost in line with national expectations.</p> <p>Weekly attendance awards aimed at children with 100% attendance and punctuality was introduced late in the Summer term so it is too early to measure full impact.</p>	Continued monthly attendance meetings with EWO and school are required to monitor persistent absenteeism and check if there are other factors eg. EAL, SEN	£8,925
<p>(B) Levels of wellbeing, resilience and independence are improved in children eligible for PP</p> <p>Strengthen relationships with parents and carers.</p>	<p>Views gathered through Parent View (questionnaire).</p> <p>Family Learning and information evenings/ coffee mornings to foster engagement between home and school</p>	Pastoral team (including Friends of Wenlock) hosted various events through the year (including the circus, Christmas fayre, family learning, movie nights and cake sales) in an effort to increase parental engagement. Events have been well received but attendance has remained patchy.	More consideration to be given to timings to accommodate working parents / carers. Saturday activities to be opened up to all parents (not just fathers).	£8,060