

Pupil Premium Strategy Statement (Wenlock C of E Junior School)

1. Summary information					
School	Wenlock Church of England Junior School				
Academic Year	2017/2018	Total PP budget	£141,831 est.	Date of most recent PP Review (SDP)	November 2017
Total number of pupils	310	Number of pupils eligible for PP	98	Date for next internal review of this strategy	April 2018

2. Current & Prior Attainment (<i>Pupils eligible for PP</i>)					
Attainment					
		2017 (National non)		2016 (National non)	
% achieving EXP and above in reading, writing and maths		50%	(57%)	17%	(60%)
% achieving EXP and above in reading		57%	(77%)	43%	(72%)
% achieving EXP and above in writing		64%	(81%)	37%	(79%)
% achieving EXP and above in maths		64%	(80%)	30%	(76%)
Progress					
		2017		2016	
Progress and measure for reading		-2.44		-4.83	
Progress and measure for writing		-1.23		-6.11	
Progress and measure for maths		-1.16		-5.83	
DAISI Scorecard 'Closing the Gap' indicator					
		Closing		Widening	

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>)	
A.	Historical underachievement of PP pupils
B.	Percentage of more able pupils working at greater depth in reading and writing needs to improve across the year groups
C.	A disproportionately large number of PP pupils have EAL or are on the SEN register
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
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.
E.	Emotional well being
F.	Home learning environments for many PP children lack support for pupils' communication and language skills.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	A higher proportion of targeted KS2 pupils achieve age related expectations in reading, with the attainment gap being narrowed.	Data reflects a narrowing of the gap between PP and Non PP groups in reading. Gap to continue to close, with the whole school long term aim of the gap narrowing in all year groups for all subjects, year on year.
B.	Higher rates of progress for high prior attaining pupils eligible for PP. Percentage of pupils achieving greater depth in both reading and writing to increase.	Data reflects the increase in high prior attaining children who are eligible for PP achieving greater depth in reading and writing.
C.	Provide additional support for PP SEN and/or EAL pupils	All pupil premium children, whatever their prior attainment, make at least expected progress (at least 6 points progress from starting point), with some of those whose attainment is below age related expectations (eg. SEN or EAL) starting to catch up.
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.
E.	Levels of wellbeing, resilience and independence are improved in children eligible for PP	All disadvantaged children, whatever their barriers to learning, have increased opportunities to experience a wide range of activities and enrichment experiences, which they might not normally have been exposed to.
F.	Parents will engage more with the school in order to make use and take part in activities such as Family Learning, aimed at extending their own knowledge base.	Parents feel empowered in how to support their children with all matters relating to school, eg. homework

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?
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<p>(A) A higher proportion of targeted KS2 pupils achieve age related expectations in reading and writing, with the attainment gap being narrowed.</p>	<p>Half termly pupil conferencing where teachers meet children to act as mentor while discussing and setting individual targets</p> <p>Guided reading sessions in all year groups have been relaunched with training given. Focus of comprehension based around big questions (eg. inference as opposed to factual)</p> <p>Continuation of accelerated reading programme to further encourage the love of reading for all children</p>	<p>Feedback studies tend to show very high effects on learning. EEF research suggests that the provision of high-quality feedback can lead to an average of eight additional months' progress over the course of a year.</p> <p>Reading comprehension approaches which focus on learners' understanding of the text have had positive impacts. The EEF states that these approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.</p>	<p>Ongoing monitoring programme by Headteacher and Senior Leadership and governors:</p> <p>Book scrutinies Observations Pupil Progress meetings Target Tracker data monitoring</p>	<p>SLT</p>	<p>Throughout</p>
<p>(B) Higher rates of progress for high attaining pupils eligible for PP. Percentage of pupils achieving greater depth in reading and writing to increase.</p>	<p>CPD on providing stretch for high attaining pupils by moderating work of high prior attainers across year groups. Liaison with schools who have achieved success with gaining greater depth for these children.</p> <p>Read, Write, Perform programme which will be aimed at high prior attainers to be introduced into Upper KS2.</p> <p>Small group literacy focus lessons aimed at PP high prior attainers in Upper KS2.</p> <p>In addition to focus on reading and writing, maths continues to be a priority for our most able children. Experienced maths teacher employed specifically to target high attainers in smaller groups for Maths.</p>	<p>EEF research shows the type and quality of CPD that schools use really matters when it comes to improving teacher quality and pupil attainment. Usually, effective CPD is:</p> <ul style="list-style-type: none"> • supported by the school's leadership, • sustained over at least two terms, • includes expert input, peer collaboration, and opportunities for teachers to consider and experiment with their learning and get feedback on their work. <p>Research (John Hattie, Sutton Trust toolkit) has demonstrated that small group interventions with highly qualified staff are effective in promoting pupil progress.</p>	<p>Ongoing monitoring programme by Headteacher and Senior Leadership and governors:</p> <p>Book scrutinies Observations Pupil Progress meetings Target Tracker data monitoring</p>	<p>SLT</p>	<p>Half termly</p>

Total budgeted cost

£53,732

ii. Targeted support

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.	LSA and teaching assistants run intervention groups in phonics, reading and social skills 1:1 support to provide more specialised focus for particular groups of children (eg. SEN or EAL)	Some pupils need targeted support to diminish differences and to have individual support matched to their specific needs. Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between 3 - 5 additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver.	Target Tracker data (termly) Individualised assessments of interventions Feedback from teaching and support staff on effectiveness of intervention	Year leaders AHT	Termly
(C) Provide additional support for PP SEN and/or EAL pupils	Smaller groups with skilled HLTA aimed at boosting progress of disadvantaged children	Continue to address under attainment and boost progress for particular groups of children in core subjects. Input from a skilled HLTA which is more focused on specific areas and tightly monitored. EEF research shows small group intervention is impactful on pupil progress. School believes that by having input from 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 Weekly Year Leader meetings with AHT will ensure provision is supporting all targeted PP children with SEN.	Year leaders AHT	Half termly
(C) Provide additional support for PP SEN and/or EAL pupils	Third Space Learning for online 1:1 Maths tuition to support Yr 6 children in the run up to SATs in May 2017. 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.	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.	Session reports after SATS booster lessons Half termly assessment results through Target Tracker Pre and post intervention assessment (using GL Assessment – Sandwell Early Numeracy Test) for Success@Arithmetic	HLTA / AHT	Termly

					Total budgeted cost	£37,759
iii. Other approaches						
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?	
(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 PP children and follow up on attendance below national average.</p> <p>Family Worker and EWO to monitor attendance and meet or visit carers/parents where required.</p> <p>Breakfast club aimed predominantly at PP children to support transition into school. Weekly competition aimed at those children with 100% attendance and punctuality.</p>	<p>Multiple barriers faced by some PP children with attendance having a highly detrimental effect. It is difficult to quantify but attainment is inextricably linked to school attendance. Children do not benefit from being allocated to small group interventions which school may wish to run to help support these children if attendance is an issue.</p> <p>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</p> <p>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.</p>	<p>Through half termly scrutiny of attendance figures during attendance meeting.</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> <p>Introduction of CPOMs to track safeguarding and attendance measures.</p>	<p>Office</p> <p>Family Worker</p> <p>EWO</p>	Half Termly	
(E) Levels of wellbeing, resilience and independence are improved in children eligible for PP	<p>Social skills sessions with small groups and/or individuals.</p> <p>Enrichment opportunities provided through extra-curricular activities, visiting theatre companies and school trips.</p> <p>Targeted support by PE and other staff in extra-curricular activities etc. based on teachers' identification of needs (eg. boost confidence, social skills etc)</p>	<p>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.</p> <p>The school firmly believes in a broad experiential approach to learning and believe regular school trips (Royal Opera House) which may include residential stays and other extra-curricular experiences such as choir or performances by theatre companies (The Jungle Book) support this aim.</p>	<p>Track progress of these children through assessment data and soft measures (feedback, increased engagement in lessons, increased self-esteem)</p> <p>Feedback from children both orally and through questionnaires.</p> <p>Regular access to a clinical psychologist to support children with a range of mental health /behavioural needs.</p>	<p>PE HLTA</p> <p>AHT</p> <p>Family worker</p>	<p>Termly for clubs</p> <p>Ongoing for school trips and</p>	

<p>(F) Parents will engage more with the school in order to make use and take part in activities such as Family Learning, aimed at extending their own knowledge base.</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> <p>Fun activities planned for collaborative learning such as PTA activities and Saturday Squad.</p>	<p>Although parental involvement is consistently associated with pupils' success at school, the evidence about how to increase involvement to improve attainment is mixed and much less conclusive. This is particularly the case for disadvantaged families.</p> <p>Our hope is to 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.</p>	<p>Family Worker monitoring of attendance and evaluation of workshops</p>	<p>Family Worker</p>	<p>Ongoing</p>
Total budgeted cost					£51,340
Additional detail					
<p>All our work funded by the Pupil Premium will be aimed at accelerating progress so that the vast majority of children leave Wenlock Junior School at, or above the national average.</p> <p>This document is a working document and is liable to change throughout the academic year.</p>					