

# Pupil premium strategy statement for Worplesdon Primary School

1. Summary information					
<b>School</b>	Worplesdon Primary School				
<b>Academic Year</b>	2018-2019	<b>Total PP budget</b>	£ 68,300	<b>Date of most recent PP Review</b>	July 2018
<b>Total number of pupils</b>	484	<b>Number of pupils eligible for PP</b>	11 (infants) 26 (juniors)	<b>Date for next internal review of this strategy</b>	July 2019

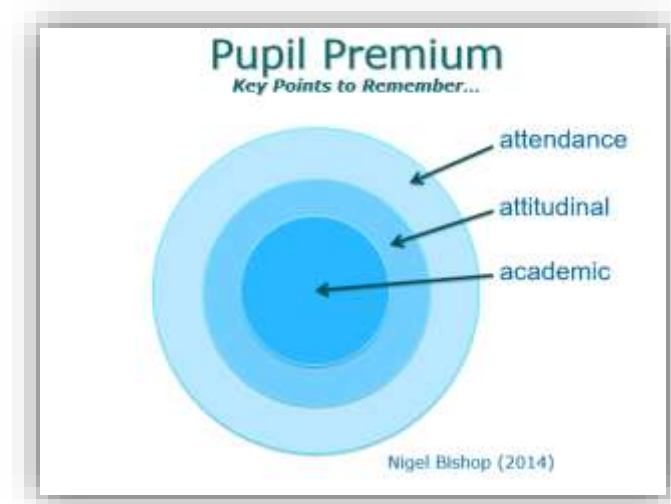
2a. Current attainment at infants (July 2018)		
<b>EYFS</b>	% of children achieving a good level of development	
Good level of development	Pupils eligible for PP (your school) <b>Cohort: 3</b>	Pupils not eligible for PP (national average) <b>Cohort: 57</b>
	0%	77.2%
<b>KS1 National Curriculum</b>	% of children met end of KS1 expectations	
Reading	Pupils eligible for PP <b>Cohort: 4 children</b>	Pupils not eligible for PP <b>Cohort: 56 children</b>
	67%	70%
	67%	63%
	67%	75%
Writing		
Maths		

**2b. Current attainment In juniors (July 2018)**

Subject	% of children met end of KS2 expectations	
	Pupils eligible for PP Cohort: 6 children	Pupils not eligible for PP Cohort: 46 children
<b>Reading</b>	20%	87%
<b>Grammar, Punctuation and Spelling</b>	50%	78%
<b>Writing</b>	40%	85%
<b>Maths</b>	40%	81%
<b>Combined EMW attainment</b>	33%	78%

## Guiding Principles

The approach to allocating Pupil Premium funding must first pay attention to pupil's attendance before focusing on attitude to learning and then finally identify how to improve their academia



<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>	
<b>3a. In-school barriers (issues to be addressed in school, such as poor oral language skills)</b>	
<b>i.</b>	A significant number of PP pupils are also on the SEN register (%)
<b>ii.</b>	Individual case studies show some children with PP have a Fixed Mindset to their learning, rather than the desired Growth Mindset.
<b>3b. External barriers (issues which also require action outside school, such as low attendance rates)</b>	
<b>iii.</b>	Compared to their peers, pupil premium children are less represented in extra- curricular activities.
<b>iiii.</b>	Attendance rates, although significantly improved can affect attainment levels (PP in particular)

4. <b>Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Accelerated progress to close the gap.  (Measure learning walks, book sampling and data - % of PP achieving ARE is in line with non-pupil premium data)	To raise the profile of disadvantaged pupils by making specific reference to them on the SIP, at staff meetings (including INSET), during TA meetings (including performance management and training) and pupil progress meetings.  The progress across the curriculum of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll matches or is improving towards that of other pupils with the same starting points as shown in data, learning walks, observations, work sampling, individual case studies.
<b>B.</b>	Build confidence and independence in children  (Measure by learning walks, book sampling, data analysis)	Parent and children questionnaires show 95% agree or strongly agree : they feel safe at school; is well looked after at school; the school makes sure children are well behaved; school deals effectively with bullying; the school is well led and managed. 100% of formal observations and informal learning walks at break and lunchtimes judge behaviour and personal development good or better.  Observations of the delivery of the PSHCE curriculum show that pupils are taught how to keep themselves safe.
<b>C.</b>	Use resources effectively to provide targeted additional support for PP children with SEN	The progress across the curriculum of disadvantaged pupils and pupils with SEN and/or disabilities currently on roll matches or is improving towards that of other pupils with the same starting points
<b>D.</b>	School attendance rates to exceed that of the national average for primary schools (96%)  Children from Vulnerable groups better represented in school trips, enrichment visits and extra- curricular activities.	Raised awareness of attendance (attendance awards etc.) Raised community awareness of the impact of low attendance on outcomes for children Improved attainment  All children attend all trips in every year group (funding provided if necessary) Monitor representation of vulnerable groups in enrichment opportunities- especially in English, Maths and Science Personal invites given to parents of children eligible of pupil premium for school events.

5. Planned expenditure (note: based on research findings from Education Endowment Foundation)					
Academic year	2018-2019				
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?
Improve the teaching of a mastery curriculum.	Use of consultancy support during PPA and during moderation Partnership with Maths Mastery school Team teaching amongst staff Staff training	Learning walks and professional dialogue with staff showed that swift training was required in the new teaching methods required for teaching a mastery curriculum. Data analysis shows that specific gaps were identified and more teaching was required to secure this learning before moving on	Through learning walks and consultation with staff agree way forward Use of high quality specialists / consultants Provide non contact time for staff to implement ideas Support by senior leaders Partnership with local school who has successfully implemented Maths Mastery	Head	Termly School Improvement Visits
Increase the proportions of children receiving high quality feedback in daily lessons.	Intensive training for teachers and begin training for support staff, in accordance with the EEF report findings i.e. increasing the amount of high quality feedback to children.	EEF shows that high quality feedback within lessons has the greatest impact on progress.	High quality training Team teaching Learning walks and supportive feedback Work sampling and feedback	Assessment Leader Deputy	Termly
Reduce the gap between SNED and all	Close liaison between the SENCO and the Pupil Premium Separate these pupils when analysing data in the future.	It is highly notable that 55% of children in receipt of Pupil Premium are also on the SEND register.	Assessment lead and SENDCo continually review PP provision and outcomes against success criteria identified in this document Assessment and inclusion leads work with SLT to ensure a cohesive approach to PP provision and delivery of PP strategy. SENDCo has robust PP register to work with ELT to identify, select and review targeted PP pupils	PP Leader & SENDCo	Termly
Rigorous performance management ensures CPD is specific and effective.	Teacher training to monitor the impact of Teaching Assistants to enhance the level of support children receive.	Sutton Trust research shows that where support staff are well trained they are able to provide high quality feedback within lessons has the greatest impact on progress.	Training for staff in performance management Ensure training needs are identified and built into staff programme	SLT	February & July 2019

			Monitor impact and provide further support as needed		
Improve the progress of learners	Collaborative learning	A collaborative (or cooperative) learning approach involve pupils working together on activities or learning tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. Some collaborative learning approaches put mixed ability teams or groups to work in competition with each other in order to drive more effective collaboration.	Training for all staff Team teaching with those identified as effective practitioners in collaborative learning Adopt as a curriculum driver in schools new curriculum Support by consultants within PPA sessions	SLT	Termly
Improve learning behaviours	Metacognition and self-regulation approaches	Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. Self-regulated learning can be broken into three essential components: Cognition: the mental process involved in knowing, understanding, and learning; Metacognition: often defined as 'learning to learn' Motivation: willingness to engage our metacognitive and cognitive skills.	Training for all staff Team teaching with those identified as effective practitioners in collaborative learning Adopt as a curriculum driver in schools new curriculum Support by consultants within PPA sessions	Head	Half termly in observations, learning walks, progress meetings
<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>
Improve attendance	Individual attendance awards Continual support and modification of strategies with HSLW if necessary Use of EWO in referral meetings with parents on how we working in partnership to improve attendance	'A child who is absent a day of school per week misses an equivalent of two years of their school life 90% of young people with absence rates below 85% fail to achieve five or more good grades of GCSE and around one third achieve no GCSEs at all' (Hants.gov.uk) "Children who are absent for substantial parts of their education fall behind and struggle to catch up. By lowering the threshold, we are encouraging schools to crack down on absence before the problem escalates" Nick Gibbs	Monthly attendance reports Vigilant staff initiating informal meetings with parents Headteacher meeting with parents as attendance becomes a concern EWO referrals as necessary Promote great attendance via newsletters and publish current attendance figures Headteacher to continue to call parents requesting holidays within term time	Head	Monthly

Improve Communication and Language (with a particular focus in the Early years)	Promoted in every day activities within Early years Close liaison between EYFS staff and year one staff ahead of transition of children Approaches used in the early years include reading aloud to children and discussing books, explicitly extending children's spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds. They also include approaches more directly aimed at developing thinking and understanding through language, such as 'sustained shared thinking' or 'guided interaction'.	Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning.	Bespoke training for EYFS and year one staff by external consultant SENCo support with specific children	SENCo	Termly
Accelerated progress to close the gap	Review intervention groups and begin one to one tuition	EEF shows this approach can add 5 months progress. After school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision. After school programmes could give the opportunity to carry out some more intensive tuition	Review and revise our extra curricular provision so that there are specific clubs, targeting children not making ARE with clear links to the curriculum.  Set up one to one tutoring with specific leaders and HLTA's to improve attainment of targeted children	Head teacher	Half termly
Improve attainment in reading	Daily reading opportunities to be identified for disadvantaged pupils with a focus on phonics and reading comprehension	EEF states: Reading comprehension strategies focus on the learners' understanding of written text. Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and identifying difficulties themselves Phonics is an approach to teaching reading, and some aspects of writing, by developing learners' phonemic awareness. This involves the skills of hearing, identifying and using phonemes or sound patterns in English. The aim is to systematically teach learners the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.	Staff training SENCo observations and feedback of interventions Use of HLTA's	English leader	Half termly
<b>iii. Other approaches</b>					

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?
Provide emotional support so that the children are ready to learn.	Bereavement counselling. Emotional literacy support (ELSA) Home School Link Worker.	Research shows that mental health is a significant barrier to children's achievement	Secure funding for training Half termly progress reviews will identify those children requiring additional support Inclusion leader and & SENCO to monitor children's progress and ensure where progress is slow, intervention is reviewed and adapted	SENCo & Inclusion Leader	Summer term
Full access to the curriculum.	Funding of trips.	Self esteem will be improved and children feel fully included within their class resulting in good emotional well being.	Advertise support in funding SBM closely monitor where children not going to attend trips & head teacher to follow up with financial support offered as appropriate	SBM Head	Summer term
<b>Total budgeted cost</b>					<b>£ 68,300 (PP budget) and supplemented by school budget</b>