

Pupil Premium Strategy Statement for Wolston St Margaret's C of E Primary School



1. Summary information					
School	Wolston St Margaret's C of E Primary School				
Academic Year	2019/20	Total PP budget	£34, 240	Date of most recent PP Review	2019
Total number of pupils	200	Number of pupils eligible for PP	23 (incl 5 post LAC & 1 service Child)	Date for next internal review of this strategy	2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths working at ARE	100%	65%
% attainment in reading (ARE)	100%	73%
% attainment in writing (ARE)	100%	78%
% attainment in maths (ARE)	100%	79%

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.	A number of PP pupils also have SEND needs, including social and emotional difficulties which affect well-being and progress	
B.	A low number of pupils have a deeper understanding of their learning to enable them to achieve Greater Depth attainment in Reading, Writing and Maths	
C.	Many pupils have poor oral language and limited vocabulary	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Many of the DAP are affected by poor social, emotional, and mental health issues.	
E.	Overuse and/or inappropriate use of technology leading to a lack of communication which restricts the development of vocabulary and independence in learning	
F.	Low parental engagement with and value of learning and progress leading to low aspirations and poor achievement	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children to make at least good progress from their starting points	Progress in APS against PAG will show at least good progress

B.	Children to reach at least ARE by year 6.	Each year group to identify who their lower attaining children are. These children will be given targeted supported across subjects in order to sustain progress. Tighter interventions to be monitored and tailored.
C.	Language skills to be improve across the school through lessons and quality reading across the school.	Pupils in EYFS and Key Stage 1 will make rapid progress to be at ARE. KS2 will have a more developed vocabulary.
D.	Further enhance all staff understanding of social, emotional and mental health issues	Growth mindset training. Whole school approach. Children to receive quality PSHE. Intervention groups to support social and emotional wellbeing. Children will have opportunities to experience a range of enrichment opportunities to enhance aspiration and raise expectations.

5. Planned expenditure

Academic year

2019-21

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 and cost	When will you review implementation?
<p>A, B & C</p> <p>All pupils to make at least good progress from their starting points in English</p>	<p>Staff training, including SEND and English</p> <p>Whole school implementation of The Write Stuff and Hooked on Books.</p> <p>Audit and update reading resources, including those for early reading skills</p> <p>All Nursery and Reception children to be screened on entry using Wellcom language screen and targeted support then implemented.</p>	<p>Many evidence sources point to the effectiveness of these approaches, including the DfE recommendations.</p>	<p>SLT monitoring and evaluation, including lesson observations, pupil interviews, book scrutinies, tracking pupil progress, governor visits and reports to the governing body.</p> <p>Also included with the School Learning Improvement Plan</p>	<p>JM RV RW</p> <p>£2,953</p>	<p>July 20</p>
<p>A & B</p> <p>All pupils to make at least good progress from their starting points in Maths</p>	<p>Continue with Maths Hub Mastery group and implementation of The Power of Maths</p>	<p>Many evidence sources point to the effectiveness of these approaches, including the DfE recommendations</p>	<p>SLT monitoring and evaluation, including lesson observations, pupil interviews, book scrutinies, tracking pupil progress, governor visits and reports to the governing body.</p> <p>Also included with the School Learning Improvement Plan</p>	<p>JM HG</p> <p>£1,500</p>	<p>July 20</p>

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 and cost	When will you review implementation?
D Pupils to have their social, emotional, well-being and mental health needs met to enable them to engage with learning opportunities	Support for groups and individual pupils through work of Nurture TA on self-esteem, friendships, emotions and wellbeing	Emotional and mental health issues are barriers to attainment and progress for some pupils, especially disadvantaged groups. EEF Toolkit – behaviour interventions and mentoring	Evaluation data from nurture TA, lesson observations, pupil progress meetings, feedback from staff and parents.	JM RM £7,203	July 20
D Reduce the number of recorded behaviour incidents and increase engagement for target pupils	1:1 support to engage with access and learning on a daily basis	To increase engagement and reduce behaviour incidents for target pupils and reduce disruption for other pupils	Monitoring and observations	LS JM £13,043	July 20
A & C To improve children's spoken language skills, including vocabulary	Targeted provision for those children identified in EYFS from Wellcom screen	To close the gap in language development and vocabulary through early intervention	Observations and tracking of children's progress using the Wellcom materials	RV JS £2,925	July 20
D To increase the opportunities for development of cultural capital for DAP	Support the cost of enrichment activities, such as trips and residential visits	Provision of wider experiences and opportunities to develop pupil aspiration and inspire motivation for learning	Pupil progress meetings. Feedback from staff, pupils and parents	SLT £550	July 20
A & B To increase the number of DAP working at Greater Depth in reading and maths	Targeted work by both teachers and TAs focusing on developing number and reading skills to a deeper level.	To raise aspiration for DAP children through high quality teaching to extend and deepen knowledge and skills through mastery	Lesson observations, book scrutinies, governor visits and reports and pupil progress data and tracking	SLT	July 20
Total budgeted cost					£23,721

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 and cost	When will you review implementation?
D Actively target clubs and sporting events and activities to ensure opportunities available for DAP	Wide range of clubs and activities on offer for all children. Ensure that any possible barriers for DAP are removed and attendance is actively encouraged and supported	Research shows that such opportunities have a positive impact on children's self esteem and confidence as well as providing them with valuable experiences.	Monitoring of engagement. Using pupil voice to help determine which clubs and activities the children would like	JM SH	July 20
D Providing bespoke support for families experiencing difficulties before they reach CP thresholds	Use of nurture staff and senior leaders to provide support and advice for those families facing a range of challenges, including signposting to services and supporting with appointments with agencies and completing paperwork	To reduce the pressure on families and to help to ensure that children and their families are able to access the support that they need to improve their lived experiences and life chances	Feedback from pupils and parents	JM RM £6,962	July 20
Total budgeted cost					£6,962

Total Planned Spend - £35,136

6. Review of expenditure				
Previous Academic Year		2018-2019		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children to make at least good progress from their starting points even if SEND	Staff training - maths mastery, the write stuff,	These strategies are successful however they are ongoing and hard to measure at this time as they still need more time to become embedded and for the long term impact to be clearer.	Staff will continue to use these approaches and practices will be developed and embedded next year	£15,500
Children in year 6 to reach ARE in a least one subject area	Smaller groups for core subjects. English and maths become more targeted with very specific high quality interventions	All DAP achieved ARE in all subjects at the end of Year 6.	This approach worked well and we will aim to replicate it next year using the same day catch up approach	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Develop self-esteem and confidence and address any friendship Issues which arise	1:1 and small group mentoring work and PSHE to build self-esteem and develop understanding of emotions	The employment of a nurture TA has had a huge effect on the children and they enjoy their mentoring sessions.	This provision will continue to be developed next year	£14165
Raise attainment for DAP in reading, writing and maths	Specific interventions DAP to address gaps / areas of weakness in learning or to develop deeper levels of understanding for those higher achievers	Tracking shows that children in upper KS2 have made better progress. The children enjoyed their interventions and this impacted positively on self esteem and confidence for all DAP	To continue to review and hone the use of interventions across the school to strengthen learning.	£13,040
iii. Other approaches				

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Promote self-esteem and confidence and provide DAPs with a wider range of opportunities	Support DAP access to trips and activities, including residential visits	All pupils were able to take part in all activities, trips and visits which widened experiences and developed aspirations.	This provision will continue to allow access to experiences which will impact positively on children's self-esteem and aspirations	£635