

Wheelwright Lane Primary School Pupil premium strategy statement

1. Summary information					
School	Wheelwright Lane Primary School				
Academic Year	2018/19	Total PP budget	£41,860	Date of most recent PP Review	July 2018
Total number of pupils	220	Number of pupils eligible for PP	28 (13%)	Date for next internal review of this strategy	Jan 2019

2. Current attainment and progress end of KS1 and KS2				
KS2	<i>Pupils eligible for PP</i>		<i>Pupils not eligible for PP</i>	
School eligibility	27% (8 ch in year group)		73% (22 ch. in year group)	
Attainment KS2 2018 at expected level				
	Disadvantaged pupils	Other pupils	All pupils	Nat data
Reading	88%	82%	83%	75%
Writing	63%	95%	87%	78%
Maths	63%	95%	87%	76%
Reading/writing/Maths	50%	77%	70%	64%
Progress Measures KS2 2018				
	Disadvantaged pupils	All pupils		National
Progress measures in reading	+1.73	+0.46 (middle 20% percentile of schools)		+0.31
Progress measures in writing	+1.39	+1.21 (top 40% percentile of schools)		+0.24
Progress measures in maths	+2.17	+1.75 (top 25 th percentile of schools)		+0.31
KS1	<i>Pupils eligible for PP</i>		<i>Pupils not eligible for PP</i>	
School eligibility	13% (4 ch in year group)		87% (26 ch. in year group)	

Attainment KS1 2018

	Disadvantaged pupils	All pupils	Nat data
Reading	25%	80%	75%
Writing	25%	73%	70%
Maths	25%	77%	76%

3. Barriers to future attainment

In-school barriers

A.	Poor speech and language skills, below average on entry to school. Children progressing at a slower rate than peers each year.
B.	Significant proportion of parents with own low achievement in reading, writing and maths leading to lack of ability to support at home. Children therefore have gaps in basic skills in English and Maths.
C.	Children not at the expected standard in year groups and need accelerated progress in closing the gap.
D.	An increasing number of families with high social, emotional and mental health needs that take priority over educational achievement. Bereavement, divorce and health issues for some children affect their ability to engage with learning.

External barriers

E.	Small proportion of families with persistent absence issues.
-----------	--

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve speech and language skills for all children throughout the school and especially on entry. Curriculum focus on improving and extending children's vocabulary.	On entry to Nursery/Reception children will be screened using the Wellcomm materials to assess their language skills. Children will receive specific intervention to develop speech and language skills and access SALT Service quickly in order to identify specific needs. Children new to school in other years will also be monitored for specific SALT needs. LIP will clearly focus on developing language throughout the school with a specific emphasis on enriching vocabulary.
B.	Target parents to attend specific Parent Workshops to improve their own understanding of basic skills and expectations in each year group, leading to more support for children.	Increasing number of parents to attend planned workshops throughout the year focusing on; phonics, reading, calculation skills in maths, expectations at KS1 and KS2.
C.	Targeted intervention – 'closing the gap.'	By the end of the year children will have made accelerated progress and begin to close the gap and catch up with peers nationally.
D.	Children with SEMH needs clearly identified and appropriate support put in place.	All staff will access SEMH training throughout the year. Children identified and monitored. (See project details)

E.	Increase the attendance rates for targeted PP children.	Reduce the % of persistence absences for all children with a clear focus on PP children.
-----------	---	--

5. Planned expenditure					
Academic year	2018/19				
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 speech and language skills for all children throughout the school and especially on entry. Curriculum focus on improving and extending children's vocabulary	Staff will model a wide variety of rich vocabulary in all interactions with children. Early assessment of speech and language needs and focussed teaching to enrich vocabulary and understanding. Teach rich vocabulary throughout the curriculum. Improved liaison between Nursery and Reception.	Majority of our children are not surrounded by quality talk so staff need to have a clear understanding that clear, rich and precise vocabulary is needed in all interactions. We know that enriching the quality of talk and interactions will support their learning as they progress through the school. The use of effective assessment is crucial so that each child on entry to the school has an individual assessment and the right resources/support is implemented quickly. Clear focus on teaching of vocabulary in guided reading sessions and English lessons.	INSET through external support and internal subject leaders. English S/Ls to deliver INSET on enriching vocabulary and the use of different media to promote vocabulary. Clear guidance on use of quality texts to support teaching. Focussed training for EYFS staff identified by AHT.	LT/ Eng/Maths S/L	Mar 19
Target parents to attend specific Parent Workshops to improve their own understanding of basic skills and expectations in each year group, leading to more support for children.	We recognise that parents are not sure of the support they should be giving their children. We want to support their own understanding of basic skills in all year groups so they are able to support with school and home work.	Parents can be unsure of what support is needed. Parent workshops are provided throughout the year to support teaching of basic skills. Parents will feel more comfortable and secure in knowing that they are supporting their children effectively. School Maths Calculation Policy to give clear guidance for strategies used in school and support parents understanding. School website links to phonics teaching and the importance of high quality questioning used in comprehension and reading exercises.	EYFS/KS1/KS2 staff will lead phonics and reading workshops – run throughout the year to ensure that all parents are able to attend. Offer crèche for those with younger children and family difficulties. EYFS will offer drop-in session for parents to promote development of Eng/Maths skills. Maths S/ls will update the Calculation Policy and share with parents – offer Parent Workshops English S/Ls will update essential texts for all staff and share these with parents Monitoring in place to assess impact.	EYFS staff Maths and English S/L LT	
Total budgeted cost					5000
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?
<p>Targeted intervention – ‘closing the gap.</p> <p>Booster groups for EYFS/ Year 1, 2 and 6 to support statutory assessment.</p>	<p>Continue to subscribe to STS for targeted assessment and guidance. Experienced Teachers and TAs use 1 to1 and small group teaching to ensure rapid progress for targeted pupils.</p> <p>Experienced TAs to run groups for targeted pupils</p>	<p>Children need extra daily support for English and Maths – regular focussed teaching in order to close the gaps in learning.</p> <p>Focussed teaching of skills linked to gaps in learning</p>	<p>Intervention must be daily or at least 3 times per week to have effective impact. Teacher and TA delivering intervention to have a clear focus on tight learning objectives linked to new N.C. HT/DHT will monitor. Phase groups will work together for support.</p> <p>Continue to provide intervention sessions within school day for EYFS, Year 1, 2 and 6; and outside school day for Year 6. Aim to provide CGP materials (support for parents) for Year 2 to mirror success in Year 6. Intervention sessions for all year groups to focus on closing the gap.</p>	<p>HT/DHT Eng/Mat S/L</p> <p>HT/DHT</p>	<p>Mar 19</p>
<p>Children with SEMH needs clearly identified and appropriate support put in place.</p>	<p>Class data to include SEMH needs for PP children and needs clearly identified. All staff must be aware of individual circumstances and concerns and discuss concerns with parents where necessary. Children identified and list given to SENDCo</p> <p>Specialist counsellors needed in some circumstances through Early Help if necessary</p> <p>All eligible children who would like to participate in after school activities, trips or tuition lessons are able to do so.</p>	<p>Children are not ready to learn if their SEMH needs are not met. All staff trained to recognise the need to address and support SEMH needs.</p> <p>Children’s needs are greater than school can offer support for, so specialist are needed.</p> <p>Children will have the same opportunities as their peers to access extra –curricular activities etc. regardless of financial or social barriers.</p>	<p>Flow chart for recognition of SEMH needs and use of relevant support materials to be used (SEMH project). See SEMH action plan for further details of extensive support.</p> <p>Discussions with parents/guardians to ensure support is achieving results.</p> <p>HT will monitor and discuss with staff to ensure that opportunities are available.</p>	<p>HT/DHT/AH T/SENDCo</p>	

Total budgeted cost					34000
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?
Increase the attendance rates for targeted PP children.	DHT to continue to monitor and target PP children whose attendance falls below expected rates. Early Help to be put in place for support if necessary.	Targeted approach used in past years and attendance rates have improved for some PP children but need to improve further.	DHT time to analyse attendance and provide Early Help support.	DHT/HT	ongoing
Total budgeted cost					£3000
Overall Total budgeted cost					42000

6. Review of expenditure				
Previous Academic Year		2017/18		
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
A. Improve speech and language skills for all children throughout the school and especially on entry.	Staff will model a wide variety of rich vocabulary in all interactions with children. Early assessment of speech and language needs and focussed teaching to enrich vocabulary and understanding. Teach rich vocabulary throughout the curriculum. Improved liaison between Nursery and Reception.	All staff modelling a rich variety of vocabulary throughout the school evident. Most children have benefitted from this approach. Lesson observations/book trawls reveal that children are using adventurous and well-chosen vocabulary to match their topic/intent. Disadvantaged pupils making more progress than rest of the class in reading and word level work. However attainment is behind other pupils and nationally at KS2. This can be for a variety of other reasons identified at school level. School will continue to use the Wellcom screening. Children with SALT have been identified earlier and either external or internal support accessed immediately. Intervention support is in place and having a positive effect. L.A. recognition that in KS2SATs 2018, children were able to access all of the reading test demonstrating above average stamina for reading.	School will continue with this approach to improving vocabulary. English subject leader will be providing INSET on further improving vocabulary.	
B. Target parents to attend specific Parent Workshops to improve their own understanding of basic skills and expectations in each year group, leading to more support for children.	We recognise that parents are not sure of the support they should be giving their children especially as the curriculum has recently changed. We want to support their own understanding of basic skills in all year groups so they are able to support with school and home work	Workshops taken place for phonics, reading at KS1 and 2, SATs expectations. Some take-up of the workshops but not as well attended as in previous years. Disadvantaged children at KS2 in reading outperformed all pupils in school and national. Their progress was also greater than the rest of the class and national.	School has increased attainment and progress at KS2 over the past three years. The supportive workshops are working so we will continue with this approach. SLT will also look into different ways of reaching all parents. LIP priority – engaging parents.	

<p>D. Children with SEMH needs clearly identified and appropriate support put in place.</p>	<p>We know that children and families with SEMH needs are not ready to learn at the same rate as their peers. Identification of SEMH needs and clear approach to support learning is required for effective learning to take place.</p>	<p>School has established SEMH register and regularly review children's needs. School continue to provide staff training on identifying needs which continues to have a positive effect on all children. School SENDCo continues to work with her local SENDCo network identifying needs and has the funding to provide for workforce development.</p>	<p>Staff are well trained in understanding differing needs in all children. They continue to apply their learning to different children: eg. sensory diets; Precision teaching; intervention support.</p>	
---	---	--	---	--

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
<p>A. Improve speech and language skills for all children throughout the school and especially on entry.</p>	<p>Some PP and Post-LAC children will need individual or small group support to access high quality and focussed teaching. Specialist SEN teacher to assess/monitor and support individuals focussing on direct teaching. Reading Recovery used for some specific teaching. School will buy in Specialist Teacher Service to support assessment and teaching.</p>	<p>PP and Post-LAC children have been identified and first class teaching is in place. This is working well for most children. SENDCo continues to hold 'discussion sessions' with all staff to identify and monitor needs. School has subscribed to STS to provide assessment data and reports so that bespoke teaching can be put in place. Clear detailed reports identify individual needs.</p>	<p>School will continue to subscribe to STS for next year. Their in-depth assessments are useful as they form the basis of bespoke intervention delivered by teachers and TAs. SENDCo meetings will continue. Reading Recovery has not taken place as this is time consuming and costly and only impact on 2 to 3 children per year.</p>	<p>£3500 for STS support</p>
<p>B. Target parents to attend specific Parent Workshops to improve their own understanding of basic skills and expectations in each year group, leading to more support for children.</p>	<p>Individual discussions with targeted parent/s to offer support and guidance. Specific teaching of basic skills to PP children.</p>	<p>Some parents have attended but on the whole it has been difficult to reach some of our PP parents.</p>	<p>School needs to find innovative ways to engage some disadvantaged parents.</p>	<p>.</p>

<p>C Targeted support to close the gap.</p> <p>Booster groups for EYFS/ Year 1, 2 and 6 to support statutory assessment.</p>	<p>Experienced Teachers and TAs use 1 to1 and small group teaching to ensure rapid progress for targeted pupils.</p> <p>Experienced TAs to run groups for targeted pupils.</p>	<p>This is very successful. Pupil progress meetings clearly identify children needing extra support. Teaching staff have clear timetable of intervention either 1 to 1 or small group work. Targeted work is highly successful.</p> <p>Highly successful as TAs work closely with teachers to identify gaps in learning. Booster and intervention groups are assessed half termly.</p>	<p>Schools need to close the gap further by continuing to provide timely support and intervention.</p> <p>School will continue to employ highly trained and effective TAs to support teaching staff.</p>	
<p>D. Children with SEMH needs clearly identified and appropriate support put in place.</p> <p>Children with specific needs to access Counselling Service</p> <p>Enable all eligible children to access enrichment activities if they choose.</p>	<p>Class data to include SEMH needs for PP children and needs clearly identified. All staff must be aware of individual circumstances and concerns and discuss concerns with parents where necessary. Children identified and list given to SENDCo</p> <p>Specialist counsellors needed in some circumstances</p> <p>All eligible children who would like to participate in after school activities, trips or tuition lessons are able to do so.</p>	<p>SEMH register is in place. Staff have regular discussions regarding individual needs. Discussions with SENDCo take place and either staff training or support for pupils is put in place. Staff have improved knowledge and understanding of SEMH needs.</p> <p>Children access specialist counselling services through Early Help process. Counselling is bespoke to child's needs.</p> <p>School support all PP children in accessing enrichment activities. Discussions with providers is in place to support with any difficulties.</p>	<p>Continue to develop workforce and identify children's needs. Provide specific learning opportunities for PP children.</p> <p>Continue to offer Early Help support for all families, especially PP children. Workforce development will also support needs.</p> <p>Continue to offer all PP children enrichment activities and continue to identify children, ensuring that they are given priority.</p>	
<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<p>B. Target parents to attend specific Parent Workshops to improve their own understanding of basic skills and expectations in each year group.</p>	<p>Workshops held throughout the year to support parents' understanding of Basic skills in Maths and English. Calculation Policy and essential texts guides to support parents. PP children targeted.</p>	<p>Some parents have attended but on the whole it has been difficult to reach some of our PP parents.</p>	<p>School needs to find innovative ways to engage some disadvantaged parents.</p>	
<p>E. Increase the attendance rates for targeted PP children.</p>	<p>DHT to monitor PP children and address low attendance.</p>	<p>PP children continue to be higher than the national average by 0.6% and all other children are roughly in line. School has worked with Early Help Team and Attendance Team to improve attendance rates.</p>	<p>Some small pockets of persistent absenteeism still in school but on the whole an improving picture. Continue to target support.</p>	
Overall total budget				51000

7. Additional detail

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

- SEMH project action plan details in HT office.
- Pupil progress meetings – detailed notes kept in HT assessment files
- Intervention records kept by individual classes.