

## Wrockwardine Wood Infants School & Nursery Pupil Premium Strategy Statement 2017/18

1. Summary information					
<b>Wrockwardine Wood Infants School and Nursery</b>					
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£63,360	<b>Date of most recent PP Review</b>	July 2017
<b>Total number of pupils</b>	193 and 40 (Nursery)	<b>Number of pupils eligible for PP</b>	45	<b>Date for next internal review of this strategy</b>	April 2018

2. Current attainment			
ARE – Age Related Expectation GD – Greater Depth	<i>Pupils eligible for Pupil Premium (Our school)</i>	<i>All Children (National average)</i>	<i>Pupils not eligible for Pupil Premium (National Average)</i>
<b>% achieving ARE in reading</b>	69%	76%	79%
<b>% achieving ARE in writing</b>	56%	68%	72%
<b>% achieving ARE in mathematics</b>	69%	75%	79%
<b>% achieving GD in reading</b>	6%	25%	28%
<b>% achieving GD in writing</b>	0%	16%	18%
<b>% achieving GD in mathematics</b>	19%	21%	23%

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>		
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>		
<b>A.</b>	Low literacy and numeracy skills on entry to school (Baseline)	
<b>B.</b>	Poor oral language skills, on entry into Nursery/Reception	
<b>C.</b>	Engagement and motivation for disadvantaged pupils across all year groups.	
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>		
<b>D.</b>	Lack of parental engagement.	
<b>E.</b>	Lack of opportunities to develop self-esteem, life skills and social skills.	
<b>4. Desired outcomes</b> <i>(Desired outcomes and how they will be measured)</i>		<b>Success criteria</b>
<b>A.</b>	To rapidly improve attainment in reading, writing and maths of disadvantaged pupils from entry and continue to develop these skills in all year groups so that pupils attain the expected age related standard and a proportion attain greater depth at the end of each year.	The gap between disadvantaged pupils and all children nationally, in the percentage of children achieving age related expectations, at the end of key stage 1 will be reduced in reading by 7%, in writing by 12% and mathematics by 6%. The gap between disadvantaged pupils and all children nationally, in the percentage of children achieving greater depth, at the end of key stage 1, will be reduced in reading by 19%, in writing by 16% and in mathematics by 2%.
<b>B.</b>	To increase the progress for disadvantaged children in Reading, Writing and Maths across all year groups.  Awaiting progress data from data dashboard.	Progress will improve so that from their relative starting points, disadvantaged children's progress is in line with national conversions of: <ul style="list-style-type: none"> <li>emerging at the end of EYFS to age related expectations at the end of key stage 1</li> <li>expected at the end of EYFS to greater depth at the end of key stage 1</li> </ul>
<b>C.</b>	To raise standards in oral literacy from entry into Nursery and Reception so that pupils are more able to access the curriculum and make good progress towards expected standards.	Pupil's oral literacy skills will develop and improve rapidly so that pupils are more able to access the curriculum. The 23% gap between disadvantaged pupils and other pupils for Communication and language, at the end of the EYFS will close.
<b>D.</b>	Pupils and their families are supported and engagement of some families of pupils in receipt of Pupil Premium is improved. The Learning Mentor supports disadvantaged families and increases engagement with school, improving attendance and helping pupils	Engagement of families, particularly those who are hard to reach, is improved. This will result in parents being more engaged in their child's learning, improved attendance and improved outcomes for children. Attendance of disadvantaged children will be improved and above the school target of 96.5%

	with specific difficulties, particularly supporting the development of relationship and friendship skills.	The emotional health and well-being of pupils is prioritised and pupils are provided with appropriate support. (2016 and 2017 attendance of disadvantaged children yearly average = 95%)
<b>E.</b>	All children have access to after school clubs and school-time activities, including residential and day trips, designed to help develop social skills and team building. Pupils build practical and life skills, improve self-confidence and raise expectations of achievement.	Development of life skills including resilience and interpersonal relationships. Provides experiences that pupils may not otherwise have and will have a positive impact on their ability to engage with all areas of the curriculum. Case studies as well as performance data will evidence the success.

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2017/18</b>			
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					
<b>i. Quality of teaching for all</b>					
<b>Desired outcomes: A,B and C.</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?</b>
Provide appropriate CPD for staff to develop subject knowledge, raise standards and close gaps for disadvantaged pupils.	Allocated CPD funding for appropriate training courses or whole school CPD training as identified in Strategic Plan and through appraisal.	Teaching staff are kept up to date with subject knowledge – teaching and learning is improved and, as a result, outcomes for pupils improve.	Feedback from staff informs SLT of the benefit of CPD. Impact of whole school CPD monitored through lesson observations, books and pupil voice.	DHT SLT	Termly
<b>Evaluation/Impact -</b>					
<b>Desired outcome C</b> To raise standards in oral literacy from entry into Nursery and Reception so that pupils are more	Teaching Assistant trained in ELKLAN provides targeted intervention for children in Nursery	Education Endowment Foundation - All pupils appear to benefit from oral language interventions, but	Monitored through lesson observations, discussion with teachers and data.	EYFS lead	Termly.

<p>able to access the curriculum and make rapid progress towards expected standards.</p>	<p>and Reception who have been identified as having poor oral literacy.</p>	<p>some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' benefit). Moderate benefit for low cost based on extensive evidence.</p> <p><b>+ 5 months</b> impact</p>			
<p><b>Evaluation/Impact</b></p>					
<p><b>Desired outcomes: A,B,C</b> To improve and accelerate attainment and progress and begin to close the gaps for PPG pupils whose attainment and/or progress is currently below that of their peers in all year groups.</p>	<p>Teachers and TAs provide feedback, support and intervention for identified children, 1:1 or small groups, in all year groups to close gaps with their peers.</p> <p>Skilled Teaching Assistants in all classes to support the attainment and progress of disadvantaged pupils.</p>	<p>Education Endowment Foundation - Moderate impact for moderate cost based on limited evidence.</p> <p><b>+ 4 months</b> impact</p> <p>School evidence shows that progress improves for pupils involved in small group interventions.</p>	<p>Deputy Head teacher designated to oversee provision.</p>	<p>DHT</p>	<p>Half termly pupil progress meetings.</p>

Feedback



Education Endowment Foundation reports that feedback studies tend to show very high effects on learning.

**Evaluation/Impact**

**Desired outcomes: A, B, and C**  
EYFS - Ensure that PPG children make expected/above progress in all areas of development

Early intervention from class teacher/TA for identified pupils in Nursery/Reception to close gaps in areas of development.

Education Endowment Foundation - Early Intervention moderate impact



impact

EYFS Lead to monitor impact of interventions.  
Deputy Head teacher designated to oversee provision.

EYFS lead  
DHT

**Evaluation/Impact**  
**Autumn Term 2017**

**Total budgeted cost:**

CPD £500

Class TA x7 - 1 hour/week £3,000

Speech & Language TA x10hrs/week £3,659					
<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?</b>
<b>Desired outcomes A and B</b> To raise standards in reading for identified individual pupils in KS1.	Beanstalk volunteer reading helper for individual identified pupils in KS1 1hour/week per pupil. Identified pupils will make accelerated progress and will work towards attaining expected standard.	Education Endowment Foundation – 1:1 tuition moderate impact.  impact National evidence from Beanstalk indicates that this programme has a positive impact on reading for targeted pupils.	Class teachers will monitor.	Class teachersDHT	Half termly pupil progress meetings.
<b>Evaluation/Impact</b>					
<b>Desired outcomes A and B</b> Teachers provided with advice and support with regard to meeting the needs of specific disadvantaged pupils who have been identified as having a special educational need.	SENDCo meets with Headteacher, Learning Mentor and Nursery staff to ensure SEND provision is in place early if necessary. Allocated sessions from: Learning Support Advisory Teacher and Educational Psychologist	Enables teaching staff to provide interventions for identified pupils in order for them to reach their full potential with the expectation that all pupils will make at least expected progress from their starting points.	SENDCO to monitor.	SENCO	SENCO to review half-termly
<b>Evaluation/Impact</b>					

<p><b>Desired outcome C</b> Phonics Homework club</p>	<p>Weekly club to support pupils identified as needing to develop phonic skills in order to meet expected standard in reading and writing.</p>	<p>Education Endowment Foundation states that their research suggests that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</p>	<p>The Phonics screening check will demonstrate the impact of phonics teaching and intervention. Half-termly assessment indicates the progress of pupils involved in the phonics club.</p>	<p>Class teachers &amp; PPG lead</p>	<p>Half-Termly</p>
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**Evaluation/Impact**

**iii. Whole school strategies**

<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 ?</b>
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<p><b>Desired outcome D</b> Audit provision for developing personal, social, mental health and resilience within the curriculum.</p>	<p>Appoint an Emotional Health and Wellbeing Lead and source appropriate training.</p> <p>Purchase appropriate materials to support teaching.</p> <p>Emotional Health and Wellbeing Lead to provide CPD for staff following training and purchase of materials</p>	<p>Education Endowment Foundation - Moderate impact for moderate cost, based on extensive evidence.</p> <p> impact</p>	<p>Staff training provided by EHW lead. Monitoring of impact by EHW lead and SLT.</p>	<p>EHW lead and SLT</p>	<p><b>Summer term pupil voice</b></p>
<p><b>Evaluation/Impact</b></p>					

<p><b>Desired outcome D</b> Reduce lateness and improve attendance for pupils in receipt of PPG</p>	<p>High quality trained and experienced staff member to address the specific needs of pupils (Learning Mentor).</p>	<p>Persistent absenteeism has a significant impact on the ability of children to keep up with their peers and in the child's engagement with school.</p>	<p>Attendance and lateness regularly monitored and followed up with families quickly Learning Mentor working in Nursery to improve attendance so parents get into good habits. This early intervention is designed to have a bigger impact sooner for a child.</p>	<p>Learning Mentor</p>	<p>Half-termly</p>
<p><b>Evaluation/Impact</b></p>					
<p><b>Desired outcomes D and E</b> Provide identified pupils with specific items, such as PE kit/school uniform in order to raise self-esteem and improve self-confidence and ensure that they are able to access all areas of the curriculum.</p>	<p>Teachers to identify where there is a need to support individual pupils and families.</p>	<p>Pupils have the resources and equipment they need. They do not feel different from their peers and this raises self-esteem and confidence.</p>	<p>Class teachers monitor.</p>	<p>Class teachers</p>	<p>As necessary.</p>
<p><b>Evaluation/Impact</b></p>					

<p><b>Desired outcome E</b> Provide identified pupils with access to after/before school clubs and school trips and in order to raise self-esteem and life chances and ensure equality of opportunity for all pupils.</p>	<p>Teachers to identify where there is a need to support individual pupils and families.</p>	<p>Pupils do not feel different from their peers and this raises self-esteem and confidence. They have the same opportunities to develop skills and talents and enhance their life experiences.</p>	<p>Discussion with pupils and parents.</p>	<p>Class teachers, PPG Lead, Learning Mentor</p>	<p>As necessary.</p>
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<p><b>Evaluation/Impact</b></p>
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<p><b>DESIRED OUTCOME D</b> Support for parents of disadvantaged pupils in order to develop stronger links with school, ensure that school is valued and that they are able to support their child's learning and welfare appropriately.</p>	<p>Learning Mentor deployed to build strong home/school links and to unpick the barriers to learning for children earlier is having a positive impact on the progress of identified children.</p> <p>Family Learning and Incredible Years Programme provided for families particularly in Nursery.</p>	<p>The Education Endowment Foundation has concluded that parental involvement is consistently associated with pupils' success at school, however the evidence about how to increase involvement to improve attainment is mixed.</p> <p>As a school, we have consistently seen the benefits of engagement with parents, particularly parents of disadvantaged pupils, in terms of aspirations and the subsequent support for their children in collaboration with school.</p>	<p>Feedback from programmes. Discussion with parents.</p>	<p>Learning Mentor/ HT</p>	
<p><b>Evaluation/Impact</b></p>					
<p><b>Total budgeted cost:</b> Items for pupils £400 Learning Mentor Provision £23,958 Emotional Health &amp; Wellbeing resources and training £300 Trips and clubs £1,500</p>					
<p><b>Total Planned Spend: £64,241</b></p>					