

## Wrockwardine Wood Infants School & Nursery Pupil Premium Strategy Statement 2018/19

1. Summary information					
Wrockwardine Wood Infants School and Nursery					
Academic Year	2018/19	Total PP budget	£62,940	Date of most recent PP Review	July 2018
Total number of pupils	Autumn YR/Y1/Y2 - 198 children Y Nursery - 39	Number of pupils eligible for PP	Autumn – 47 + 6 (EYPP) YN-6 YR-11 Y1-15 Y- 21	Date for next internal review of this strategy	July 2019

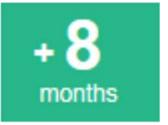
2. Current attainment					
ARE – Age Related Expectation GD – Greater Depth	<i>Pupils eligible for PP WW Summer 2018 Percentage %</i>	<i>Pupils eligible for PP WW Summer 2019 Percentage %</i>	<i>All Children National average 2018 Percentage %</i>	<i>All Children WW Summer 2018 Percentage %</i>	<i>Pupils not eligible for PP National Average 2018 Percentage %</i>
% achieving ARE in reading	78 (14)			83(57)	
% achieving ARE in writing	67(12)			78(54)	
% achieving ARE in mathematics	72 (13)			83(57)	

% achieving GD in reading	33 (6)				
% achieving GD in writing	17 (3)				
% achieving GD in mathematics	22(4)				
<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> )					
A.	Low literacy and numeracy skills on entry to school (Baseline)				
B.	Poor oral language skills, on entry into Nursery/Reception				
C.	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> )					
D.	Lack of parental engagement.				
E.	Lack of opportunities to develop self-esteem, life skills and social skills.				
<b>4. Desired outcomes</b> ( <i>Desired outcomes and</i>		<b>Success criteria</b>			
A.	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	<p><i>EYFS</i>  <i>The 15% gap between disadvantaged children, and all children, who achieve a good level of development at the end of the EYFS will reduce. (2018 PPG 61% All 76%)</i>  <i>The proportion of disadvantaged children who achieve age related expectations in reading, writing and maths at the end of the EYFS will increase so that gaps between disadvantaged children and all children in our school reduces. (2018 Gaps R 15% W 15% M 12% )</i></p>			

	<p>standard and a proportion attain greater depth at the end of each year.</p>	<p><i>To increase the proportion of disadvantaged pupils who meet the standard of the phonics screening check so that the 9% gap between disadvantaged children and all children, who meet the phonic standard reduces.</i>  <i>( 2018 WW All pupils 84% WW Disadvantaged pupils 75% Pupils Nationally 81%)</i>  <i>To improve the standards for disadvantaged children at the end of year 1 in reading, writing and mathematics so that they attain in line with their peers and so that the gap between disadvantaged boys and girls reduces.</i>  <i>(2018 Y1 Gender Gaps R 12% W26 % M20% )</i>  <i>To continue to improve standards for disadvantaged children at the end of year 2 in reading, writing and mathematics at the expected level and greater depth, so that the gap between disadvantaged boys and girls reduces.</i>  <i>(2018 Y2 Gender Gaps  R5% W30% M5% )</i></p>								
<p><b>B.</b></p>	<p>To increase the progress for disadvantaged children in Reading, Writing and Maths across all year groups.</p>	<p><i>To continue to ensure conversion rates for disadvantaged pupils are in line with national, 2018, for all conversions in reading, writing and mathematics. To continue to raise and maintain standards in oral literacy from entry into reception and nursery so that disadvantaged children are able to make expected progress, or better, towards the expected standard.</i></p> <table border="1" data-bbox="728 614 1232 893"> <tr> <td data-bbox="728 614 1086 790"> <p><b>Reception Attainment PPG children Aut (11)</b> Communication and Language.</p> </td> <td data-bbox="1086 614 1232 790"> <p><b>Baseline</b> September 18 9% (child)</p> </td> </tr> <tr> <td data-bbox="728 790 1086 821"> <p><b>Listening and Attention</b></p> </td> <td data-bbox="1086 790 1232 821"> <p>54 (6)</p> </td> </tr> <tr> <td data-bbox="728 821 1086 853"> <p><b>Understanding</b></p> </td> <td data-bbox="1086 821 1232 853"> <p>54 (6)</p> </td> </tr> <tr> <td data-bbox="728 853 1086 893"> <p><b>Speaking</b></p> </td> <td data-bbox="1086 853 1232 893"> <p>45 (5)</p> </td> </tr> </table>	<p><b>Reception Attainment PPG children Aut (11)</b> Communication and Language.</p>	<p><b>Baseline</b> September 18 9% (child)</p>	<p><b>Listening and Attention</b></p>	<p>54 (6)</p>	<p><b>Understanding</b></p>	<p>54 (6)</p>	<p><b>Speaking</b></p>	<p>45 (5)</p>
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<p><b>C.</b></p>	<p>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.</p>	<p><i>Pupil's oral literacy skills will develop and improve rapidly so that pupils are more able to access the curriculum.</i></p>								
<p><b>D.</b></p>	<p>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 with</p>	<p><i>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.</i>  <i>Punctuality and Attendance of disadvantaged children will be improved and the attendance target will be above the school target of 96.5%</i>  <i>The emotional health and well-being of pupils is prioritised and pupils are provided with appropriate support.</i></p>								

	specific difficulties, particularly supporting the development of relationship and friendship skills.	
<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.	<p><i>To continue to develop effective talk and self-assessment, (meta-cognition), with disadvantaged pupils, particularly in key stage 1.</i></p> <p><i>To continue to plan and support access to after school clubs and wider experiences for disadvantaged pupils to support the development of their Personal and social skills as well as having a positive impact on their ability to engage with all areas of the curriculum.</i></p>

6. Planned expenditure					
Academic year		2017/18			
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>					
Desired outcomes: A,B and C.	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?
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 able to access the curriculum and	Teaching Assistant trained in ‘Listen with Lucy’ provides targeted intervention for children in Nursery and Reception who have been	Education Endowment Foundation - All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and	Monitored through lesson observations, discussion with teachers and data.	EYFS lead	Termly.

<p>make rapid progress towards expected standards.</p>	<p>identified as having poor oral literacy.</p>	<p>pupils from disadvantaged backgrounds (up to six months' benefit). Moderate benefit for low cost based on extensive evidence.</p> <p> 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> impact</p> <p>School evidence shows that progress improves for pupils involved in small group interventions.</p> <p><u>Feedback</u></p> <p></p>	<p>Deputy Head teacher designated to oversee provision.</p>	<p>DHT</p>	<p>Half-termly pupil progress meetings.</p>

		Education Endowment Foundation reports that feedback studies tend to show very high effects on learning.			
<b>Desired outcomes: A, B, and C</b>					
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 Headteacher designated to oversee provision.	EYFS lead DHT	
<b>Evaluation/Impact</b>					
<b>Total budgeted cost:</b> CPD £500 Class TA x7 - 1 hour/week £3,000 Speech & Language TA x10hrs/week £3,659 DHT 3 days equivalent £33,500					

<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> 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>					
<b>Desired outcome C</b> Homework club	Weekly club to support pupils identified as needing to develop phonic skills in order to meet expected standard in reading and writing.	Education Endowment Foundation states that their research suggests that phonics approaches have been consistently found to be effective	The Phonics screening check will demonstrate the impact of phonics teaching and intervention.	Class teachers & PPG lead	Half-Termly

		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.	Half-termly assessment indicates the progress of pupils involved in the phonics club.		
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**Evaluation/Impact**

iii.

<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>Purchase appropriate materials to support teaching.</p> <p>Emotional Health and Wellbeing Lead to provide CPD for staff.</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>
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<p><b>Evaluation/Impact</b></p>
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<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>
<p><b>Evaluation/Impact</b></p>					
<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>The Education Endowment Foundation has concluded that parental involvement is consistently associated with pupils' success at school; however, the evidence about how to increase</p>	<p>Feedback from programmes. Discussion with parents.</p>	<p>Learning Mentor/ HT</p>	

	<p>Family Learning and Incredible Years Programme provided for families particularly in Nursery.</p>	<p>involvement to improve attainment is mixed. 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>			
<b>Evaluation/Impact</b>					
<p><b>Total budgeted cost:</b>  Items for pupils £400  Learning Mentor Provision £23,958  Trips and clubs £1,500</p>					
<b>Total Planned Spend: £66559.00</b>					