



Pupil premium strategy: Welbourn Church of England Primary School



1. Summary information					
School	Welbourn Church of England Primary School				
Academic Year	2018/19	Total PP budget	£11,884	Date of most recent PP Review	October 2017
Total number of pupils	78	Number of pupils eligible for PP	9	Date for next internal review of this strategy	February 2019

	<i>Cohort 2018</i>	<i>Pupils eligible for PP (your school)</i>
KS2 % achieving expected standards or above in reading, writing and maths	63%	(1/2) 50%
KS2 % achieving expected standards or above in reading	100%	(2/2) 100%
KS2 % achieving expected standards or above in writing	88%	(2/2) 100%
KS2 % achieving expected standards or above in maths	63%	(1/2) 50%
KS1 % achieving expected standards or above in reading	77%	(2/2) 100%
KS1 % achieving expected standards or above in writing	23%	(0/1) 0%
KS1 % achieving expected standards or above in maths	8%	(0/1) 0%
Year 1 % achieving expected standard in phonics	70%	(No children) N/A
EYFS % achieving GLD	55%	(1/1) 100%
Attendance of Pupils eligible for PP	96%	

2. Barriers to learning identified for 2018 – 2019 (for pupils eligible for PP, including high ability)		
In-school barriers		
A.	Accuracy of data and tracking for all pupils, including Pupil Premium prevents children from making expected progress	
B.	Attainment and progress of mathematics is low (especially in KS1) so children are not reaching ARE due to lack of provision to embed skills and achieve mastery	
C.	Pupils misconceptions are not addressed quickly enough to enable them to make progress within writing and maths	
D.	The most able pupil premium children are not challenged sufficiently enough to enable them to make key stage progress from their starting points	
External barriers (issues which also require action outside school, such as low attendance rates)		
F.	Low confidence and self-esteem through lack of interaction and extra-curricular experiences with their peers	
G.	Attendance for our vulnerable learners (In particular Y4)	
4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	To ensure that Pupil Premium data is accurate, tracked and monitored so that all children make expected Key Stage Progress from their starting point for Reading, Writing and Mathematics	<ul style="list-style-type: none"> Data tracking and pupil progress meetings track and identify vulnerable learners and areas to develop, informing specific intervention needs and targeted support Interventions are planned and carried out in to offer targeted support for vulnerable learners in all core subjects High quality Interventions specifically target the needs of pupils and impact on progress and pupil outcomes All children make expected progress from their previous key stage and year on year Children make accelerated progress to enable the 'gap' to close the gap between them and their peers External moderation focuses on vulnerable children to ensure that next steps are identified and data is accurate
B.	To provide children with opportunities to master the maths curriculum and improve outcomes for Pupil Premium children in Mathematics	<ul style="list-style-type: none"> Children will be provided with opportunities to develop their fluency, reasoning and problem solving skills Opportunities will be provided for children to master mathematics within the wider curriculum, including wow days and maths challenges Implementation of Rockstar maths to develop number fluency CPD for all members of staff and Implementation of the White Rose and NCETM documents to develop quality first teaching
C.	To ensure that misconceptions are addressed through accurate assessment for learning and high quality intervention at the point of teaching	<ul style="list-style-type: none"> Mobilise choice and EEF research is used to address misconceptions and develop high quality intervention Assessment for learning is used to address misconceptions and targeted support is used as pre learning or catch up Maths number box intervention is used to address basic mathematical skills and gaps in learning Adults are used effectively and deployed within lessons to target vulnerable learners
D.	To ensure that the most able are being challenged through a range of greater depth activities and high quality provision	<ul style="list-style-type: none"> CPD for all members of staff on how to challenge the most able pupils and develop mastery with greater depth Most able pupils are tracked and next steps are identified in pupil progress meetings Quality first teaching is developed and most able learners are targeted within lessons Adults are deployed effectively and high quality intervention targets most able learners Opportunities are planned for most able learners to develop higher level thinking skills across the curriculum

F.	To ensure that children experience a wider curriculum and opportunities to engage and enhance their learning experiences including extra-curricular activities	<ul style="list-style-type: none"> • Pupil premium children have a wider skills set by the time they leave school and a range of experiences to draw upon • Improved attendance and punctuality in school • Children experience a range of extra-curricular activities and experiences
G.	To engage parents in supporting their children at home and in school	<ul style="list-style-type: none"> • Links between home and school for our most vulnerable children are strengthened • Parents will be provided with practical activities to support learning at home • Parental engagement activities and workshops will be delivered throughout the year

4. Planned expenditure

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? Cost?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>.A. To ensure that Pupil Premium data is accurate, tracked and monitored so that all children make expected Key Stage Progress from their starting point for Reading, Writing and Mathematics</p>	<ul style="list-style-type: none"> • Termly data tracking and pupil progress meetings to identify next steps and plan intervention • Effective in school assessment for learning • Staff training and CPD opportunities for staff, including moderation • Part employment of CC to provide external moderation of Pupil Premium learners 	<p>High cost, high impact</p> <ul style="list-style-type: none"> • Increased moderation opportunities and accuracy of data enables accurate pupil tracking • High quality intervention can be planned in response to accurate moderation and identification of gaps in learning • Progress can be accelerated as a result of quality provision being made in response to accurate and quality assessment for learning <p>Part deployment of CC £280</p>	<ul style="list-style-type: none"> • Data will be tracked termly and pupil progress meetings will be carried out • Provision maps will be monitored and evaluated • Moderation will be externally verified 	<p>Tracy Boulter</p>	<p>Termly</p>
<p>B. To provide children with opportunities to master the maths curriculum and improve outcomes for Pupil Premium children in Mathematics</p>	<ul style="list-style-type: none"> • Implementation of Rockstar maths to develop number fluency • CPD for all members of staff and Implementation of the White Rose and NCETM documents to develop quality first teaching • Development of the curriculum and opportunities to use and apply mathematical skills • Maths wow days and challenges planned 	<p>EEF moderate impact and low cost for mastery learning</p> <p>Proven initiatives and documents such as the NCETM and White Rose provide teachers with a toolkit to enable them to deliver a mastery curriculum which delivers the 3 aims.</p> <p>Quality first teaching is a significant factor in developing effective learning which enables all learners to make significant progress.</p> <p>Rockstar times tables is a quality online and paper resource which develops times tables fluency and confidence in maths.</p>	<ul style="list-style-type: none"> • Monitoring of mathematics teaching both in maths lessons and the wider curriculum • Pupil voice • Review progress and attainment of PP children termly • Monitor and review the impact of Rockstar maths through pupil voice and number fluency 	<p>Tracy Boulter</p>	<p>On going</p>

	throughout the academic year	Cost: Staff meeting time and CPD as part of the whole school SDP Maths CPD and resources £600 Rockstars subscription: £124			
Total budgeted cost					£1004

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>C. To ensure that misconceptions are addressed through accurate assessment for learning and high quality intervention at the point of teaching</p> <p>To use high quality intervention to accelerate progress and close the gap</p>	<ul style="list-style-type: none"> • Small group intervention delivered by high quality teaching assistant for targeted children following pupil progress meetings • 1:1 tuition for UKS2 pupils accelerate progress and improve attainment • Teaching assistants deployed effectively within lessons to target key pupils who are falling behind and address misconceptions • Use Mobilise choice EEF research to improve teaching strategies and address misconceptions in maths 	<p>EEF findings show moderate impact for small group intervention and 1:1 tuition.</p> <p>Repetition of key skills is vital to ensure long term retention of information with less able or pupils with reduced concentration</p> <p>Dedicated small group intervention or 1:1 intervention enables pre & post teaching of key skills to ensure pupils succeed in main teaching sessions.</p> <p>Mobilise choice and EEF research is used to address misconceptions and develop high quality intervention</p> <p>Purchase of maths number box (1:1) basic skills booster £140.00</p> <p>1:1 tuition and UKS2 SATS booster deployment of staff £200</p> <p>Delivery of First Class at Number intervention for Y3 pupils Part deployment of HLTA £10,000</p>	<ul style="list-style-type: none"> • Monitoring of progress in books and by looking at data • Review of progress and attainment in Pupil progress meetings • Intervention review of impact made • Pupil voice 	<p>Tracy Boulter / Claire Cottam</p>	<p>Class teachers review weekly</p> <p>Data review termly</p>
<p>H. To ensure that the most able are being challenged through a range of greater depth activities and high quality provision, this includes targeted</p>	<ul style="list-style-type: none"> • CPD for all members of staff on how to challenge the most able pupils and develop mastery with greater depth • Quality first teaching is 	<p>EEF attainment grouping show moderate impact</p> <p>Assessment for learning will be used and fluid grouping will ensure that pre learning assessments provide accurate starting points so that the most able can be challenged.</p>	<ul style="list-style-type: none"> • Most able pupils are tracked and next steps are identified in pupil progress meetings • Monitoring of challenge and progress in books • Pupil voice • Review intervention 	<p>Tracy Boulter</p>	<p>Termly</p>

intervention and deployment of adults (see above)	<p>developed and most able learners are targeted within lessons (including deployment of TAS)</p> <ul style="list-style-type: none"> Intervention targets most able learners (HT to teach Y6 most able learners) 	<p>Part of the same costing as above for deployment of HLTA, CPD as part of the whole school SDP.</p> <p>HT to teach most able maths groups in Y3 and 6.</p>	and provision for most able PP learners		
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Total budgeted cost					£10,330
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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?
<p>F.</p> <p>To ensure that children experience a wider curriculum and opportunities to engage and enhance their individual learning experiences including extra-curricular activities</p> <p>To ensure that provision and intervention supports the pastoral care of PP children</p>	<ul style="list-style-type: none"> Enable pupils to take part in extra clubs such as Magical Maths or music tuition Money to pay for trips so all Pupil Premium pupils can attend wow days and educational visits as part of the new curriculum. Pupils to attend breakfast club and after school club Intervention clubs for pastoral support at lunch times and during the school day to develop confidence and self esteem 	<ul style="list-style-type: none"> Continue to ensure all pupils get an equal opportunity to be involved in all aspects of school life and that no pupils are disadvantaged by not being able to pay Attending clubs enables pupils to develop confidence and friendship groups through involving vulnerable learners in clubs and extra-curricular activities after school and during lunch times Attending such clubs enables some learners to excel in learning that intrinsically motivates them and develops confidence and self esteem Enabling children to have a healthy breakfast and positive start to the day plays an important role in preparing our children for learning and 	<ul style="list-style-type: none"> To send letters about clubs and trips home to specific families rather than relying on pupils to take them home. Review and monitor attendance of PP children in clubs. Review clubs, using pupil voice to ensure planned clubs meet the needs of the PP children. Review punctuality and attendance of those pupils who attend breakfast club. 	Tracy Boulter	Ongoing throughout the year

		improves punctuality Cost: £500			
G. To engage parents in supporting their children at home and in school	<ul style="list-style-type: none"> • Links between home and school for our most vulnerable children are strengthened through additional termly meetings where targets are discussed • Parents will be provided with practical activities to support learning at home • Parental engagement activities and workshops will be delivered throughout the year 	<ul style="list-style-type: none"> • The EEF research suggests that Parental engagement has a moderate impact for a moderate cost. Evidence suggest that it can have a positive impact on pupil attainment if carefully tailored to meet the needs of individuals. • Increasing parental engagement through termly meetings, workshops and parental engagement afternoons or open mornings will provide a range of opportunities for parents to be involve in their child's learning and enable them to support at home. <p>Cost: Photocopying and resources £50</p>	<ul style="list-style-type: none"> • Parents will be invited personally and targeted to improve engagement • Parental questionnaires will be used to review effectiveness of the meetings and workshops • We will review participation in home learning 	Tracy Boulter	Ongoing throughout the year
Total budgeted cost					£550

7. Review of expenditure

Previous Academic Year

2017-2018

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																												
<p>A. Rates of progress for children entitled to pupil premium funding are at least good as their peers and children meet end of year targets to attain at least EXS and in some cases GDS.</p>	<p>Provide a high quality arts specialist to work with all, enabling delivery of activities which promote self-esteem, develop confidence and facilitate creation of transferrable problem solving skills</p>	<p>Data analysis will show that expected progress has been made with accelerated progress evident in some cases and all meet EXS</p> <p>Expected progress key stage progress by year group</p> <table border="1" data-bbox="891 600 1370 1031"> <thead> <tr> <th>PP</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td>Y2</td> <td>100%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Y3</td> <td>33.3%</td> <td>33.3%</td> <td>33.3%</td> </tr> <tr> <td>Y4</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Y5</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Y6</td> <td>50%</td> <td>50%</td> <td>0%</td> </tr> </tbody> </table> <p>Give children some experiences outside of their everyday learning which enhance their whole being and promote positive attitudes towards learning.</p> <p>Build self-esteem in children who find core learning more challenging.</p>	PP	R	W	M	Y1	-	-	-	Y2	100%	0%	0%	Y3	33.3%	33.3%	33.3%	Y4	100%	100%	100%	Y5	100%	100%	100%	Y6	50%	50%	0%	<p>Arts lessons provided enriching opportunities for our children to thrive. They celebrate their work through arts week, displays, performances and within school.</p> <p>Monitoring shows children enjoying art lessons, developing a range of skills and creating high quality outcomes in art.</p> <p>Children in Y4 and 5 make expected progress. One child didn't make expected progress in Y3 and 6.</p> <p>Next steps:</p> <ul style="list-style-type: none"> This is resource that hugely benefits our children and they enjoy it, this will continue to develop self-esteem for all of our children Use art intervention or clubs to enhance pupil confidence on a small group scale for more vulnerable pupils Link these skills to children's learning of maths to accelerate progress 	<p>£6,032</p>
PP	R	W	M																													
Y1	-	-	-																													
Y2	100%	0%	0%																													
Y3	33.3%	33.3%	33.3%																													
Y4	100%	100%	100%																													
Y5	100%	100%	100%																													
Y6	50%	50%	0%																													
<p>B. Rates of progress for children entitled to pupil premium funding are at least good as their peers and children meet end of year targets to attain at least EXS and in some cases GDS</p>	<p>Purchase of resources for mathematics and appropriate training targeted to assessed needs.</p> <p>Provision of digital learning tools and programs to enable effective enhancement of</p>	<p>Lesson observations / teacher support from consultants and pupil conversations all show increased use of resources has motivated and helped focus even further.</p> <p>Expected attainment in maths</p>	<p>Monitoring shows that pupils readily use the resources purchased to assist their maths learning.</p> <p>A change in staffing and leadership has made this difficult to assess. Outcomes for pupils in Reception and Y4 pupils have attained well in maths. One pupil out of 2 in Y6 attained well.</p>																													

	teaching and learning		PP	All	Evidence of the use of effective teaching and learning of mathematics is in its infancy. Lesson observations show increased use of resources to support and scaffold learning. Next steps: <ul style="list-style-type: none"> Focus on basic skills within Maths and plan for distinct opportunities to apply skills across the curriculum Focus on maths based intervention to accelerate the progress of pupils in next year's Y3, 4 and 6 and improve attainment. Create maths intervention based on EEF research and use of a resource based intervention. Pupil outcomes are a direct result of effective Quality First Teaching, especially in KS2
		R	100%	64%	
		Y1	-	40%	
		Y2	0%	8%	
		Y3	33.3%	66%	
		Y4	100%	73%	
		Y5	0%	43%	
		Y6	50%	63%	

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
C. Rates of progress for children entitled to Pupil Premium funding are at least good as their peers and children meet end of year targets to attain at least EXS and in some cases GDS.	Use of identified adults employed to provide 1:1 and small group booster sessions to meet identified needs and address personalized targets.	Monitoring through observations and data analysis through Pupil Progress meetings at each assessment point. Attainment of PP children (%) In Y2 100% of pupil premium children achieved EXS in reading but in writing and maths 0% achieved this. In Year 3 66% of pupil premium children achieved EXS in Reading and maths but not writing In Year 4 100% of children achieved EXS in Reading, writing and maths. In Year 6, 100 % of pupil premium children achieved EXS and 50% achieved GDS in reading.	Intervention targeted Y6 children made an impact on reading and writing in y6. Use of adults supporting in Year 3 and 4 showed impact on pupil outcomes in R, W, M. The impact of intervention of Y2 pupils was not evident due to the lack of evidence in books and within the data. Next steps: <ul style="list-style-type: none"> Create a provision map to track the performance of interventions for PP children Use research based intervention to accelerate the progress of maths and writing 	£15,221

			<ul style="list-style-type: none"> and improve attainment Use EEF proven research of AFL based intervention and Frist Class at Number. 	
D. Children entitled to Pupil Premium funding receive a wide variety of opportunities for enrichment of core learning which are designed to meet their individual needs and allow for personal growth and development	Provision of additional high quality activities for pupils moving to secondary school to ensure smooth personal social and educational transition takes place.	<p>Feedback from children after transition demonstrates value in process including ongoing feedback from children attending secondary schools.</p> <p>All children had a successful transition experience.</p>	<p>Although this had a positive impact on pupils, I feel this money could be better placed to support more vulnerable pupils in maths, self-esteem and breakfast clubs.</p> <p>Next Steps: Transition will continue to be a focus for all children both in Preschool, Reception to Y1, Year 2 to 3 and Y6 to 7. This can be achieved through Sporting events, increased whole school transition opportunities and Collective Worship visitors from neighboring schools.</p>	
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
E. Children entitled to pupil premium funding receive a wide variety of opportunities for enrichment of core learning which are designed to meet their individual needs and allow for personal growth and development	<p>Provide opportunities for children to access breakfast and after school club.</p> <p>Utilise the skills of our learning mentor to provide learning and emotional support through group sessions and projects.</p> <p>Support pupils with trips, clubs, music tuition as identified through conversations with children and families.</p>	<p>A large proportion of PP children accessed trips using the funding to enhance their curriculum experiences.</p> <p>Individual children have accessed breakfast club, school milk and after school club which has enabled pupils to gain confidence and access extra activities that they wouldn't at home. This includes Magical Maths, music tuition and pottery club.</p>	<p>Children accessed a range of enriching trips and experiences such as the castle, CressWell Crags, residential and more.</p> <p>Next Steps</p> <ul style="list-style-type: none"> Continue to provide this provision next year as this is one of the favorite support mechanisms that parents and children prefer. 	£6,929

<p>F. Further improvement in confidence and self-esteem of children entitled to pupil premium funding in order to facilitate more effective and resilient approach to their learning.</p>	<p>Utilise funding to target needs and provide additional opportunities to support learning at home. (Nessy fingers)</p> <p>Identify and meet personal needs of children through use of 'Allocated me money' designed to develop self – esteem, resilience and motivation.</p>	<p>Children's specific interests were targeted through 'me time', this included milk at play times, brass band and piano tuition and magical maths clubs.</p> <p>Building confidence, self-esteem and social interaction to develop positive wellbeing.</p>	<p>This had a positive impact on pupils well-being and self-esteem, enabling them to access extracurricular clubs with their peers after school.</p> <p>Next Steps</p> <ul style="list-style-type: none"> • Continue to provide this provision with the children but next year this must be done with parents more closely and ensure that the impact is monitored more closely. • Provide additional support for children to have help with homework where appropriate. 	
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8. Additional detail

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

Data for 2017 – 2019

Observations and monitoring data from 2017 – 2019

Intervention review and pupil progress meeting notes July 2018

Total expenditure report reflects the amount spent in the intended actions above for the academic year 2017 – 2018 for Pupil Premium children.

