

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 |

|  |  |  |
| --- | --- | --- |
|  | *Cohort 2018* | *Pupils eligible for PP (your school)* |
| 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 | * 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 | * 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 | * 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 | * 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 | * 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 | * 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?** |
| .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 | * 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 | **High cost, high impact**   * 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   Part deployment of CC £280 | * 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 | Tracy Boulter | Termly |
| B.  To provide children with opportunities to master the maths curriculum and improve outcomes for Pupil Premium children in Mathematics | * 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 throughout the academic year | **EEF moderate impact and low cost for mastery learning**  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.  Quality first teaching is a significant factor in developing effective learning which enables all learners to make significant progress.  Rockstar times tables is a quality online and paper resource which develops times tables fluency and confidence in maths.  Cost:  Staff meeting time and CPD as part of the whole school SDP  Maths CPD and resources £600  Rockstars subscription: £124 | * 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 | Tracy Boulter | On going |
| **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?** |
| C. To ensure that misconceptions are addressed through accurate assessment for learning and high quality intervention at the point of teaching  To use high quality intervention to accelerate progress and close the gap | * 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 Mobilse choice EEF research to improve teaching strategies and address misconceptions in maths | **EEF findings show moderate impact for small group intervention and 1:1 tuition**.  Repetition of key skills is vital to ensure long term retention of information with less able or pupils with reduced concentration  Dedicated small group intervention or 1:1 intervention enables pre & post teaching of key skills to ensure pupils succeed in main teaching sessions.  Mobilise choice and EEF research is used to address misconceptions and develop high quality intervention  Purchase of maths number box (1:1) basic skills booster £140.00  1:1 tuition and UKS2 SATS booster deployment of staff £200  Delivery of First Class at Number intervention for Y3 pupils  Part deployment of HLTA £10,000 | * 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 | Tracy Boulter / Claire Cottam | Class teachers review weekly  Data review termly |
| D.  To ensure that the most able are being challenged through a range of greater depth activities and high quality provision, this includes targeted intervention and deployment of adults (see above) | * CPD for all members of staff on how to challenge the most able pupils and develop mastery with greater depth * Quality first teaching is developed and most able learners are targeted within lessons (including deployment of TAS) * Intervention targets most able learners (HT to teach Y6 most able learners) | **EEF attainment grouping show moderate impact**  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.  Part of the same costing as above for deployment of HLTA,  CPD as part of the whole school SDP.  HT to teach most able maths groups in Y3 and 6. | * 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 and provision for most able PP learners | Tracy Boulter | Termly |
| **Total budgeted cost** | | | | | **£10,330** |
| **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?** |
| E.  To ensure that children experience a wider curriculum and opportunities to engage and enhance their individual learning experiences including extra-curricular activities  To ensure that provision and intervention supports the pastoral care of PP children | * 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 | * 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 improves punctuality   Cost: £500 | * 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 |
| F.  To engage parents in supporting their children at home and in school | * 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 | * 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.   Cost: Photocopying and resources £50 | * 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 for 2018 – 2019** | | | | | |
| **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** |
| .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 | * 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 | | * **All data for pupils across the school is accurate and has been moderated by an external moderator.** * **Pupil progress meetings identity next steps for pupil premium learners and they have received additional support and intervention.** * **Progress across the year has impacted on all pupils. Showing that 100% have made expected progress within the year.** * **One child has not made Key Stage progress from KS1 in Y5 but is catching up, this is 33%** * **A boy in Y5 has made accelerated progress in maths from WTS Y4 to EXS Y5** * **A girl has made accelerated progress in Y3, going from WTS Y2 to EXS Y3**   **Expected progress key stage progress by year group**   |  |  |  |  | | --- | --- | --- | --- | | PP | R | W | M | | Y1 | 100% | 100% | 100% | | Y2 | 100 % | 100% | 100% | | Y3 | 100% | 100% | 100% | | Y4 | 66% | 66% | 66% | | Y5 | 66% | 66% | 66% | | Y6 | 100% | 100% | 100% | | * This will continue next year and focus on tracking the groups. * A focus will be on the 2 girls who need to make accelerated progress to ensure that they make expected progress from their previous key stage in reading, writing and maths. * Continue to track children working at GDS – we have 2 children (66%) working at a GDS standard in Y4, 100% in Y2 | **£280** |
| B.  To provide children with opportunities to master the maths curriculum and improve outcomes for Pupil Premium children in Mathematics | * 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 throughout the academic year | | * Maths rockstars have impacted on pupils’ abilities to recall multiplication facts. All PP pupils engage with the programme and enjoy it. * All children receive a maths curriculum that enables them to develop number fluency, reasoning and problem solving. * The application of skills are evident in all PP books.   **Attainment in maths**   |  |  |  |  | | --- | --- | --- | --- | |  | EXS | GDS | All | | R | - | - | - | | Y1 | 100% | - | 64% | | Y2 | 100% | 100% | 80% | | Y3 | 100% | - | 46% | | Y4 | 66% | 66% | 67% | | Y5 | 66% | - | 50% | | Y6 | 50% | - | 63% | | * Impact of CPD is evident * Most PP children attain well. * Pupil engagement increased – TT rockstars   Next steps   * Continue to use Rockstar maths * Focus on attainment in the new Y5 and 6 classes for 2 children. | **£724** |
| C. To ensure that misconceptions are addressed through accurate assessment for learning and high quality intervention at the point of teaching  To use high quality intervention to accelerate progress and close the gap | * 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 Mobilse choice EEF research to improve teaching strategies and address misconceptions in maths | | * Monitoring shows that children’s misconceptions are being addressed. * Pupil voice shows that children are able to identify misconceptions and make corrections * Intervention and feedback addresses misconceptions with key pupils resulting in accelerated progress in Y3 and Y6. * Intervention showed significant impact on a pupil in Y6 and their ability to access the KS2 tests as a result of 1:1 tuition focusing on addressing gaps in learning. | * Continue to develop and use quality intervention in the classroom through targeting and use of adults * Continue to use 1:1 tuition to support vulnerable learners * Continue to use pre learning, marking and feedback to address misconceptions and plan interventions accordingly.   First Class at number was not purchased but the deployment of a TA and intervention resources replaced this. | **£150 number box**  **£420 intervention**  **Part deployment of HLTA** |
| D.  To ensure that the most able are being challenged through a range of greater depth activities and high quality provision, this includes targeted intervention and deployment of adults (see above) | * CPD for all members of staff on how to challenge the most able pupils and develop mastery with greater depth * Quality first teaching is developed and most able learners are targeted within lessons (including deployment of TAS) * Intervention targets most able learners (HT to teach Y6 most able learners) | | * Most able children are being tracked and challenged, especially those who are PP. * Progress is monitored and high expectations are evident * Intervention impacted on the pupil within KS1 who reached GDS in maths and was able to secure this through challenge and intervention * Two children reached GDS in Y4 as a result of challenge and further intervention to stretch them * Deployment of adults was evident during learning walks to challenge the most able | * Continue to focus on other year groups, particularly Y6 boys who are PP and have the potential to be GDS | **£420 intervention** |
| E.  To ensure that children experience a wider curriculum and opportunities to engage and enhance their individual learning experiences including extra-curricular activities  To ensure that provision and intervention supports the pastoral care of PP children | * 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 | | * The punctuality and attendance of one PP boy has improved and is no longer a persistent absentee in Y4. * The attendance of PP is good in Y3,5 and 6 for PP * A child in Y1 has low attendance due to ill health and one child in Y2 has medical problems so is absent more frequently due to the nature of her problems. * Parents responded well to the warning letters and support provided through breakfast club * Children have accessed a range of clubs including: * Breakfast and after school club * Magical maths * Music tuition * Sports clubs * All PP access some form of after school club or provision and it has impacted significantly on the wellbeing of a child in Y3 * Pastoral support provided has made a significant impact especially on a child in Y6 and supporting with transition making the child more confident, resilient and prepared for KS3. * The attendance of a child in y3 has improved as a result of support provided pastorally. | This had a positive impact on pupils well-being and self-esteem, enabling them to access extracurricular clubs with their peers after school.  Next Steps   * Continue to provide this provision with the children but next year and continue to work 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. | **£500** |
| F.  To engage parents in supporting their children at home and in school | * 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 | | * Home / school links have strengthened * Parental feedback has been positive regarding support and accessing opportunities to view learning and take part in activities. * All PP parents attended the parental involvement mornings or afternoons at least once * Increased parental engagement | Increased parental engagement has impacted on pupil wellbeing and communication  Continue to use this as a focus next year to support attendance. | **£50** |