

Pupil Premium Strategy 2017-2018

| 1. Summary information | | | | | |
|------------------------|---------|----------------------------------|-------------------------------------|--|--------|
| Academic Year | 2017-18 | Total PP budget | £11,880+ CF £16,302 = £28,182 | Date of most recent PP Review | Oct 17 |
| Total number of pupils | 86 | Number of pupils eligible for PP | 9 | Date for next internal review of this strategy | Oct 18 |

| 2. Current attainment (2017 outcomes) | | |
|--|---|--|
| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving Expected Standard or above in reading (end of KS2) | 0% | 71% |
| % achieving Expected Standard or above in writing(end of KS2) | 0% | 76% |
| % achieving Expected Standard or above in maths(end of KS2) | 0% | 75% |
| % achieving Expected Standard or above in reading (end of KS1) | 100% | 76% |
| % achieving Expected Standard or above in writing(end of KS1) | 100% | 68% |
| % achieving Expected Standard or above in maths(end of KS1) | 100% | 75% |
| % achieving phonics screen in Yr 1 | 100% | 81% |

| 3. Barriers to future attainment (for pupils eligible for PP) | |
|--|---|
| In-school barriers | |
| A. | Majority of PP children are working at EXS alongside peers and challenge is to maintain and provide opportunities to reach GDS. |
| B. | Lack of provision of opportunities for children to practise and consolidate mathematical problem solving and reasoning skills. |
| C. | Inconsistent use of information about pupils' learning to set ARE as well as sufficiently challenging activities |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| D. | |

| 4. Desired outcomes (<i>Desired outcomes and how they will be</i>) | | Success criteria |
|---|---|---|
| 1. | Rates of progress for children entitled to pupil premium funding are at least as good as their peers and children meet end of year targets to attain at least EXS and in some cases GDS. | Data analysis will show that expected progress has been made with accelerated progress evident in some cases and all children meet EXS. |
| 2. | 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 | Pupil interviews / lesson observations will demonstrate positive attitude to learning and Growth Mindset culture Evidence of effective and resilient attitude to problem solving and reasoning in learning across the curriculum, especially in maths through visibility in books and visual learning. |
| 3. | 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. | Evidence of opportunities provided through individual child trackers and pupil interviews. Whole school enrichment opportunities are evidenced in school calendar |

5. Planned expenditure

Academic year

£11,880 plus carry forward from 2016-17 of £16,302 = £28,182 total spend

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? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|--|---|---|--|------------|--------------------------------------|
| 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 | 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. | Designed to give children some experiences outside of their every-day learning which enhance their whole being and promote positive attitudes towards life. To build self-esteem in children who find core learning more challenging. Children's feedback from enhanced provision during 2016-2017 is extremely positive | Monitoring of provision- observations, discussions with children, review of outcomes | SLT | Termly |
| Rates of progress for children entitled to pupil premium funding are at least as good as their peers and children meet end of year targets to attain at least EXS and in some cases GDS. | Purchase of resources and appropriate training targeted to assessed needs Provision of digital learning tools and programmes to enable effective enhancement of teaching and learning | Lesson observations / teacher support from consultants and pupil conversations all show increased use of resources has motivated and helped to focus children even further | Review of use of resources through outcome of pupils, discussions with pupils and staff. | SLT | As above. |
| Total budgeted cost | | | | | £6,032 |

| 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? |
| Rates of progress for children entitled to pupil premium funding are at least as 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 personalised targets. | Evidence from 2016 2017 demonstrates that high level of impact on progress occurred through the use of this strategy. Investment in Mobilise project and effective use of TAs has led to significant improvement in deployment, skill base and impact on children's learning. | Monitoring through observations and data analysis through PIM meetings at each assessment point. Overseen by SLT. | SLT | At each assessment period and when observations occur. |
| 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 schools to ensure smooth personal, social and educational transition takes place | Discussion with secondary schools, parents and outside agencies reveals benefits both short and long term. Feedback from children after transition events demonstrates value in process, including ongoing feedback from children now attending secondary schools. | Review of transition through discussions with the pupils and the secondary transfer schools. Ongoing evaluation with AQT partner schools involved. | SLT (Yr 6 Teacher focus) | Through year and at Key date July 2017. |
| Total budgeted cost | | | | | £15,221 |

| 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>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> | <p>Provide opportunities to access breakfast club and after school provision.</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 and music tuition as identified through conversations with children and families.</p> | <p>Feedback from lesson observations / pupil interviews suggests that resilience and self-motivation remain an area for development</p> <p>Children's feedback from use of these strategies during last PP cycle is extremely positive and has resulted in increased motivation amongst PP children</p> <p>Research shows that consistent and high quality provision of wrap around care improves children's readiness for learning and ultimately potential for improved outcomes</p> <p>Learning mentor training provides opportunities to identify children's areas of interest and use these to engage children more effectively in their learning – learning mentor exists in school to fulfil this role</p> <p>Support with extra-curricular activities relieves pressure and allows children to experience opportunities which develop transferable skills and can impact upon progress</p> | <p>Pupil interviews and feedback at start of year and end of year</p> <p>Parent interviews and feedback</p> <p>Staff observation of activities and children when involved</p> <p>Discussion with activity providers</p> <p>Monitoring of breakfast club provision</p> <p>Feedback from children attending after school provision</p> | <p>SLT</p> <p>External providers</p> | <p>Reviewed termly in line with SDP.</p> |

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|--|---|---|--|-----|---------------|
| 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.; | Utilise funding to target needs and provide additional opportunities to support learning at home. Identify and meet personal needs of children through use of allocated 'me' money designed to develop self-esteem, resilience and motivation. | Successful impact of new technologies and access to online learning programmes at home in 2015-16-continuing to 2016-17. Children's needs are diverse and opportunities to target their specific interests will enable them to see that each individual is valued. | Reviewed through PPM meetings and discussion with pupils and teachers. Focus of PSHE / whole school value themes providing opportunity for review Discussion with parents and children | CTs | As above. |
| Total budgeted cost | | | | | £6,929 |

| 6. Review of expenditure | | | | |
|--|--|---|--|--------|
| Previous Academic Year | | 2016 - 2017 | | |
| 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 |
| To provide enhanced activities to promote self-esteem and creative skills. | Provide a high quality arts and music specialist to work with all. | All children experienced a range of activities outside their normal classroom experiences Teacher and pupil discussions demonstrated improvements in self-confidence and self-esteem with impact on all pupils evident. Many children continued with music lessons, either 1:1 or part of ensembles, and children opted for creative clubs after school. | Activities provided supported children and children who may not find learning easy had the opportunity to demonstrate a success and skill in another area which in turn raised self-esteem and confidence. Utilising the skills of a specialist is something that we would continue to employ as a strategy in the future. | £2,500 |

| 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 |
| To provide 1-1 and small group booster sessions for identified needs. | Key adults employed to run targeted interventions to support personalised targets. | <ul style="list-style-type: none"> In maths across all year groups, 78% of children in receipt of Pupil Premium funding met Age Related Expectations including 11% exceeding this and achieving Greater Depth. In English across all year groups, 67% of children in receipt of Pupil Premium funding met Age Related Expectations including 11% exceeding this and achieving Greater Depth. End of Key Stage 1 data for 2017 demonstrates that the percentage of children achieving the expected standard or better was 92%, 83% and 83% in Reading, Writing and Maths respectively. The % achieving Greater Depth, including children in receipt of Pupil Premium Funding, was 41%, 41% and 21% in Reading, Writing and Maths respectively demonstrating that, at the end of Key Stage 1, children in receipt of Pupil Premium funding achieve at a higher level than the majority of their peers | <p>External review noted impact of improved TA deployment and use as part of the Mobilise project:</p> <p><i>Senior leaders use additional government funding well to support relevant pupils. Because of this, greater proportions of these pupils, including the disadvantaged pupils, now make the progress that they should.</i></p> <p><i>The difference between the achievement of the school's disadvantaged pupils and other pupils nationally is now beginning to close across the full range of subjects, particularly in key stage 2. This is due to the close support that these pupils receive through the school's use of additional government funding.</i></p> <p>Welbourn Church of England Primary School Ofsted 2017</p> <p>This is a strategy that will continue with even greater emphasis on TA support and training through re-structuring of TA appraisal structure and enhanced TA training opportunities.</p> | |
| Raise levels of progress and attainment through support of resources. | Purchase of new resources and appropriate training targeted to assessed needs | Lesson observations and pupil interviews demonstrate that resources are having an impact in the classroom in terms of accessing key concepts and enabling children to make further progress. | Subject leader plans and SDP priorities continue to show that there are areas where resources have been identified as required. These will be considered in light of other objectives and how they can support the desired outcomes moving forward. | £5,000 |

| 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 |
| To ensure all pupils entitled to pupil premium have access to extended provision and begin the day with a healthy meal and maximise learning opportunities and opportunities to develop social skills. | To provide additional support for Breakfast club through an additional adult to lead activities linked to learning. | Increasing numbers of pupils have accessed the provision, with a group of regular children now attending as well as individuals who come on a less regular basis. Feedback from teachers and parents suggests that this start is enabling children to have a quality learning experiences as well as a healthy start to the day and that it has impacted on their readiness to learn. his provision also had impact on other pupils accessing the provision. | Through refining structures and management strategies, Breakfast Club is now being very effectively by one highly skilled member of the staff team. This means that funding for this key area has now been reduced and can be diverted to support the achievement of desired outcomes in other areas of the PP spend. | |
| To provide children with a range of opportunities to develop socially and as a whole child. | To continue to support pupils with trips, clubs and music tuition. | More children accessed trips and other activities such as music provision than would normally be able to- those children discussed their involvement and highlighted the positive impact it had on them. | This area of opportunity to support children is a highly valuable one and we will work this year to ensure that parents and children are fully empowered to access this area of funding. The creation of 'me' money discussions where children and parents can help to direct a portion of the money to personal areas which will further support the children is a development for this year. | |
| To continue to raise standards and progress in identified pupils. | To utilise funding to target needs and provide additional opportunities to support learning at home. | Focus children were able to continue learning at home through the provision of hand held technologies to be used at home and access to Microsoft at home- this was demonstrated in progress and outcomes at the end of year. | Look at developing this further to include transition of technology between home and school. Technical difficulties within school, for example in ensuring consistent provision of an online learning interface for targeted PP children, may proved challenging and this is a development area which is being targeted to ensure possibilities for provision are not hampered. | |
| To ensure consistent, high quality support in a quality environment to ensure outcomes are achieved. | To provide pupils with a dedicated learning space within school to support intervention and support. | All children access learning space for a wide variety of additional opportunities including targeted interventions including PP children. The Space allows for dedicated, uninterrupted learning time and children / adult feedback is positive. | Opportunities for maximising use of space will continue to be explored and it will continue to be used for interventions and to support ongoing learning and extra-curricular opportunities for all children. | £15,000 |

7. Additional detail

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

Additional information used to write this strategy-

Pupil Premium report 2016 – 2017

Services Premium report 2016 – 2017

Governor monitoring timetables – 2016 - 2017

PPMs- Pupil Progress Meeting notes and minutes 2016 - 2017