



Wicklewood Primary School Pupil premium strategy statement 2017 – 2018

This document details the proposed spend of the pupil premium grant and how this will impact on the children.

The pupil premium provides funding for children:

- who have been in receipt of free school meals(FSM) at any point in the last 6 years (£1320)
- who have been continuously looked after for the past 6 months (£1900)
- whose parents are currently serving in the armed forces (£300)

2017 – 2018 grant - £23,920

- Social and emotional influences - £13,292.88
- Low expectation - £2827.88
- Confidence in mathematical ability; achievement and progress - £4655

Allocated elsewhere - £3,144.24

- Support to families
- Additional in class support and identified curriculum need

ACTION PLAN					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Monitoring and Evaluation	Staff lead	When will you review implementation?
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	<p>PHSE lessons are regular Circle time etc.</p> <p>Class ethos is agreed on a classroom charter to ensure all children feel safe to talk about their feelings.</p> <p>Values based education introduced and implemented.</p>	<p>Circle time allows a child to share anything on their mind and seek support or advice from children and adults in the room. It creates an emotionally safe ethos in the classroom and the children will always feel happy to share their thoughts/fears/worries. This will mean the teacher is aware of concerns early on before they become a catalyst for anger.</p> <p>Whole school approach. Identified value every half term.</p>	<p>Children understand that they can talk about their feelings in class</p> <p>Every child has an identified Special Adult</p> <p>Children demonstrate that they understand that 'A value is a principle that guides our thinking and behaviour'. Staff meetings and pupil voice demonstrate the impact.</p> <p>Behaviours improve and impact on learning.</p>	<p>Lucy Leaford and Debs Marshall</p> <p>Julia Brooks Sarah Allan</p>	<p>February 2018</p> <p>Half termly</p>
Children make expected or better attainment and talk with enthusiasm about their academic achievements	<p>Termly pupil progress meetings will inform how the children are achieving.</p> <p>All lessons instil in children the purpose of learning and the desire to learn. Making mistakes is seen as part of this journey.</p>	<p>Children who are not on track will gain support from intervention (subject support, nurture, forest school, specialist support).</p> <p>The children understand the importance of 'the joy of not knowing' and of having a growth mindset.</p>	<p>Lessons will be monitored by Senior Leadership team</p> <p>Children will be interviewed about purposeful learning.</p> <p>Learning leaders will help to organise and maintain initiatives</p>	Julia Brooks Sarah Allan	February 2018

<p>PP children's maths improves in line with non-PP children</p>	<p>Children will receive appropriate pre-teaching / intervention.</p>	<p>Children gain in confidence and are more likely to share their learning when they have been part of pre teaching / interventions</p> <p>Children have a more positive approach to their learning when they feel well supported and encouraged.</p>	<p>Pupil progress meetings will review intervention given and progress made.</p>	<p>All staff Rachel Smith</p>	<p>February 2018</p>
<p>Families work together with the school to raise progress and standards</p>	<p>Staff, parents and children will meet to determine next steps and the support that is needed.</p>	<p>Everyone agrees what the expected outcomes are and realise the importance of working together and the impact that it will have.</p>	<p>Staff will arrange appropriate meetings.</p>	<p>All staff</p>	<p>February 2018</p>

ACTION PLAN					
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?
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Some PP children will attend nurture groups to talk about their feelings. – a qualified nurture teaching assistant is employed to run these sessions. Forest Schools	Children open up and learn strategies to cope with feelings. They find solutions to problems or friendship issues and then they can then become more engaged in school work.	A register is kept to monitor who is attending these sessions. Appropriate assessment will be completed at the beginning of the sessions and after 12 weeks to monitor for impact. The results will then be reviewed.	Debs Marshall	February 2018
Children make expected or better attainment and talk with enthusiasm about their academic future.	Pupil progress meetings will focus on how the PP children are achieving (attainment and progress), how they are feeling about their future and the areas of the curriculum they find strength. Assemblies will encourage children to be ambitious and consider their strengths and where they might use them. (Values Based Education)	Children are inspired by stories of people who have achieved something even if they once thought they wouldn't. They can begin to see that school teaches them skills which can easily be used in many careers – this will explicitly show them how what they are learning can lead to a job they will enjoy or a University course they will enjoy.	Feedback from staff will inform SLT as to whether the children are attaining / progressing as expected and in comparison to their peers. Children can see that their schooling is teaching them vital skills in order to achieve their desired career or future dreams. Monitoring will show children can discuss how what they are learning in class can be used as a skill outside the classroom.	All staff	February 2018
PP children's maths improves in line with non-pp children	Ensure PP children receive the additional support / challenge that they need. These children are clearly identified on plans and carefully tracked.	This time makes them feel valued. This time makes them see that maths is positive and can be enjoyed.	Feedback from staff will inform SLT as to whether the children are attaining / progressing as expected and in comparison to their peers.	TAs identified according to need Julia Brooks	February 2018

<p>Families work together with the school to raise progress and standards</p>	<p>Children, parents and teachers will meet if it is considered that the children are not succeeding to their potential.</p> <p>Our PSA will be asked to work with families who need support.</p>	<p>By helping families to make the changes that they want to make they feel in control and more positive.</p>	<p>Families are more engaged with their children's learning.</p>	<p>Lucy Leaford PSA</p>	<p>February 2018</p>
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1. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Children make expected or better attainment and talk with enthusiasm about their academic future.	Additional in class support	Medium – high; Best practise shared and teachers and teaching assistants ensured that all children benefited from quality first teaching. Maths identified as focus for 2016 / 17.	Ensure that we prioritise the appropriate subject during the Autumn term.	£4810
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
Children make expected or better attainment and talk with enthusiasm about their academic future.	Children participate in regular intervention and booster groups	Medium –high; positive impact for those children who attended booster groups on a regular basis	Need to ensure that children are carefully chosen to attend intervention and booster sessions and that the parents are fully engaged.	£24,150.60

IMPACT LAST YEAR:

Overview of Attainment and Progress (Pupil Premium):

<u>ATTAINMENT</u>	Key Stage 1 and Key Stage 2 % At Expected Standard (attainment)	Pupil Premium % At Expected Standard (attainment)
Reading	85%	74%
Writing	82%	74%
Maths	80%	63%

<u>PROGRESS</u>	Key Stage 1 and Key Stage 2 % Made Expected Progress	Pupil Premium % Made Expected Progress
Reading	84%	89%
Writing	74%	84%
Maths	72%	84%

Progress:

RESPONSIBILITY: Julia Brooks, Lucy Leaford, Sarah White (Governor)