

Pupil premium strategy statement: Wicklewood Primary School and Nursery

1. Summary information					
School	Wiklewood Primary School and Nursery				
Financial Year	2018/19	Total PP budget April 18 – March 19	£26240	Date of most recent external PP Review	21.3.18 by Joan Lowe (VNET)
Total number of pupils	212	Number of pupils eligible for PP	18	Date for next internal review of this strategy	Autumn term 2018

2. Attainment		
Attainment for: Year 6 2016-2017 (4/31, 13% of pupils)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading, writing and maths	0%	93%
% achieving expected standard or above in reading	75%	93%
% achieving expected standard or above in writing	75%	93%
% achieving expected standard or above in maths	50%	96%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Embedded phonics knowledge in EYFS and KS1.
B.	Children on entry - In October 2017, 28% of Year R were well below or below typical in listening and attention; 24% of Year R were 'well below' or 'below' typical in understanding and speaking; and 48% were well below or below in Literacy.
C.	Children who are not supported at home with their learning.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	Low confidence in ability; achievement and progress
D.	Aspirations of parents and the willingness to support learning and develop outside of school hobbies or opportunities to develop learning in the wider community.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Phonics – improve the percentage of children who pass their phonics at year 1.	EYFS and KS1 staff trained in RWInc. Lessons planned and organised across classes to meet children’s needs. Phonics tracker used to identify next steps and transition. Children more confident with applying phonic skills to their reading and writing.
B.	EYFS - improve the percentage of children who achieve the expected standard in communication, language and literacy.	Children identified at baseline to participate in Talk Boost intervention. Further interventions planned throughout the year to support need. External agencies – follow advice and strategies given.
C.	Children are able to talk about their feelings in a controlled way and acknowledge problems can be resolved.	Every child has an identified Special Adult. Children understand that they can talk about their feelings in class. There is an emotionally safe ethos in the classroom where children will always feel happy to share their thoughts/fears/worries. Values based education continues to impact on children’s attitudes and behaviours. Nurture and ELSA supports children with additional needs.
D.	Children make expected or better attainment and talk with enthusiasm about their academic achievements.	Termly pupil progress meetings will inform how the children are achieving. Children who are not on track will gain support from intervention (subject support, nurture, forest school, specialist support). All lessons instil in children the purpose of learning and the desire to learn. Making mistakes is seen as part of this journey. The children understand the importance of ‘the joy of not knowing’ and of having a growth mindset. Subject leadership has a raised profile within the school, with staff collating ‘pupil voice’ around each subject. Developing communication with parents through social media and more regular parent forums.
E.	More able children identified for specific learning initiatives to ensure that accelerated attainment and progress is achieved.	In class challenges are identified and a ‘plan, do’ review’ cycle is implemented to ensure impact. Year 6 ‘booster group’ for greater depth / mastery. An increased awareness across the school of those children identified as having a specific talent to ensure that opportunities for further development are provided.

Planned expenditure		
Financial year	2018 / 2019	
The priorities below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.		
Action	Objective	Amount allocated
2 x Forest School, lead TA	To give children confidence to challenge themselves through enhancing skills which encourage independence, reward and self motivation.	£5883 (Staff budget line)
1 x ELSA / Nurture TA	To encourage children to talk about their feelings in a controlled way and acknowledge problems can be resolved.	£3302 (staff budget line)
1 x Cover supervisor	To ensure that children trust and respect all teachers and TAs who they come in to contact with, maintaining continuity for the welfare of the pupils.	£13902 (staff budget line)
Additional TA support for interventions and boosters.	To ensure all children have relevant and targeted support to ensure expected progress is made.	£302
Booster groups for additional SATs support	To ensure all children have relevant and targeted support to ensure expected / accelerated progress is made.	£384
Support with curriculum visits, trips and events as required	To ensure no child misses out on additional opportunities	£200
Uniform / PE kit support	To ensure every child has all the uniform / PE kit required	£50
Additional SENDco time to coordinate all interventions for PP children	To improve rates of progress and attainment in Reading, Writing and Maths	£500
To buy appropriate resources for PP children.	To make sure that all children are accessing a range of English and Maths resources in school as well as for their home learning.	£500
To buy in the professional services of educational psychologist and learning advisors to develop learning programs for specific children	All children will be able to access bespoke learning and access all areas of the curriculum at school	£1300
Staff Training for all so that all children are taught by teachers and TAs with up-to-date knowledge	All children will be in classrooms with highly trained and skilled practitioners.	£1200
Step up training for staff		£500
Total		£28,023

5. Tracking, monitoring and Governors questions answered (From Governors Toolkit 2017) Data accurate: June 2018		
1	<p>Do Governors know how much money is allocated to the school for the Pupil Premium?</p> <p>a. What percentage of Pupil Premium eligible pupils have you in your school. How does this compare with national data?</p> <p>b. Do governors know the breakdown between FSM, Looked After Children and Service Children?</p> <p>c. Do you know the breakdown of each group by academic year?</p> <p>d. Do you know how many of each cohort appears in other vulnerable groups i.e. SEN(D), BAME (Black, Asian and Minority Ethnic), Gender?</p>	<p>a. 8%</p> <p>b. Governors have read this document and have the full breakdown of all information shared with them.</p> <p>c and d. Governors on the Raising Standards committee also have full reports shared with them about the achievements of our Pupil Premium and SEN children.</p>
2	<p>Is the Pupil Premium money identified in the school's budget planning?</p> <p>a. How much does the Pupil Premium money represent in percentage terms of the total income of the school?</p> <p>b. Is the Pupil Premium money likely to alter significantly over time?</p> <p>c. How is the delegated authority to make decisions over Pupil Premium spend decided and documented?</p> <p>d. Is income and expenditure reported explicitly for Pupil Premium?</p>	<p>a. 3.28%</p> <p>b. No</p> <p>c. Delegated to HT who reports to Raising Standards Committee</p> <p>d. Yes</p>
	<p>Do Governors have a clear understanding of where gaps exist, both within the school and against national performance data?</p> <p>a. Do the school's systems enable governors to have a clear picture of the progress and attainment of pupils who are eligible for the Pupil Premium in all year groups across the school and for all subjects and how this compares to non-Pupil Premium pupils?</p> <p>b. What is the trend of progress and attainment for each group over a 3 year period i.e. has the gap closed for each group?</p> <p>c. How does this compare to National data?</p>	<p>a. Termly data identifies and demonstrates the progress and attainment of PP children in every year group. Data also identifies all other groups.</p> <p>b. Attainment and progress have become more aligned with the achievements of the rest of the school.</p> <p>c. No comparative data available for PP children nationally as the number of children in each year group is not a significant figure.</p>

5. Tracking, monitoring and Governors questions answered (From Governors Toolkit 2017) **Data accurate: June 2018**

4	<p>Do Governors discuss in detail, including intended outcomes/impact, how Pupil Premium funding is used?</p> <ul style="list-style-type: none"> a. Does the school have a standalone Pupil Premium strategy to raise attainment and close the gap in all year groups? b. Is the Pupil Premium strategy linked to the SIDP and other school policies? c. Have the governors considered external research and reports about what works to inform their decisions about how to spend the Pupil Premium? E.g. The Sutton Trust / Education Endowment Fund, Ofsted updates and previous Pupil Premium award winners. d. Are this year's Pupil Premium interventions tailored to this year's Pupil Premium eligible pupils to meet their individual and group needs? e. Have the governors challenged the interventions and their predicted impact and is this documented? f. Will interventions close the gap against predicted end of year attainment and progress? g. Is there a correlation between the intervention on other outcomes i.e. attendance, behaviour, punctuality? 	<ul style="list-style-type: none"> a. Analysis of attainment and progress is completed termly for all pupil premium children. Class teachers are aware of areas of concerns and interventions/provision is planned accordingly. b. Yes. It also forms part of pupil progress discussions; tracking of data for both core and foundation subjects. c. Yes. External review of PP in March 2018 by Joan Lowe (VNET). Advice and any changes recommended have been shared with the staff. d. Yes (See Pupil Progress Meeting records) e. Yes f. Yes g. Attendance is continuing to rise across the school as is the standard of behaviour. Higher expectations, levels of challenge, rigorous monitoring and greater use of data to inform teaching are all having a positive impact. Data analysis of the ½ termly data of groups is invaluable and proving to be very beneficial.
5	<p>Do Governors regularly monitor the outcomes of Pupil Premium and know gaps are being reduced/removed?</p> <ul style="list-style-type: none"> a. How often are Pupil Premium reports monitored by the governors? b. Is there a Pupil Premium governor and have they undertaken training? c. Is Pupil Premium a standing agenda item at committee or full GB? 	<ul style="list-style-type: none"> a. Termly staff and Raising Standards meetings with staff tracking forensically on a daily / weekly basis. b. No c. Yes (Raising Standards)

5. Tracking, monitoring and Governors questions answered (From Governors Toolkit 2017) Data accurate: June 2018		
	<ul style="list-style-type: none"> d. Are Pupil Premium monitoring visits scheduled and completed on a regular basis? e. Is Pupil Premium part of the Headteacher's report and informs governors about intervention impact across all year groups in comparison with non-Pupil Premium? f. Do the governing board use the Ofsted Pupil Premium and challenge toolkit? g. Do all governors have a broad understanding of Pupil Premium funding and its use within the school? 	<ul style="list-style-type: none"> d. The SENCo meets with the SEN governor on a termly basis and PP discussion is part of the agenda. During Raising Standards meetings there is a forensic analysis of provision. e. It is part of the Raising Standards committee report from the SENCo. f. No, however the data is analysed forensically during Raising Standards meetings. g. Information regarding criteria and funding is shared.
6	<p>Is value for money (in terms of impact on pupil outcomes) regularly discussed and challenged by governors (e.g. is Pupil Premium having the impact we anticipated?).</p> <ul style="list-style-type: none"> a. Is the income and expenditure related to Pupil Premium being monitored and how often? b. If money is held in reserve as a contingency, is this being monitored? c. Is the expenditure on the intervention proving value for money in comparison to other interventions and the impact on attainment and progression or predicted outcomes? d. Are the school's interventions providing value for money when compared externally e.g. evidence of the Sutton Trust. 	<ul style="list-style-type: none"> a. Yes. During Finance meetings which are half termly. b. N/A c. Yes. See recent progress data d. Yes, See recent progress data and data analysis by subject leads and SENDCo.
7	<p>Does the school's website provide parents with a clear understanding of the amount of funding, how it is spent and what difference it makes to pupil outcomes?</p> <ul style="list-style-type: none"> a. Does the website show the amount of the school's allocation from the Pupil Premium grant in respect of the current academic year? b. Does the website show details of how it is intended that the allocation will be spent for this academic year including individual interventions, their costs and the predicted impact including the target groups (each academic year if appropriate)? 	<ul style="list-style-type: none"> a. Yes b. Yes c. Yes

5. Tracking, monitoring and Governors questions answered (From Governors Toolkit 2017) Data accurate: June 2018		
	<p>c. Does the website show the details of how the previous academic year's allocation was spent by intervention and target audience (each academic year if appropriate)?</p> <p>d. Does the website show the impact of the previous year's Pupil Premium expenditure on raising attainment and closing the gap when compared with non-Pupil Premium pupils?</p>	d. Yes
8	Is the above work documented to show a true audit trail of the governing board's work in relation to Pupil Premium?	Yes, it is evidenced in the budget commentary, Records of Visit and Governor Minutes.