

# Pupil premium strategy statement: Wicklewood Primary School and Nursery

1. Summary information					
School	Wiklewood Primary School and Nursery				
Financial Year	2019/20	Total PP budget April 19 – March 20	£20320	Date of most recent external PP Review	21.3.18 by Joan Lowe (VNET)
Total number of pupils	210	Number of pupils eligible for PP	17	Date for next internal review of this strategy	Autumn term 2019

2. Attainment		
Attainment for: Year 6 2017-2018 (4/31, 12.9% of pupils)	Pupils eligible for PP (your school)	Pupils not eligible for PP
% achieving expected standard or above in reading, writing and maths	75%	81.48%
% achieving expected standard or above in reading	75%	92.6%
% achieving expected standard or above in writing	75%	88.89%
% achieving expected standard or above in maths	75%	85.19%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Children on entry - In September 2018, pupil premium children were not working at the expected standard in 'making relationships'. Children across EYFS, KS1 and KS2 who have low self-esteem / low self-confidence.
<b>B.</b>	Children who are not supported at home with their learning.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>C.</b>	Low confidence in ability; achievement and progress
<b>D.</b>	Aspirations of parents and the willingness to support learning and develop outside of school hobbies or opportunities to develop learning in the wider community.

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

<b>E.</b>	Post looked after children
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### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children are able to talk about their feelings in a controlled way and acknowledge problems can be resolved.	<p>Every child has an identified Special Adult.</p> <p>Children understand that they can talk about their feelings in class.</p> <p>There is an emotionally safe ethos in the classroom where children will always feel happy to share their thoughts/fears/worries.</p> <p>Values based education continues to impact on children's attitudes and behaviours.</p> <p>Nurture and ELSA supports children with additional needs.</p> <p>Implementation of school values and GR8 AS U R initiatives.</p>
<b>B.</b>	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>Children who are not on track will gain support from intervention (subject support, nurture, forest school, specialist support).</p> <p>All lessons instil in children the purpose of learning and the desire to learn.</p> <p>Making mistakes is seen as part of this journey.</p> <p>The children understand the importance of 'the joy of not knowing' and of having a growth mindset.</p> <p>Subject leadership has a raised profile within the school, with staff collating 'pupil voice' around each subject.</p> <p>Developing communication with parents through social media and more regular parent forums.</p>
<b>C.</b>	More able children identified for specific learning initiatives to ensure that accelerated attainment and progress is achieved.	<p>In class challenges are identified and a 'plan, do' review' cycle is implemented to ensure impact.</p> <p>Year 6 'booster group' for greater depth / mastery.</p> <p>An increased awareness across the school of those children identified as having a specific talent to ensure that opportunities for further development are provided.</p>

<b>Planned expenditure</b>		
<b>Financial year</b>	<b>2019 / 2020</b>	
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.		
<b>Action</b>	<b>Objective</b>	<b>Amount allocated</b>
2 x Forest School, lead TA	To give children confidence to challenge themselves through enhancing skills which encourage independence, reward and self motivation.	£5900 (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.	£4546 (staff budget line)
1 x Cover supervisor (4 x afternoons)	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.	£6260 (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.	£500
Booster groups for additional SATs support	To ensure all children have relevant and targeted support to ensure expected / accelerated progress is made.	£500
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	£1000
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.	£1000
<b>Total</b>		<b>£20956</b>