

Pupil premium strategy statement.

1. Summary information					
School	Wyken Croft Primary School				
Academic Year	2018/19	Total PP budget	£207,278	Date of most recent PP Review	n/a
Total number of pupils	852	Number of pupils eligible for PP	131 (15.4%)	Date for next internal review of this strategy	July 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	43.5%	58.5
Average progress in reading	-2.23	-0.18
Average progress in writing	-0.03	-0.38
Average progress in maths	-0.84	-1.28

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.	Reading progress was less than expected last year for PP children. Vocabulary was identified as a barrier.
B.	The number of children in receipt of PP who are also on the SEN register, especially in Years 3 and 6 (26% of PP also have a SEND)
C.	Emotional issues for a number of Year 3 children (mostly eligible for PP) which are having a detrimental effect on their academic progress and that of their peers.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for pupils eligible for PP are 93.6% (below the target for all children of 96%). (Compared to non PP 95.8%) This reduces their school hours and causes them to fall behind on average.
E.	Access to wider life experiences

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Higher rates of progress in Reading for PP children across the school.	Pupils eligible for PP make as much as or better progress than 'other' pupils across the school in Reading. Measured in each year group by teacher assessments and successful moderation practices established

		across the federation and network schools. Also measured by outcomes at the end of Year 6.
B.	At least expected rates of progress from their starting points for children in receipt of PP who are also SEND.	Pupils eligible for PP with SEND make as much progress as 'other' pupils with SEND across the school in Reading, Writing and Maths as measured from their individual starting points. Measured across the year groups by teacher assessments and successful moderation practices established across the federation and network schools, using the appropriate assessment measures.
C.	Emotional issues of Year 3 pupils addressed and behaviour incidents as a result are reduced.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards). Thrive assessments demonstrate that emotional issues are being addressed and reduced where possible.
D.	Increased attendance rates for pupils eligible for PP.	Overall PP attendance improves from 93.3% to 96% (target for the school) in line with 'other' pupils.
E.	Pupils are exposed to a wide range of social/cultural and sporting experiences. They also have access to online opportunities to increase their learning potential.	Pupils attend and take part in events/visits/ICT activities that they may not ordinarily be exposed to, thereby increasing their aspiration and educational engagement as well as improving their language skills. Participation rates for PP children are increased to be the equivalent to 'other' children across the school.

5. Planned expenditure					
Academic year	2018/19				
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?
<p>A. Higher rates of progress in Reading for PP children across the school.</p> <p>B. At least expected rates of progress from their starting points for children in receipt of PP who are also SEND.</p>	<p>Staff training on high quality feedback, including structured conversations</p> <p>Outstanding teacher programme for key staff</p>	<p>We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p> <p>Teachers will develop their own practice and develop that of their team to improve quality first teaching</p>	<p>Course selected using evidence of effectiveness.</p> <p>Use INSET days to deliver training.</p> <p>Peer observation of attendees' classes after the course, to embed learning (no assessment).</p> <p>Lessons from training embedded in school feedback policy.</p> <p>Teachers will share their good practice as part of whole school CPD</p>	HT and DHT	<p>Each term at PP meetings using internal data and book scrutiny</p> <p>End of the year</p>
<p>A. Higher rates of progress in Reading for PP children across the school.</p> <p>B. At least expected rates of progress from their starting points for children in receipt of PP who are also SEND.</p>	<p>Staff training on developing use of higher level (Tier 2) vocabulary within lessons and across the curriculum.</p> <p>Class teachers and inclusions team to include vocabulary boosts in lessons across the curriculum.</p> <p>Booster groups for Year 6 children</p>	<p>Analysis of SAT's style questions identifies that low vocabulary use / understanding impedes access to the reading papers. Evidence suggests that children from lower income families have a lower vocabulary range which impacts on their education as they progress from an early age.</p>	<p>English / Literacy team will deliver staff training.</p> <p>English / Literacy team will monitor vocabulary boost impact through book trawls and evidence in classrooms.</p> <p>Wyken Review will evaluate the impact of the staff training on vocabulary.</p> <p>End of Year outcomes and pupil progress meetings will be evaluative</p>	<p>English / literacy team</p> <p>AHT 5/6</p>	<p>Each term at PP meetings using internal data and book scrutiny</p> <p>End of the year</p>
Total budgeted cost					£8,230.00
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?

<p>A. Higher rates of progress in Reading for PP children across the school.</p> <p>B. At least expected rates of progress from their starting points for children in receipt of PP who are also SEND.</p>	<p>Pre teaching across the school for key children in Reading and other subjects. This will assist with access to the curriculum and vocabulary.</p>	<p>Children feel more able to participate in the lesson after a pre-teach. They are more confident with new concepts and language acquisition.</p>	<p>Monitoring of the delivery by LT. Pupil progress meeting – progress rates and feedback from teachers.</p>	<p>DHT</p>	<p>Each term at PP meetings using internal data and book scrutiny and pupil voice</p> <p>End of the year</p>
<p>B. At least expected rates of progress from their starting points for children in receipt of PP who are also SEND</p>	<p>Specialist provision provided by the Inclusion team to support the needs of children with SEND who are also PP. – Teaching of Maths and English, including Reading and phonics daily in a small group. Individual work on targets set out in My Support Plans, EHCP's or IEP's daily by specialist staff</p>	<p>Smaller class sizes impacts on the learning of SEND children where they can focus on their learning with less distractions and the learning can be tailored to their needs rather than the specific class / year group that they are in – stage not age. A very tailored approach to their learning can be taken using a range of strategies to meet the needs of the learners in the group.</p> <p>SEN budget + PP budget to support</p>	<p>Monitoring by LT. Wyken review Pupil progress meetings, pupil voice, data and book looks.</p>	<p>DHT</p>	<p>Ongoing monitoring + Each term at PP meetings using internal data and book scrutiny</p> <p>End of the year</p>
Total budgeted cost					<p>£209,884</p>
<p>iii. Other approaches</p>					
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>D. Increased attendance rates</p>	<p>Support worker employed to monitor pupils and follow up quickly on absences. First day response provision. Collection of children where necessary. Travel to alternative provision provided where appropriate. Free access to breakfast club and after school club where appropriate. Publication of attendance rates and raising</p>	<p>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Thorough briefing of support worker about existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.</p>	<p>Head Teacher, support worker and Deputy Head</p>	<p>Each half term</p>

	<p>awareness amongst parents and staff. Regular attendance meetings with parents and attendance officer. Clear procedures to follow. Leaflets for parents. Celebrations of attendance in assembly.</p>				
<p>C. Emotional issues of Year 3 pupils addressed and behaviour incidents as a result are reduced.</p>	<p>Identify a targeted behaviour intervention for identified students. Use support worker to engage with parents before intervention begins. Develop restorative approaches and focus on positive behaviours.</p> <p>Thrive assessments are carried out and strategies used to support identified children with key adults.</p> <p>Commando Jayne intervention for identified children.</p> <p>Sports coaches to coach and mentor and / or run activities for identified children.</p> <p>1:1 support for identified children</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p>	<p>Ensure identification of target pupils is fair, transparent and properly recorded through the Thrive programme. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Observe and monitor sports coaches, pastoral support and Commando Jayne to ensure quality provision</p>	<p>Year 3 teachers</p> <p>Year 5/6 AHT</p> <p>DHT</p> <p>HT</p>	<p>Each half term</p>
<p>E. Pupils are exposed to a wide range of social/cultural and sporting experiences. They also have access to online opportunities to increase their learning potential.</p>	<p>Lunchtime sports clubs for identified less active children</p> <p>ICT club for PP / disadvantaged children who do not have access to computers at home.</p> <p>Monitoring of access to extra curricular activities</p>	<p>Many of the PP children were not accessing after school sports and also were not accessing X tables rocks (an internet based times tables app). After investigation, it was evident that the children did not have access to technology at home.</p> <p>Children cannot draw on wider experiences which are valuable to inform wider curriculum – making links across the curriculum.</p>	<p>Monitoring of attendance at the clubs.</p> <p>Monitoring of data – progress of PP children on X tables assessments.</p> <p>Record of inclusion / exposure to range of cultural, sporting and residential activities and opportunities.</p>	<p>AHT's</p> <p>Sports Leader</p> <p>ICT Manager</p> <p>DHT</p>	<p>Each half term</p>

	<p>and encouragement to attend for PP children, including reducing financial barriers.</p> <p>Reduced costs of trips/visits and residential</p> <p>Funding for children to attend off site sports clubs</p> <p>Subscriptions to reading materials which are sent to the home</p> <p>Use of and implementation of 'before they leave' document to ensure all children have a range of experiences.</p>	Also character building experiences and cultural exposure is evidenced as lacking for disadvantaged pupils.			
A. Higher rates of progress in Reading for PP children across the school.	Development and use of Book Nook	Exposure to reading for pleasure in a quiet engaging environment, which is supported by an adult. Children will be supported to choose challenging but appropriate books for them and be able to discuss the books in an informal way but whilst developing vocabulary and reading skills.	English team to set up and monitor the use of the book Nook and to monitor the provision.	English Team	Summer term
Total budgeted cost					£63,652

6. Review of expenditure				
Previous Academic Year		2017 / 18		
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

<p>For PP pupils in Year groups R to 6 to make expected (or exceeding) progress</p>	<p>Quality first teaching for all with clear identification and addressing of children's individual gaps in learning</p>	<p>Pupil Progress minutes and outcomes show :</p> <ul style="list-style-type: none"> • Whole year group progress for writing was at least 80% in all year groups except Yr 1 (78%) • Whole year group progress for reading was between 70 and 75% for Yr 1 and 3 and above *80% for all other year groups • Whole year group progress for Maths was outstanding in Yr R and 1. <p>Monitoring shows :</p> <ul style="list-style-type: none"> • 90% of all T and L within school to be considered good. This was supported by review by CMO and EHT which showed progress in books to be at least good with aspects of outstanding progress in Yr 2, 4 ,5 and 6 • High expectations were noted across the school in M and E 	<ul style="list-style-type: none"> • New assessment system to support with assessing for Mastery and providing staff with a more succinct data dashboard and gap analysis tool <p>CONTINUE</p>	
<p>Pupils achieve (or exceed) expected levels in reading and writing and make (or exceed) expected progress in reading and writing</p>	<p>High quality guided reading sessions using a wide range of engaging texts. Regular reading and writing moderation to ensure children's gaps in learning are identified and acted upon. Regular whole staff training sessions.</p>	<p>Pupil Progress minutes and outcomes show :</p> <ul style="list-style-type: none"> • % GLD for PP children rose to be in line with Non PP children (Increase of 17%) • Progress of PP children in EYFS was a strength • PP progress in Yr 1 was outstanding and significantly above non PP in all subjects. • PP progress in all years except Yr 5 was above non PP and strong. • However PP attainment in Yr R and 5 	<p>Whilst PP achieving GLD rose this was not a reflection of an increase on the whole in early parental engagement of PP parents. Staffing restructure and a new leadership will focus on this next year.</p> <p>Continue work with high quality texts and development of the library and parental engagement in reading at the start and end of school.</p>	

Pupils achieve (or exceed) expected levels in maths and make (or exceed) expected progress in maths.	Maths Mastery to be implemented throughout the school. This will be led by the maths team in collaboration with the Central Maths Hub.	Pupil Progress minutes and outcomes show : <ul style="list-style-type: none"> • PP attainment in Maths was a significant strength in Yr R, 1 and 3,4 • Introduction to Mastery Maths showed impact for PP previous low attainers in Yr 5 who are now accessing year group appropriate objectives. • Monitoring of Maths Mastery through scrutiny and Pupil voice shows PP children reporting a higher level of engagement with the reasoning aspects of Maths • The whole school focus on age appropriate times tables has led to an increase in all groups of speed and accuracy of recall in age appropriate times tables. 		
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
Attendance of disadvantaged pupils to improve to be in line with national non disadvantaged (non FSM) (currently 95.1%)	Family and Pastoral Manager and attendance officer employed to monitor attendance, follow up quickly on absences, first day calling	Varied . Whole school data shows the gap widened slightly between PP and national PP average. Closer analysis shows there were many individual improvements and the gap was closed further in Yr R /5/6 . The gap is still significant in Yr 1,2,3,4 and further work will be needed on this next year	CONTINUE but with increased monitoring and rigour as there is still a way to go.	
Pupils can access and enjoy learning because their emotional literacy, learning power and resilience needs are met	Thrive to be embedded throughout the school: DHT to become a licensed practitioner along with 1 teaching assistant (2 pastoral workers currently licensed	DHT made significant impact on Thrive provision. See individual case studies. 5 PP children who were reluctant attenders / suffered complex anxiety / bereavement showed huge positives after consistent Thrive work. Development of a Thrive room allowed children in need of group work to access appropriate support and this decreased the number of behaviour incidences in PP children (particularly Boys)	DHT now moved on . Thrive needs driving from SLT – HT and EYFS lead to rain and continue the whole school approach to Thrive. Also high level of need in Yr 2 moving onto KS2 . This needs accounting for and extra support put in place CONTINUE.	
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
For pupils to access a range of social/cultural/sporting experiences, visits, residential and activities	Pupils will participate in curriculum enrichment visits e.g. Butlins/Paris/Kingswood residential; Cadbury's World; theatres etc	10 PP children were supported in attending a residential and there is evidence that each were impacted on through individual case studies.	CONTINUE	
	All pupils to access and engage in the Commando Joe programme	Some impact was limited due to the turnover of staff in Commando Joe this year. This slowed down the mentor relationship aspect of the programme .However in Upper Key Stage 2 there were some successes with children reluctant to come to school then attending at a higher rate. Also a significant impact on the core resilience of Yr 6 transferring to Secondary school.	Increase in rigour needed around the monitoring of the impact of all children attending the before/ after and lunch mentoring clubs. CONTINUE	
	More Able G and T PP children to access Brilliant Club in Yr 5	Raised aspiration from University visit and impact of Post Grad tutor. All children achieved at least a 2:1 and Yr 5/6 teachers note an improved attitude and expectation towards work from these children. All 4 children on track to make more than expected progress this year.	Increase needed in places as limited to 4 . Also disappointment in organisation of the end placement needs feeding back to organisers. CONTINUE	

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk