

Pupil premium strategy statement (primary)

1. Summary information					
School	Wyken Croft primary School				
Academic Year	2017-18	Total PP budget	£170,700	Date of most recent PP Review	
Total number of pupils	737	Number of pupils eligible for PP	142	Date for next internal review of this strategy	July 2018

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	57.1%	63.3%
Average progress in reading	-1.9	-1.8
Average progress in writing	0.1	1.36
Average progress in maths	-1.2	-0.7

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.	Pupils being 'ready to learn' in class (pupils are in a secure place mentally/emotionally)
B.	Poor language skills which impacts on learning
C.	The number of children in receipt of Pupil Premium and also on the SEND register
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Access to wider life experiences
E.	Consistent attendance and punctuality
F.	Access to language (including books) at home
G.	Parental engagement with school and their perceptions of education. Priority placed upon learning and achievement.
H.	Low aspirations about what can be achieved and how to be successful.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Attendance of disadvantaged pupils to improve	Disadvantaged (FSM) pupils' attendance (currently 94.45%) to improve to be in line with national non disadvantaged (non FSM) (currently

		95.1%)
B.	Pupils can access and enjoy learning because their emotional literacy, learning power and resilience needs are met.	Pupils are ready to learn in class and are able to manage school and home life effectively thereby reducing the need for additional interventions/behaviour support
C.	Pupils are exposed to a wide range of social/cultural and sporting experiences.	Pupils attend events/visit places/take part in activities they would not usually be exposed to thereby increasing their aspiration and educational engagement as well as improving their language
D.	Pupils are excellent mathematical problem solvers.	Pupils achieve (or exceed) expected levels in maths and make (or exceed) expected progress in maths.
E.	Pupils read regularly and enjoy a wide range of high quality texts within guided reading, English lessons and library time and use this to influence their own writing.	Pupils achieve (or exceed) expected levels in reading and writing and make (or exceed) expected progress in reading and writing.

5. Planned expenditure					
Academic year	2017 - 18				
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?
For PP pupils in Year groups R to 6 to make expected (or exceeding) progress	Quality first teaching for all with clear identification and addressing of children's individual gaps in learning.	NFER 2015: "whole-school ethos of attainment, which meant the avoidance of stereotyping disadvantaged pupils as having less potential to succeed or as having similar barriers in the way of learning."	Termly pupil progress meetings identifying individual children making insufficient progress as well as celebrating success. Whole school teaching and learning review.	DHT	Termly
Pupils achieve (or exceed) expected levels in reading and writing and make (or exceed) expected progress in reading and writing.	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.	EEF Toolkit 2017: "On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school Year."	Termly moderation whole school sessions. Guided reading learning walks – termly Pupil progress meetings – unpicking of data Regular whole staff INSET	DHT and English team	Termly
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.	On average, pupils in schools adopting Mathematics Mastery made more progress than similar pupils in schools that did not adopt the programme.	Regular whole staff INSET Use of support from the Central Maths Hub Analysis of pupil progress data	Maths senior leader and maths team	Termly
Total budgeted cost					£90,000
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?

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 provision and meet with families to resolve issues (such as transport).	NFER 2015: "More successful schools had designated staff to offer pastoral support and had employed strategies to ensure children attended school – such as calling home in the event of an absence, funding or sending out transport, and working with families"	Through briefing of attendance officer and Family and Pastoral manager to identify children as vulnerable to poor attendance. DHT responsible for attendance to monitor attendance monthly.	DHT	Monthly
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).	Fronting the Challenge Projects Ltd 2014: Thrive provides children with "Secure sense of self & belonging. Improved emotional resilience. Better access to & engagement in learning. Fewer permanent exclusions.	Termly action plans. Regular Thrive team meetings. Licensed practitioners to have timetabled slots with groups and individuals.	DHT	Termly
Total budgeted cost					£61,500
iii. Enrichment and Experiences					
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?
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	Pupil's horizons will be broadened in order for them to learn more about culture, history, geography, fitness. As a result of this, language and aspiration will also increase for future life achievements.	Federation "Before I Leave" initiative	Phase AHTs and PP DHT	Yearly
	All pupils to access and engage in the Commando Joe programme	Archives of Exercise in Health and Disease, says that, compared to schools without intervention, pupils in schools employing Commando Joe's instructors showed these improvements after just three months: Higher Maths and English scores Greater improvements in positive behaviour Greater reductions in hyperactive and irritable behaviour. After six months, results showed improved attendance.	Weekly monitoring of Commando Joe input; online assessment system improvements in core values	HT	Yearly
	The Brilliant Club	Links with a local university will improve more able pupil premium children's aspiration, motivation and learning	Network project with other local schools. Monitored by network lead.	HT/DHT	Termly

		behaviour. This will also provide opportunities for links with children from other schools and socio-economic backgrounds.			
Total budgeted cost					£27,985

6. Review of expenditure

Previous Academic Year

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

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

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

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