

Wheelwright Lane Primary School Pupil premium strategy statement

1. Summary information					
School	Wheelwright Lane Primary School				
Academic Year	2016/17	Total PP budget	£48,840	Date of most recent PP Review	April 2016
Total number of pupils	220	Number of pupils eligible for PP	37 (17%)	Date for next internal review of this strategy	April 2017

2. Current attainment and progress end of KS1 and KS2

KS2	Pupils eligible for PP	Pupils not eligible for PP
School eligibility	24% (8 ch in year group)	76% (25 ch. in year group)

Attainment KS2 2016 at expected level

	Disadvantaged pupils	Other pupils	All pupils	Nat data
Reading	38%	68%	61%	66%
Writing	88%	88%	88%	74%
Maths	75%	80%	79%	70%
Reading/writing/Maths	38%	64%	58%	53%

Progress Measures KS2 2016

	Disadvantaged pupils	All pupils	National
Progress measures in reading	-1.6	+0.5 (top 50th percentile of schools)	None available at present
Progress measures in writing	+2.2	+3.5 (top 25th percentile of schools)	None available at present
Progress measures in maths	+2.7	+2.0 (top 25th percentile of schools)	None available at present

KS1	Pupils eligible for PP	Pupils not eligible for PP
School eligibility	17% (5 ch in year group)	83% (25 ch. in year group)

Attainment KS1 2016

	Disadvantaged pupils	All pupils	Nat data
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Reading	60%	90%	74%
Writing	40%	77%	65%
Maths	60%	83%	73%

3. Barriers to future attainment

In-school barriers

A.	Poor speech and language skills, below average on entry to school. Children progressing at a slower rate than peers each year.
B.	Significant proportion of parents with own low achievement in reading, writing and maths leading to lack of ability to support at home. Children therefore have gaps in basic skills in English and Maths.
C.	Children not at the expected standard in year groups and need accelerated progress in closing the gap.
D.	An increasing number of families with high social, emotional and mental health needs that take priority over educational achievement. Bereavement, divorce and health issues for some children affect their ability to engage with learning.

External barriers

E.	Small proportion of families with persistent absence issues.
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve speech and language skills for all children throughout the school and especially on entry.	On entry to Nursery/Reception children will be screened using the Wellcomm materials to assess their language skills. Children will receive specific intervention to develop speech and language skills and access SALT Service quickly in order to identify specific needs. Children new to school in other years will also be monitored for specific SALT needs. LIP will clearly focus on developing language throughout the school with a specific emphasis on enriching vocabulary.
B.	Target parents to attend specific Parent Workshops to improve their own understanding of basic skills and expectations in each year group, leading to more support for children.	Increasing number of parents to attend planned workshops throughout the year focusing on; phonics, reading, calculation skills in maths, expectations at KS1 and KS2.
C.	Targeted intervention – ‘closing the gap.’	By the end of the year children will have made accelerated progress and begin to close the gap and catch up with peers nationally.
D.	Children with SEMH needs clearly identified and appropriate support put in place.	All staff will access SEMH training throughout the year. Children identified and monitored. (See project details)
E.	Increase the attendance rates for targeted PP children.	Reduce the % of persistence absences for all children with a clear focus on PP children.

5. Planned expenditure					
Academic year	2016/17				
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?
A. Improve speech and language skills for all children throughout the school and especially on entry.	Staff will model a wide variety of rich vocabulary in all interactions with children. Early assessment of speech and language needs and focussed teaching to enrich vocabulary and understanding. Teach rich vocabulary throughout the curriculum. Improved liaison between Nursery and Reception.	Majority of our children are not surrounded by quality talk so staff need to have a clear understanding that clear, rich and precise vocabulary is needed in all interactions. We know that enriching the quality of talk and interactions will support their learning as they progress through the school. The use of effective assessment is crucial so that each child on entry to the school has an individual assessment and the right resources/support is implemented quickly.	INSET through external support and internal subject leaders. External support through L.A. Early Years support for HT/DHT Sustained Shared Thinking INSET for EYFS staff, followed by SLT monitoring. English S/Ls to deliver INSET on enriching vocabulary and the use of different media to promote vocabulary. Clear guidance on use of quality texts to support teaching. Wellcomm Toolkit purchased and Nursery/Reception-staff trained to assess children.	HT/DHT EYFS/Nursery Leads English S/Ls	Feb 17
B. Target parents to attend specific Parent Workshops to improve their own understanding of basic skills and expectations in each year group, leading to more support for children.	We recognise that parents are not sure of the support they should be giving their children especially as the curriculum has recently changed. We want to support their own understanding of basic skills in all year groups so they are able to support with school and home work.	Parents can be unsure of what support is needed. Parent workshops are provided throughout the year to support teaching of basic skills. Parents will feel more comfortable and secure in knowing that they are supporting their children effectively. School Maths Calculation Policy to give clear guidance for strategies used in school and support parents understanding. School website links to phonics teaching and the importance of high quality questioning used in comprehension and reading exercises.	EYFS/KS1 staff will lead phonics and reading workshops – run throughout the year to ensure that all parents are able to attend. Offer crèche for those with younger children and family difficulties. Maths S/Is will update the Calculation Policy and share with parents. English S/Ls will update essential texts for all staff and share these with parents – sharing an understanding of the importance of vocabulary rich texts. Monitoring in place to assess impact.	EYFS staff Maths and English S/L	Mar 17

D. Children with SEMH needs clearly identified and appropriate support put in place.	We know that children and families with SEMH needs are not ready to learn at the same rate as their peers. Identification of SEMH needs and clear approach to support learning is required for effective learning to take place.	Through school SEMH project all staff will have an awareness of the impact of SEMH needs on children's learning. SENDCo and SLT will lead the project throughout the year. Children will be identified as needing SEMH support throughout the school and targeted support will be accessed to support their learning.	INSET will be provided throughout the year through the project. Extra training needs will be sourced by school if identified. Access to bespoke counselling or support services will be accessed if required, through E.P. service. Staff training to support delivery of materials/resources identified by the project/school.	HT/DHT SLT SENDCo	
Total budgeted cost					£10,000
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?
A. Improve speech and language skills for all children throughout the school and especially on entry.	Some PP and Post-LAC children will need individual or small group support to access high quality and focussed teaching. Reading Recovery programme will be sourced for some support. Specialist SEN teacher to assess/ monitor and support individuals focussing on direct teaching.	Regular daily and sustained teaching in 1 to 1 or small groups used for children who require specific 'catch-up' learning or over-learning either by Teacher or experienced TAs. Regular assessment and Pupil progress discussions will target PP children. Reading recovery will be used to target specific PP children – this has been a highly effective programme used by the school for many years. Specialist SEN teacher will identify specific needs and support the Teacher or refer to outside agencies for further support.	Staff meetings to ensure that an effective timetable has been implemented and is rigidly followed. Intervention Manager/HT to make regular checks on records kept. HT/DHT to monitor teaching and learning. Regular assessment of the impact of Reading Recovery and targeted children. Regular reports from SEN teacher and discussions with SENDCo	HT/DHT EYFS lead SENDCo	Jan 2017
B. Target parents to attend specific Parent Workshops to improve their own understanding of basic skills and expectations in each year group, leading to more support for children.	Individual discussions with targeted parent/s to offer support and guidance. Specific teaching of basic skills to PP children.	Basic skills in Maths and English to be taught in each year group in line with new curriculum as children need these basic skills in order to access problem solving activities throughout the curriculum. Targeted intervention groups and 1 to 1 (where necessary) for all PP children who are not in line with their peers. Experienced Teachers and TAs to provide extra intervention.	HT/DHT to monitor parents accessing workshops and to provide individual support/guidance. Discussions through Pupil progress meetings on PP children and their progress etc. Clear records of intervention kept.	HT/DHT Class teachers.	Jan 2017

Targeted support to close the gap.	Experienced Teachers and TAs use 1 to1 and small group teaching to ensure rapid progress for targeted pupils.	Children need extra daily support for English and Maths – regular focussed teaching in order to close the gaps in learning.	Intervention must be daily or at least 3 times per week to have effective impact. Teacher and TA delivering intervention to have a clear focus on tight learning objectives linked to new N.C. HT/DHT will monitor.	HT/DHT	Half termly review.
Booster groups for Year 2 and 6 to support statutory assessment.	Experienced TAs to run groups for targeted pupils.	Focussed teaching of skills linked to gaps in learning as children have moved from the old curriculum and ensuring coverage of the new curriculum.	Continue to provide booster sessions within school day for Year 2 and outside school day for Year 6. Aim to provide CGP materials (support for parents) for Year 2 to mirror success in Year 6.	HT/DHT	Half termly review
D. Children with SEMH needs clearly identified and appropriate support put in place.	Class data to include SEMH needs for PP children and needs clearly identified. All staff must be aware of individual circumstances and concerns and discuss concerns with parents where necessary. Children identified and list given to SENDCo	Children are not ready to learn if their SEMH needs are not met. All staff trained to recognise the need to address and support SEMH needs.	Flow chart for recognition of SEMH needs and use of relevant support materials to be used (SEMH project). PP children's needs identified through Goodmans SDQ Questionnaire. HT and SENDCo to analyse and implement support – monitor.	HT/SENDCo	Termly review
Enable all eligible children to access enrichment activities if they choose.	All eligible children who would like to participate in after school activities, trips or tuition lessons are able to do so.	Children will have the same opportunities as their peers to access extra –curricular activities etc. regardless of financial or social barriers.	HT will monitor and discuss with staff to ensure that opportunities are available.	HT/Staff	
Total budgeted cost					£35,000

iii. Other approaches					
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?
B. Target parents to attend specific Parent Workshops to improve their own understanding of basic skills and expectations in each year group.	Workshops held throughout the year to support parents' understanding of Basic skills in Maths and English. Calculation Policy and essential texts guides to support parents. PP children targeted.	Parental support alongside school direction is crucial for children's learning.	HT will ensure that personal invitations or 1 to 1 discussions with parent/s held throughout the year. Guidance materials given out. English and Maths S/L to be given time to put workshop together plus any support materials needed.	HT/Maths and English S/L	Feb 17
E. Increase the attendance rates for targeted PP children.	DHT to monitor PP children and address low attendance.	Children who are regular attenders make better progress than those whose attendance is less regular and sporadic.	HT/DHT will discuss fortnightly. Analyse attendance data and meet regularly with parents to support their needs. DHT needs time to analyse data and meet parents.	DHT	Monthly
Total budgeted cost					£5000

6. Review of expenditure				
Previous Academic Year		2015/16		
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
Improve early literacy skills.	Targeted Early Reading through Reading Recovery programme	Tried and tested approach to early reading by the school. Good progress for children who received this targeted support, all children including PP children.	Can be expensive as 1 to 1 with experienced TA support. Important to choose the right children and the right developmental stage for this programme. School has highly trained TAs to support this programme and will continue to use their expertise.	£5000

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
Targeted support to narrow the gap.	Experienced Teachers and TAs use 1 to1 and small group teaching to ensure rapid progress for targeted pupils.	Majority of children make good progress (see PP meetings- July 2016). Targeted approach and use of Teacher and TA to run sessions worked well.	Intervention must be daily or at least 3 times per week to have desired impact. Teacher and TA delivering intervention have a clear focus on clear learning objectives linked to new N.C for most effective learning. Experienced Teachers and TAs in their year group have the most effect.	£35,000
Booster groups for Year 2 and 6 to support statutory assessment.	Experienced Teachers/TAs to run groups for targeted pupils.	Attainment and progress for Yr2 and Yr 6 children at and above national expectations (see above results).	Continue to provide booster sessions within school day for Year 2 and outside school day for Year6. Aim to provide CGP materials for Year 2 to mirror success in Year 6.	£6,000
	Focussed support from SEN specialist teacher	For children who need focussed assessment and individual support this approach works well as SEN teacher report is clearly detailed with strengths and weaknesses ensuring that the right support is in place in class and that any outside agency is identified and SEN needs (if any) are recognised quickly. PP children quickly identified with gaps in their learning or significant SEN need.	Strategy works well as SEN teacher will also deliver short 1 to 1 or group sessions to close the gap. This approach is under review.	£4000
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
SEMH needs met.	Therapeutic Story writing	SEMH pupils identified and supported with their needs through TSW. Pupils general behaviour and self-esteem improved. PP children benefited from the 'nurture' environment.	2 TAs trained and impact on SEMH needs. TAs are out of the class for 3 to 4 afternoons per week, this has an effect on the delivery of Intervention for other groups of children. High cost for only a few children – school will review.	£1000
	Counselling Service	Clear support for Post-LAC child needing extra support for his SEMH needs due to parental difficulties.	Very supportive as pupil's needs were affecting his SEMH and ability to concentrate on his learning.	£500

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

SEMH project action plan details in HT office.

Pupil progress meetings – detailed notes kept in HT assessment files

National data for progress not yet available due to new national assessment at end of KS2.

See report to parents 2015/16 for detailed summary of children's progress and attainment