Pupil Premium Impact & Strategy Statement: Wroxall Primary School

The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement.
These include pupils who are entitled to Free School Meals; those looked after by the Local Authority and children of armed service personnel.

All schools are required to account for the amount of funding received and how it has been used to support these groups of pupils. Once information is available, the impact of the funding should also be reported.

1. Summary information					
Academic Year	2017-2018	Total PP budget	£64, 260	Dates for internal reviews of this strategy	March 2018
Total number of pupils	160	Number of pupils eligible for PP	47 (29%)	March 2018 July 2018	July 2018

2. Current attainment: KS2 National Assessment Data July 2017 (9/24 pupils eligible for PP)		
	Pupils eligible for PP (Wroxall)	*National (all pupils)*
ATTAINMENT		
% pupils at Age Related Expectations in reading	64%	71%
% pupils at Age Related Expectations in writing	82%	76%
% pupils at Age Related Expectations in maths	73%	75%
% pupils at Age Related Expectations - combined	55%	61%
PROGRESS (from end of KS1 to end of KS2)	**2c+ to Age Related Expectations**	**2b+ to Age Related Expectations**	**2A+ to Greater Depth**
% progress in reading	0%	73%	100%
% progress in writing	0%	82%	100%
% progress in maths	0%	69%	100%

3. Current attainment for pupils in receipt of PP funding: Years 1-5 Assessment Data July 2017

	Reading Age Related Expectations		Writing Age Related Expectations		Maths Age Related Expectations	
Yr1	60%		80%		80%	
Yr2	80%		60%		40%	
Yr3	43%		29%		57%	
Yr4	80%		70%		80%	
Yr5	67%		67%		67%	

4. Identified barriers and focus areas

A.	2017 Y6 cohort low attainment in reading and combined measure
B.	2017 Y6 cohort low attaining pupils at KS1 not making accelerated progress to achieve ARE in any subject by the end of KS2
C.	2017 Y3 cohort low attainment and unsatisfactory progress in writing (current Y4)
D.	2017 Y2 cohort low attainment in writing and maths (current Y3)
E.	2017 Y5 cohort unsatisfactory progress in reading (current Y6)
F.	Impact on emotional well-being of home/pastoral factors and consequent impact on progress

5. Desired outcomes

	Desired outcomes and how they will be measured	*Success criteria*
A.	Improved percentage of pupils on track to reach ARE for reading and the combined measure	An increased number of pupils achieve ARE in reading and the combined measure by the end of KS2
B.	Improved percentage of pupils on track to make expected or better progress from starting points	Pupils with prior attainment of 2C+ make accelerated progress to be at, or on-track to be at ARE by the end of KS2
C.	2018 Y4 cohort demonstrate improved attainment and progress in writing from starting points	Y4 pupils with prior attainment of WTS and EXP make accelerated progress to be at, or on-track to be at ARE in writing by the end of KS2
D.	2018 Y3 cohort demonstrate improved attainment in writing and maths	Y3 pupils with prior attainment of WTS and EXP make accelerated progress to be at, or on-track to be at ARE in writing and maths by the end of KS2
E.	2018 Y6 cohort demonstrate improved progress in reading	Y6 pupils with prior attainment of 2C+ make accelerated progress to be at ARE in reading by the end of KS2
F.	Improved emotional health and well-being: resilience and motivation developed	Pupils are willing to try new experiences and persevere when things are difficult. Pupils are ambitious for their own futures.

6. Planned expenditure: £66,000

Academic year	2017-2018

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	Review of implementation
A/C/D: improved attainment B/C/E: Improved progress from starting points	**Staff training:** Adaptive learning journeys in English based on high-quality text-drivers / Assessment in a mastery curriculum – models and practice / Flexible teaching: meeting the needs of all pupils and the role of the teaching assistant / Regular and accurate AfL: effective feedback, questioning and task design **Standardisation:** Year 2 and Year 6 standardisation sessions / cross-Federation moderation / Moderation twilights with another Federation of Schools **Other:** Senior leaders to assess and monitor consistency and impact across the school	We believe that the key to improving outcomes for pupils eligible for PP is to continually strive to improve the quality of teaching and learning for all. High quality feedback based upon sound AfL (assessment for learning) is an effective way to improve attainment. By implementing a thorough program of standardisation and moderation we will ensure that our assessment judgements are sound.	Use of inset days and staff development meetings to deliver training Newly qualified teachers require a senior mentor, providing regular meetings, constructive observations and feedback Self-evaluation of teaching, learning and assessment will focus on the most vulnerable pupils and their progress	Head of School NQT mentors	March 2018 July 2018
			Total budgeted cost		£6,260

ii. Targeted academic 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	Review of implementation

A/C/D: improved attainment B/C/E: Improved progress from starting points	**Staffing:** Additional LSA staffing in KS1 and KS2 classes to enable quick interventions at the point of learning. LSAs in KS2 also to provide targeted time and support for catch up / close the gap work during some afternoon sessions. **Assessment:** Revised data system will track the combined measure for all year groups, and also provide details on prior attainment, allowing teachers and senior leaders to track expected and accelerated progress. Focus groups will be designed from data analysis.	Improved use of collected data will allow more precise intervention activities to be designed and delivered. Additional LSA staffing, targeted to the correct classes and cohorts, ensures each pupil spends plenty of time with the teacher. Tightly focused LSA intervention at the point of learning and during some afternoon sessions is designed to close the gap and not allow pupils to fall behind.	Regular review of support staff structure to ensure impact. LSA training and development. Senior leader monitoring and feedback.	Executive Headteacher Head of School	March 2018 July 2018
			Total budgeted cost		£30,000

iv. Targeted pastoral support and 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	Review of implementation
F: improved emotional well-being	**Staffing:** Full-time Family Liaison Officer (Federation) working with vulnerable families; "Nurture" support staff in place of ELSA role **Subsidies:** Subsidise trips, including residential trips Subsidise uniform Subsidise after-school clubs Subsidise new opportunities: e.g. brass instrument hire and lessons; skateboarding **Pupils:** Nurture support sessions provided Provide breakfast and breakfast club facilities Provide homework facilities	Attainment of pupils will only improve and accelerate if they feel safe and secure, both in school and at home. By increasing the volume of preventative work and support in school, closer and more positive relationships can be built between home and school. This Early Help should lessen the number of cases reaching crisis point. Providing children with a range of new experiences opens doors and inspires ambition. Experiencing success in a variety of areas boosts self-esteem and builds confidence to try new things.	Regular reviews of actions and impact Staff training for all – safeguarding, new systems for recording information. FLO to monitor and lead on Nurture support work (EOY)	FLO / Head of School	March 2018 July 2018
			Total budgeted cost		28,000

7. Review of expenditure		
Previous Academic Year	**2016 - 2017**	
Total PP budget	**£66500**	
Number of pupils eligible for PP	**29%**	

Desired outcome	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned**
To improve attainment for disadvantaged pupils	Disadvantaged attainment for the combined score in Year 6 (55%) was above that of other pupils in the school cohort (53%), although still below national average. Progress measures for disadvantaged children are also higher than those for other pupils in the school cohort. Pupils in other year groups present a mixed picture for both attainment and progress.	More focused and strategic use of funding is required to precisely target individual pupils who are at risk of not making expected progress. Robust tracking and monitoring systems are needed to assess impact of different strategies. Tracking of the combined measure across year groups will also keep teaching and interventions tightly focused.
To improve emotional well-being and self-esteem	FLO and ELSA work had a measurable impact on identified children, most obviously in the Y6 cohort (NP, SK case studies). Opportunities to learn new skills and enjoy new experiences contributed to improved self-esteem and social interaction for identified pupils. Exposure to new cultural experiences also widened the world view of some pupils.	Consider how to monitor the impact of these strategies in a tangible way – pupil questionnaires? Ensure good work in the ELSA role continues when staff member changes role.