**Pupil premium strategy statement (primary)**

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| 1. **Summary information** | | | | | |
| **School** | Woolpit Primary Academy | | | | |
| **Academic Year** | 2017-18 | **Total PP budget** | £59,800 | **Date of most recent PP Review** | 30/09/17 |
| **Total number of pupils** | 162 | **Number of pupils eligible for PP** | 46 | **Date for next internal review of this strategy** | 01/18 |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | |
|  | | Low prior attainment – in some cases through a gap in schooling | |
|  | | Specific additional needs included those being supported as SEN | |
| **C.** | | Weaknesses in learning behaviours e.g. lack of independence, resilience or confidence | |
| **D.** | | Social, emotional and behavioural problems affecting wellbeing and progress | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **E.** | | Parents/carers and school not working together effectively enough to overcome barriers. | |
| **F.** | | Absence and lateness | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Good progress | | All pupil premium children, regardless of prior attainment., will make good progress, with some of those whose attainment is below age related, beginning to catch up |
|  | Additional needs are supported effectively | | Children with additional needs are supported effectively through the school’s SEND practice, with recognition and support for any additional factors that the children may face |
|  | Improved learning behaviours | | Improvements in learning behaviours demonstrated by targeted pupil premium children are evident through pupil perceptions, learning walks and reports from class teachers. |
|  | Social emotional and behavioural issues show improvement | | Improvements in the overcoming barriers for specific children including reduced incidence of behavioural problems, increased participation in class, reduction in friendship/ social issues, increased social integration |
|  | Improved partnership with parents/carers. | | Increased attendance by parents/carers at school meetings and events. Increased parental support for learning at home, e.g. hearing children read, support with homework |
|  | Improved attendance and punctuality. | | Attendance/ punctuality issues diminished. |

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| 1. **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. | | | | | |
| 1. **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 Good progress | CPD on Talk for Writing  Primary Maths CPA inset  Pupil progress meeting x 3 | Talk for Writing has a proven impact on developing oracy skills, including vocabulary extension.  Using CPA to teach maths encourages a deeper understanding of the links and connections, thus moving attainment forward. | Learning walks, observations, staff discussion, book scrutinies. Attainment scores. | Outside provider- NPN  JC and teachers | **November**  **March**  **July** |
| C Improved learning behaviours | CPD for Growth Mindset | Many of our children have low self-esteem and belief in their own capabilities. Growth Mindset has shown itself to be a powerful tool in turning around negative fixed mindset. | Displays in classrooms, children using the language of growth mindset. pupil perception of impact | JC to lead INSET | November  March  July |
| **Total budgeted cost** | | | | | £4080 |
| 1. **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 Good progress | Booster groups in year 5 and 6  Tailored small group intervention TA  Pupil Premium mentor | Best practice according to EEF is 1 to 1 and small group tuition regularly.  A pupil premium mentor will identify and implement individual interventions to move children to make than expected progress. | Baseline assessment done on children taking part – reviewed half termly to assess impact. | JC – DW to implement | Half termly |
| B Additional needs are supported effectively | 1 to 1 teaching  Intervention apps- fft English, Apples and Pears, word blaze, times tables rockstars, mathletics purchased | Research evidence of effectiveness of quality 1 to 1 as a tool to move pupils learning forward | Observations , learning walks, regular summative and formative assessments, pupil perception | JC | Half termly |
| D Good progress in PSED | ELSA/ nurture groups  Trips and extra-curricular clubs subsidised | Children have barriers to learning if their emotional wellbeing affects their behaviour and attitude to school. The nurture work in school helps children to feel secure and cared for. | Records from nurture groups, pupil perception. Behaviour incident reports scrutinised | JC | Ongoing incident scrutiny |
| **Total budgeted cost** | | | | | £43425 |
| 1. **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?** |
| E Improved partnerships with parents and carers | Homework club | Children who attend homework club will be allowed access to school resources, enabling the chance to complete high quality homework- developing pride in their own learning | Homework will be talked about with the children who attend, collecting pupil perceptions. | JC | Half termly |
| F Improved attendance / punctuality | Family support workers  Breakfast club  Uniform support | Family support workers work with parents to encourage good attendance, offering support and advice.  Breakfast clubs have proven benefits to those who attend, modelling good behaviour, the chance to eat a healthy breakfast and improving punctuality.  Uniform support allows children to feel included, as a part of the school | Attendance for our pupil premium children should show improvement.  Breakfast club attendance should remain steady or improve.  Pupil perception of their attendance should show an understanding of the importance of coming to school regularly | JM, SB and EWO | Attendance scrutinised monthly |
| **Total budgeted cost** | | | | | £7350 |

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| 1. **Review of expenditure** | | | |
| **Previous Academic Year** | | **2016/2017** | |
| 1. **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) |
| Good progress | Y6 intervention – specialist Math and English ( mornings x 10 weeks)  Homework club  Creative critics project  Revision Guides (all Y6 children)  Supply costs for Pupil Progress meetings  Pupil Premium co-ordinator ongoing training & analysis time  Resourcing – icl. Assessments  Primary Advantage Maths  RWI Training for new staff  1x TA  1x Teachers  Insight Assessment Tracking | Impact was made but support not consistent enough to make real impact on attainment  A good idea but timing of it turned into a punishment  Low impact – not delivered effectively  All pupils had revision guides  High impact – enabled effective tracking of PP children  Effective training- due to staff turnover, trained member of staff has now left.  Assessments very effective in informing interventions and planning  Taking time to embed but impact beginning to appear.  Effective tool in raising standards  Impact in effective tracking | Will adapt approach – using small targeted groups with clear objectives.  Will continue but change timing  Will not do again  Difficult to show impact – not continue  Continue with Pupil progress meetings , with a focus on PP children  Not continued  Assessments continued  Continue this approach. Make sure the concrete resources are available in class.  Continue approach- has proven long term effects. Ensure all staff are trained.  Enables focussed tracking of Pupil Premium children |
| 1. **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) |
| Good progress in PSED | Lunchtime play leaders x2  Equipment to support individual chn accessing curriculum  Clicker 7  High Quality TA Support (1:1) x3  High Quality TA  Support  (training)  ELSA  Training and delivery  Ongoing costs  CBT – Outside agency | Impact on lunchtime behaviour- fewer incidents and children more ready to learn in the afternoon  Impact on children accessing curriculum with suitable equipment  Effective tool but not used regularly  Effective in supporting PP children with particular needs  Impact seen – a very well used resource, enabling effective support to be given in school to vulnerable children  Short term effect on children who had access to it. | Will continue this approach  A more focussed approach to this required – audit of resources esp maths  Will continue but ensure staff are able to use the tool effectively  Continued – making support more targeted and measurable  Continued – more time allocated on curriculum to staff member  A good approach – would consider investing in whole staff training to support impact further. |
| 1. **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) |
| Improved attendance and punctuality | Family Support workers  Extended Schools – Breakfast and sports clubs Enhancement and Enrichment  Trips | Positive impact on relationships with vulnerable families.  Breakfast club and sports clubs accessed by PP children  Trips a valued and important part of the curriculum – very important to build pupil’s engagement with school | Continued – PP attendance now measured separately in order to see impact.  Continued- a valued service enabling greater punctuality and engagement  Continued – making sure that parents are informed about money available. |