

# Pupil Premium Strategy Statement – North Wingfield Primary School



1. Summary information					
School	North Wingfield Primary				
Academic Year	2018/19	Total PP budget	£299.000	Date of most recent PP Review	December 2015
Total number of children	279	Number of children eligible for PP	130	Date for next internal review of this strategy	TBC

2. Current attainment		
End of KS2 – no of children 25, (disadvantaged 13 other 12), 40% on SEN register - newcomers +4	Children eligible for PP (your school)	Children not eligible for PP (national average)
% achieving the expected standard in reading, writing and maths	End KS2 – 17%	End KS2 – (64%)
% achieving the expected standard in reading	End KS2 -38%	End KS2 –92% (75%)
% achieving the expected standard in writing	End KS2 -31%	End KS2 – 83% (78%)
% achieving the expected standard in maths	End KS2 -39%	End KS2 – 67% (76%) (Av score of those that did not achieve 100 = 96)

3. Barriers to future attainment (for children eligible for PP including high ability)	
<b>In-school barriers</b> (issues to be addressed in school, such as poor literacy skills)	
A.	Key stage gap between PP children and none PP children
B.	Improved progress across school for high attaining children
C.	Improve parental engagement in terms of supporting gaps in learning.
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	
D.	Attendance rates for children eligible for PP

<b>4. Outcomes</b>		
	<b>Desired outcomes and how they will be measured</b>	<b>Success criteria</b>
<b>A.</b>	Continue to narrow the gap between PP children and none PP children	Children eligible for PP identified as high ability make as much progress as 'other' children identified as high ability, across Key Stage 2 and Year 2 in maths, reading and writing. Measured by teacher assessments and successful moderation practices established.
<b>B.</b>	Continue to improve progress across school for high attaining children	Children eligible for PP identified as high ability make as much progress as 'other' children identified as high ability, in maths, reading and writing. Measured by teacher assessments and successful moderation practices.
<b>C.</b>	Improve parental engagement in terms of home school support	100% of parents of children eligible for PP Children fully engage with all school events.
<b>D.</b>	Improve attendance rates for specific disadvantaged children	100% children eligible for PP will have attendance rates above 96%

5. Planned expenditure					
Academic year		2018/2019			
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?
a. Gap continue to narrow between PP children and none PP children (targeting Year 5 and 6)	<p>Whole school approach to new data analysis tool – OTrack.</p> <p>Additional support in year groups where there are higher numbers of PP children and need.</p> <p>Targeted interventions for PP children.</p> <p>New Pupil Premium Assessment Tracker</p> <p>Additional HLTA and T.A. support in Year 5 and 6 to enable children to work in smaller groups and ability sets.</p>	<p>Staff continue to use OTrack.</p> <p>Staff have had training and have found the new OTrack data analysis tool to be clear and easily accessible.</p> <p>Data analysis from last year demonstrates a clear link between targeted support/intervention and progress.</p> <p>Pupil progress Meetings held every term. Teachers bring evidence of data analysis and monitoring to each meeting on how PP children are progressing</p> <p>Teachers talk confidently about their gap analysis between PP children and none PP children. Comparisons made with National expectations.</p> <p>Interventions planned and targeted to specific children.</p> <p>Planning format identifies PP children.</p> <p>Children’s work monitored on a regular. Feedback given with points to consider.</p> <p>HLTA had a positive impact on outcomes last year in KS2 and following the outcomes of last year’s SATs we have chosen to focus skilled support in upper KS2</p>	<p>1:1 staff meetings</p> <p>Moderation across school</p> <p>Monitoring of interventions and impact</p> <p>Review and analysis Pupil Premium Assessment Tool</p> <p>Reporting to Governors and Governor questions (Half Termly Report)</p> <p>Half termly data analysis</p> <p>Targeted planning</p> <p>1:1 meetings with teacher and pupil</p> <p>Monitoring of marking feedback and peer/self-assessment to support next steps</p> <p>Governor interviews with children</p> <p>Feedback and analysis shared with Governors</p>	SLT	<p>Half Termly Data analysis</p> <p>SLT programme of monitoring – planning scrutiny, work book scrutiny</p>

<p>B. Improved progress across school for high attaining children</p>	<p>Targeted planning format introduced</p> <p>CPD to support staff in assessment analysis</p> <p>Targeted interventions for high attaining PP children</p> <p>Targeted teacher led after school clubs</p>	<p>High ability pupils eligible for PP are making less progress than other higher attaining pupils.</p> <p>We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'.</p> <p>We are mindful of the whole child and from research from the EEF, it is crucial that the boosting of confidence and self-esteem of each child is at the centre of all that we do.</p>	<p>Work scrutiny from SLT, HT and AT – feedback and next steps shared with staff</p> <p>Pupil voice</p> <p>Moderation with Teaching and Learning consultant</p> <p>Intervention tracking</p> <p>Governor interviews with children</p> <p>Feedback and analysis shared with Governors</p>	<p>SLT</p>	<p>Half Termly Data analysis</p> <p>SLT programme of monitoring</p>
<p>c. Improve parental engagement in terms of home school support</p>	<p>100% parents access Dojo Class site</p> <p>Invite parents regularly into class to view own child's books/work</p> <p>SLT to arrange a number of parents in school activities such as Phonics, SEN, Maths etc.</p> <p>Continue to support transitions into school</p>	<p>Analysis of lines of communication shows that technology is a regularly successful method of communicating with parents.</p> <p>SLT have targeted tasks of working in a range of ways with parents/carers.</p> <p>Past involvement with parents is most successful when they are invited in school to take part in their child's learning or to have regular updates on their child's progress.</p> <p>We want to start the support process and guidance on school readiness a term earlier to allow more time to develop home school relationships and clear expectations for supporting children in having the best possible to start to school (evidence highlighted in EEF toolkit – collaborative learning is one of the effective strategies to closing the gap).</p>	<p>Parental feedback</p> <p>Attendance and evaluations from the group</p> <p>Feedback shared with Governors</p>	<p>SLT</p>	<p>Half Termly</p> <p>SLT programme of monitoring</p>
<p><b>Total budgeted cost</b></p>					<p><b>£172.999</b></p>

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. Gap narrows between PP children and none PP children (targeting Year 5 and 6)	<p style="text-align: center;"><b>Targeted interventions</b></p> 1 <sup>st</sup> for Number (Ks1) Number Sense (KS2) Lexia Project X Speed up 5 minute box ELS 1:1 reading support Positive Play Nurture group ELSA IDL Cloud Times Tables Rock star  HLTA group support  Setting of children in smaller groups   Times table Rock star maths learning platform	<p>We want to offer high quality teaching to all these children to drive up results. Many different evidence sources including the National College for Teaching and Leadership (National College) has published a report summarising good practice on closing the attainment gap under the 2014 primary National Curriculum highlights the importance of outstanding practice and targeted support as key drivers for improving progress.</p> <p>Data analysis from last year demonstrates a large impact on outcomes on from HLTA booster work.</p> <p>Both teachers in Year 6 are good teachers and have a proven record of accomplishment and outcomes.</p>	<p>A timetable organised to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Data analysis from individual interventions.</p> <p>Monitoring of interventions and impact.</p> <p>Pupil Voice.</p> <p>Governor interviews with children.</p> <p>Feedback and analysis shared with Governors.</p>	CT's SLT	Daily

<p>B. Improved progress across school for high attaining children in all areas of the curriculum.</p>	<p>Weekly small group sessions for high-attaining children with experienced teacher, in addition to standard lessons.</p> <p>Targeted interventions with trained T.A. s</p> <p>Additional HLTA to work with Year 5 and 6</p> <p>Aspiration Interventions (all outings subsidised)</p>	<p>Provide extra support to maintain high attainment.</p> <p>Small group interventions with highly qualified staff have been shown to be effective. (Intervention tracking and analysis)</p> <p>We want to combine this additional provision with some 'aspiration' interventions including group work with secondary children and making links with local college and Sheffield Hallam University</p>	<p>Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.</p> <p>Impact overseen by maths and literacy coordinators.</p> <p>Engage with parents and children before intervention begins to address any concerns or questions about the additional sessions.</p> <p>1:1 mentoring meetings between child and teacher (cover from PP budget)</p>	<p>SLT</p>	<p>Half Termly</p>
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<p>c. Improve parental engagement in terms of home school support</p>	<p>Regular updates on class dojo. Sharing of good work and progress on class dojo.</p> <p>Regular opportunities for parents to come into school and view their own child's books</p> <p>Regular meetings for parents to attend on how they can support their children. e.g Phonics Meeting</p> <p>Cross curricular days where parents invited into school</p> <p>Starting Nursery/starting school/ community opportunities</p>	<p>We have to be mindful of the best ways to engage parents in their busy daily lives.</p> <p>Parents need to have as many opportunities to see how their children are progressing. By offering regular opportunities to come into school and see their child's work, parents will have a clear understanding of progress.</p> <p>By providing a range of opportunities to take part in cross curricular events, parents will feel involved in the life of school.</p> <p>Starting Nursery/School is a prime time to engage and support parents.</p> <p><i>Parents are 'children's first and most enduring educators' (Curriculum Guidance for the Foundation Stage, QCA 2000), making partnership with parents and carers essential if early years practitioners are to plan effectively for a child's learning.</i></p> <p>Messy Play/Wiggle and Jiggle</p>	<ul style="list-style-type: none"> <li>• Parental feedback.</li> <li>• Attendance and evaluations from the group.</li> <li>• Feedback shared with Governors.</li> </ul>	<p>SLT</p>	<p>Half Termly</p> <p>SLT programme of monitoring</p>
<p>D. Improve attendance rates</p>	<p>Half Termly Attendance letters</p> <p>Class Attendance Awards in assembly</p> <p>Individual attendance awards</p> <p>1:1 support for parents/carers</p> <p>Link work with EWO</p> <p>Attendance figures for whole school shared weekly with parents/carers</p>	<p>Many evidence sources such as National Strategies, Gov.uk and DfE highlights the impact of poor attendance on progress, attainment and wellbeing.</p> <p>It is crucial that all children have the best opportunity to succeed. Children who are late to school, miss learning and time with friends suffer from low self-esteem, which in turn affects outcomes. Our engagement with parents is key to improving attendance as highlighted by the Sutton Trust.</p>	<ul style="list-style-type: none"> <li>• Weekly attendance tracking</li> <li>• Engagement with parents</li> <li>• Engagement with children</li> <li>• Learning Mentor interventions with children</li> </ul>	<p>HT/LM</p>	<p>Weekly</p>
<p><b>Total budgeted cost</b></p>					<p><b>£98.999</b></p>

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?
PP children are confident and outgoing and hold high aspirations	<p>CPD on P4C and PSHE</p> <p>Children apply to be chosen to attend training to become a peer listener</p> <p>Selected children will receive 2 training sessions from 'Peer Listener' training</p> <p>Whole school Mindfulness training - Mindfulness taught across the school</p> <p>Mums and Tots (0-3 years) group for local community run by experienced teacher and Nursery Nurse</p> <p>Lunchtime Support Group</p>	<p>We are mindful of the whole child and from research from the EEF, it is crucial that the boosting of confidence and self-esteem of each child is at the centre of all that we do.</p> <p>Through continuing CPD on P4C and PSHE along with Kagan, children are providing with life skills and independence.</p>	<ul style="list-style-type: none"> <li>• Regular review of planning to analyse depth and breadth of the curriculum by SLT, HT and DH</li> <li>• Analysis of engagement in lessons</li> <li>• Work scrutinies by SLT, HT and AT</li> <li>• Feedback from aspirations day <ul style="list-style-type: none"> <li>• 1:1 mentoring meetings between child and teacher</li> <li>• Governor interviews with children</li> </ul> </li> <li>• Feedback and analysis shared with Governors</li> </ul>	SLT	Half Termly
<b>Total budgeted cost</b>					<b>£27.002</b>

6. Review of expenditure				
Previous Academic Year		2017 - 2018		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on children not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Narrow the Gap for PP children	<p>Experienced and outstanding teachers placed in Year 6</p> <p>Additional support placed in Years 5 and 2 regards to moderation of work.</p> <p>Targeted interventions for PP children</p> <p>Collaborative learning through Kagan</p> <p>Additional HLTA support and additional boosters for Year 5/6 children.</p>	<p>High quality teaching provided targeted support as key drivers for improving progress.</p> <p>Data analysis from last year demonstrates a large impact on outcomes on EGPS from HLTA booster work.</p> <p>Both teachers in Year 6 are outstanding and have a proven record of accomplishment and outcomes.</p>	We will continue the approach and now have strong teacher in years 5 and 6.	<b>£51,832.62</b>

iii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on children not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Narrow the gap for PP children in years 2 and 6	Teacher for boosters three afternoons a week appointed for Year 6  Additional T.A. support targeted at Year 2	High: The gap between PP and none eligible children in Year 6 was reversed with PP children outperforming in all areas. The gap between PP and none eligible children in Year 6 was reversed in writing, however PP children were well below in Reading and Maths. Success criteria: Partially met	The focus for year 6 was most effective as it was determined by the class teacher based on their observations of the pupil each day and was reactive to challenges faced. We will continue next year.  The focus for year 2 was not as effective as the allocation of time was limited. Next year the focus for year 2 will match year 6	£79,911.24

ii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on children not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
PP children are confident and outgoing and high aspirations	CPD for P4C and PSHE  Employ School Councillor  Employ Family Support Worker	Medium-low: positive impact for students whose teacher's implemented training in lessons attended, however, this was on followed up by a small minority. Success criteria: not met.  High: Families who worked with the councillor and Family Support Worker had a positive impact on the children and their confidence/self-esteem	Next year we will deliver CPD again in order to refresh staff's knowledge and understanding of P4C and PSHE and introduce to new staff.  We are going to continue to work the school councillor.  The family support worker will only be working with us for the first month as she has acquired a new post.	£7,942.23

**7. Additional detail**

Please see the Pupil Premium funding breakdown on the school website