

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	Wayfield Primary School				
Academic Year	2018/19	Total PP budget	£135,620	Date of most recent PP Review	Currently
Total number of pupils	244	Number of pupils eligible for PP	102	Date for next internal review of this strategy	Sep 19
2. Current attainment					
			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	
% achieving expected standard in reading, writing & maths (or equivalent)			58%		
% making at least expected progress in reading (or equivalent)			58%		
% making at least expected progress in writing (or equivalent)			74%		
% making at least expected progress in maths (or equivalent)			63%		
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>					
A.	Pupil Premium children perform below national average in all areas. Progress is lower in reading than other subjects.				
B.	Speech and language is a barrier in relation progress and attainment.				
C.	To continue the support for families with wearing full uniform or attending school visits.				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
D.	Pupil Premium children do not come to school ready to learn with a good nutritional diet.				
4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>				Success criteria	

A.	Pupil Premium children to perform as well as none Pupil Premium children across the school.	Pupils eligible for PP to make as much progress as 'other' pupils identified across Key Stage 1 and 2 in maths, reading and writing. Measured by teacher assessments and successful moderation practices established across the multi-academy trust (MAT).
B.	Speech and language issues to be addressed through targeted support.	Prevent speech and language being a barrier to learning through intense targeted support.
C.	Children to wear full uniform and attend school visits.	Fewer incorrect uniform slips recorded for these pupils on the school system (without changing recording practices or standards). Increased attendance on school visits following a school office report.
D.	Children being ready to attend school with a diet conducive to improved concentration.	Increased learning stamina through a positive diet and a calmer entry to school.

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?
Pupil Premium children to perform as well as none Pupil Premium children across the school.	Targeted group support on key learning outcomes. Early morning intervention. Afternoon intervention.	PP are making below national average progress. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. Learning Support Assistants and Class Teachers time to be focused on progress at all times in the school day.	Monitoring of support groups by the Senior Leadership Team. Data to be considered termly for progress.	DHT	Every half term as part of progress reviews.
Pupil Premium children with additional barriers to learning to make accelerated progress	Lesson study for children with similar barriers, both in person and, from Spring 2 using Iris, which can be used across the MAT with other schools.	Lesson study approach will improve capacity to work with children with significant barriers to learning. Development of reflective practitioners who share good practice.	Managed by DHT - QA	DHT	Every half term as part of progress reviews.

Pupil Premium children to engage in 'flip learning' at home and iPad use within class	Part funded iPads for Pupil Premium children for lessons to be sent home prior to teaching	Prior access to lessons will give Pupil Premium children the opportunity to accelerate learning in class. Pupil Premium will have access to a range of apps to support learning in and out of school.	Monitoring of levels of engagement- are Pupil Premium children completing home learning and making use of educational apps?	DHT	Every half term as part of progress reviews.
Pupil Premium children to attend specialist music teaching	All Pupil Premium children to participate in an hour of specialised music lessons per week. Skills progression built in; each year group to study a specific instrument.	PP rarely have access to instruments. This will provide the opportunity for pupils to develop talents and skills they might not have the opportunity to otherwise.	Monitor levels of engagement. Pupil Questionnaire	EYFS Leader	Every half term as part of progress reviews.
Total budgeted cost					£134,485

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?
Improve Speech and Language Skills for PP pupils across the school targets that they have within this project.	Quality First Teaching Turnaround CPD for TAs and CTs for Language for Learning Pupil Progress Meetings focus on PP	Some of the children need targeted support in order to meet targets. The use of Turnaround will support S+L within the reading / writing The TAs who receive the CPD often work the groups that these children are in when not being taught by the class teacher.	Time given for TAs to feedback and meet with CTs after the CPD has been provided. Inclusion lead to coordinate	DHT / Inclusion Lead	Every half term as part of progress reviews.
Total budgeted cost					£8,000
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?

Children being ready to attend school with a diet conducive to improved.	Reduced cost of breakfast club.	Children arrive late to school with diet not conducive to learning. Children will be encouraged to attend breakfast club from 8:00 with a healthy meal.	Monitoring of numbers at breakfast club and support given to these pupils during that period regarding social skills.		Jan 2017
More able PP children to receive keyboard tuition	Half an hour of specialist keyboard teaching per week	PP rarely have access to instruments. This will provide the opportunity for more able pupils to further develop talents and skills they might not have the opportunity to otherwise.	Feedback from Music tutor Pupil Questionnaire	EYFS Leader	
Total budgeted cost					£8,775

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
Pupil Premium children to perform as well as none Pupil Premium children across the school.	Targeted group support on key learning outcomes. Early morning intervention. Afternoon intervention.	No, however the gap has closed between pupil premium and non-pupil premium. Also more children achieved the expected standard in all subject areas.	This approach has been successful. To ensure this continues, a review regarding frequency of lessons and which adults work closely with the group for consistency is needed.	
Pupil Premium children with additional barriers to learning to make accelerated progress	Lesson study for children with similar barriers, both in person and, from Spring 2 using Iris, which can be used across the MAT with other schools.	The quality of teaching has improved through the work carried out in the lesson study approach. Staff are confident to observe one another and to team teach when necessary.	This approach will continue to be developed and embedded to ensure continued success.	
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
Improve Speech and Language Skills for PP pupils across the school targets that they have within this project.	Quality First Teaching Turnaround CPD for TAs and CTs for Language for Learning Pupil Progress Meetings focus on PP	Yes there has been improved knowledge and understand of the speech and language need. This has meant that children have been targeted for support	The number of children with speech and language issues is high. Teaching assistants now need to take a bigger role with interventions with our specialist speech and language assistant targeting cases which need more support.	

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
Children being ready to attend school with a diet conducive to improved.	Reduced cost of breakfast club.	Children arrive late to school with diet not conducive to learning. Children will be encouraged to attend breakfast club from 8:00 with a healthy meal.	This approach has been successful and will be continued. Less children are arriving late to school and `are making use of breakfast club.	