

Pupil Premium Strategy Statement 2018-19

1. Summary information					
School	Wharton C of E Aided Primary School				
Current Academic Year	2018-19	Total PP budget (March 2018)	£135,940	Date of most recent PP Review	2016
Total number of pupils – report based on September 2017	362	Number of pupils eligible for PP in school with 4 who receive additional Funding rate (totals 101).	97/ 362 (28%)	Date for next internal review of this strategy	July 2019
		Amount received per pupil 97	£1320		
The information set out below shows attainment	2017-2018	Number of pupils eligible for Early Years Pupil Premium	2	Number of pupils in School's Early Years Disadvantaged Group entry 2017-2018	12

2. Current attainment					
End of KS1 Assessment Data as of July 2018					
Context: There were 11/58 (19%) children entitled to the Pupil Premium Funding. Of these Pupil Premium children, 1(9%) % were SEND					
		Pupil Premium children at Wharton	Non-SEND Pupil Premium children at Wharton	All children at Wharton	National Average 2018
Reading	% reaching expected standard	64%	60%	71%	76%
Writing	% reaching expected standard	45%	40%	67%	70%
Mathematics	% reaching expected standard	27%	20%	57%	76%

End of KS2 Assessment Data 2018

Context: There were 18/59 (30%) children entitled to the Pupil Premium Funding. Of these Pupil Premium children, 10(55%) % were SEND

		Pupil Premium children	Non-SEND Pupil Premium children at Wharton C of E	All children at Wharton C of E	National Average 2018
Reading	% reaching expected standard	50%	75%	64%	76%
Writing	% reaching expected standard	55%	86%	69%	70%
Mathematics	% reaching expected standard	50%	62%	61%	76%
SPAG	% reaching expected standard	50%	75%	64%	-

Percentage of each year group entitled to Pupil Premium funding for 2017-2018	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	13.2 % (7/53)	29.4% (15/51)	22.4% (13/ 58)	23.6% (13/55)	25% (13/52)	31.6% (18/57)	30% (18/ 59)

1. Barriers to future attainment (for pupils eligible for PP)

In-school barriers

A.	At the end of the academic year 2017-18, the percentage of pupils eligible for the pupil premium achieving Age Related Expectation in Reading and Writing was low across the year groups. In reading where progress was evidenced as good in years 3, 4, 5, 6, and in writing where progress was better in years 4 and 6. Those children not sustaining high achievement in reading and writing at the end of KS2 is due to having poor breadth of vocabulary and a lack of environmental opportunities and life experiences. As well as low starting points in KS1.
B.	At the end of 2017-18, the percentage of pupils eligible for the pupil premium achieving Age Related Expectation in Maths was low as well as being below that of other pupils in the other year groups. This prevents sustained high achievement in maths at the end of KS2.

C.	Of the pupils eligible for the pupil premium in school 2017-18 35 % also have SEND (i. e of the 7 pupils who receive pupil premium in Y1- 14% have sen , in Y2- 28 % of pp pupils have sen , in Y3- 25%, in Y4- 36%, in Y5- 23%, in Y6-30 %). Although high expectations are paramount these children have additional and specific barriers to learning and so it is less likely they are able to achieve ARE, accelerated progress is paramount. Early intervention is key and pupil progress meetings have identified the gaps to target the barriers.		
D.	Entry data for the EYFS pupils in September 2017 eligible for the pupil premium currently in school shows that 100% were below age related expectations in Reading and Writing and 86 % in maths. 100% were below age related expectations in Understanding; 86% were below age related in Speaking. This impacts on readiness for learning in all subject areas and is also identified as an on-going barrier as children move through KS1 and KS2.		
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)			
E.	Currently academic year 2018-19 in January Census 75 % of 84 pupils eligible for the pupil premium have additional needs outside of school and are disadvantaged and are vulnerable children. Supported by our Pastoral care with a range of social, economic and emotional issues. Low attendance is addressed.		
F.	A need to raise the aspirations of our children, in partnership with parents and carers, and encouraging support with homework and additional revision from parents and carers for a number of pupils eligible for the pupil premium, has an impact on their education and attitude towards learning.		
G.	Some children eligible for pupil premium do not experience a range of enrichment experiences outside of school because of additional costs attached. (of school population is eligible for Pupil Premium Grant and currently are in receipt of FSM). Of all pupil premium children are currently in receipt of free school meals.		
H.	A need to address low self-belief and confidence levels in many pupils eligible for the pupil premium.		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">2. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)</td> <td>Success criteria</td> </tr> </table>		2. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	Success criteria
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<p>A.</p>	<p>The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress in KS1 and KS2 in reading and writing will increase in all year groups.</p>	<ul style="list-style-type: none"> • Quality first teaching and an inclusive approach will help reduce barriers to learning. Ensuring quality/ breadth across foundation and core subjects. • Objective tracker to be kept up to date for all children. • The development areas are identified quickly and support put in place where needed. • PP lead to discuss provision and progress of PP children with class teachers in Pupil progress meetings. Those at risk targeted. • Close monitoring of PP children’s English books • Close monitoring of PP children’s reading development • Structured conversations for all pupils to be held between class teacher and parents. Termly reviews to ensure that targets are agreed and met. • Interventions will be carried out when needed. • RWI/ phonics to be evaluated and a more practical and relevant– letters and sounds programme for low ability readers will be used, staff training by Literacy consultant in Summer 2018.
<p>B.</p>	<p>The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress in KS1 and KS2 in maths will increase in all year groups.</p>	<ul style="list-style-type: none"> • Quality first teaching and an inclusive approach will help reduce barriers to learning. • Objective tracker to be kept up to date for all children and used to identify gaps promptly. • Children at risk of not making expected progress will be discussed at termly pupil progress meetings. • PP lead to discuss provision and progress for PP children with class teachers • Interventions will be carried out when needed, reviewed and evaluated and changed if children not making progress. • ICT resources purchased will engage pupils with their own targets and foster pupil responsibility in their own learning.

<p>C.</p>	<p>All pupils eligible for the pupil premium with SEND will make at least expected progress in reading, writing and mathematics.</p>	<ul style="list-style-type: none"> • Quality first teaching and an inclusive approach will help reduce barriers to learning. • Objective tracker to be kept up to date for all children. • Children at risk of not making expected progress will be discussed at termly pupil progress meetings with the Sendco. • Interventions and individual strategies to enhance learning will be planned in conjunction with the Sendco where additional needs are identified. • Specialist 1:1 teaching provided for targeted pupils • Parent partnership is fostered and communication regular and flexible. • High expectations from all within school for behaviour for learning. • Attitude towards learning- supported through our creative curriculum; high expectations and quality outcomes praised and encouraged, relative to potential.
<p>D.</p>	<p>All pupils in our Early Years disadvantaged group will make accelerated progress in Speaking and Understanding.</p>	<ul style="list-style-type: none"> • Accelerated progress will be seen in termly data analysis • Discussions at pupil progress meetings about any concerns/ celebrations. • Gap in attainment between disadvantaged and non-disadvantaged groups will close • On entry more detailed assessments using Welcomm with Specialist TA for Speech and Language and Communication Needs (SLCN) • Activities will be planned to meet gaps a team approach targeting language comprehension gaps • An impact will be seen in all 17 aspects of learning. Higher percentages across GLD and ELGs .

E.	The parental engagement of families will be increased through early intervention, close working with all agencies and additional in-school support.	<ul style="list-style-type: none"> • Increase the amount of families who engage with school as an early intervention to improve parenting through 1:1 work with the school's Family Support Co-ordinator. • Increase the amount of parents who will engage with family learning sessions and courses offered by school. • Families will be supported at TAF, reducing the need for engagement with safeguarding and CP teams. • Support will be offered to parents in applying for and in receipt of Universal Credit- including access to IT • 123 magic is to be delivered by FSC to support Parenting skills at
F.	Families who are eligible for the pupil premium will be supported to enhance aspirations.	<ul style="list-style-type: none"> • Children will have opportunities to experience a range of enrichment opportunities to enhance aspiration and raise expectations. Pop project to be shared in the Autumn of 2018- Aspiration and Well- being. • Parents -signposted to courses, training and work placements. • Apply for jobs and support with putting together a CV. • Family support to manage debt and seek out charities to aid family stress around money and seek out training or employment. • Disability Living allowance-claims are made Parents supported with forms.
G.	All children who are eligible for the pupil premium will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement.	<ul style="list-style-type: none"> • Pupils will experience residential trips and educational visits. • Children will be encouraged to participate in a range of extra-curricular activities and funding will be provided where needed. • Teaching Staff to plan enriching opportunities from visitors and use locality • Visits to towns and cities, Young Voices, music and singing

H.	All children who are eligible for the pupil premium will be supported in developing their self-belief and confidence.	<ul style="list-style-type: none">• Pupils will benefit from an engaging creative curriculum which provides learning opportunities in a wide range of contexts.• Pupils will benefit from developing an understanding of the characteristics of learning, requiring them to take risks, engage in new experiences, think critically and demonstrate a 'can do' attitude- being persistent, resilient and seeking challenges.• Pupils will engage with our pop and zoo projects positively demonstrating their ability to embrace new challenges and being equipped with strategies to overcome problems and difficulties as well as developing a 'growth mind-set' approach to life.• Pupils will benefit from our 'Heartsmart' approach, which links our behaviour policy with the PSHCE curriculum, enabling them to build resilience, emotional intelligence and actively empathise with
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3. Planned expenditure					
Academic year		2018-19			
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?
The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress in KS1 in reading, writing and maths will increase.	Quality first teaching and effective use of Teaching Assistants for all lessons in KS1 Training for staff by Specialists in Phonics and Maths .	The effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.	Monitoring through regular learning walks, and book scrutiny. Termly pupil progress meetings. Termly analysis of pupil assessment data. Meetings between PP Lead and class teachers CPD programme and Performance management of TA's	(HT) (DHT) (PP Leader)	Ongoing cycle Conclusions in the Summer term 2019

The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress in KS2 in reading, writing and maths will increase.	Quality first teaching and effective use of Teaching Assistants for all lessons in KS2 Training for staff by Specialists in Phonics and Maths	The effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.	Monitoring through regular learning walks, and book scrutiny. Termly pupil progress meetings. Termly analysis of pupil assessment data. Meetings between PP Lead and class teachers CPD programme and Performance management of TA's	(HT) (DHT) (PP Leader)	Ongoing cycle Conclusions in the Summer term 2019
The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress in KS1 and KS2 in reading, writing and maths will increase.	Provision of an additional full time teacher to ensure that children in Year 6 are supported before Transition to high school.	Although research from the EEF suggests that class sizes need to be below 20 to benefit from a positive impact on attainment. We believe that with a teacher and teaching assistant for every maths and English lesson (adult to child ratios 1:15 or less), by keeping the class support we are maximising the feedback and support each pupil is able to receive.	Monitoring through regular learning walks, and book scrutiny. Termly pupil progress meetings. Termly analysis of pupil assessment data. Meetings between PP Lead and class teachers	(HT) (DHT) (PP Leader)	Summer term 2019
Total budgeted cost					See spending document
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?

<p>Pupils with SEND will make expected progress in reading, writing and maths. Pupils with additional needs will meet targets in learning plans.</p>	<p>Provide additional teaching provision for children with SEND. Additional teaching assistant interventions, and one to one support in reading, writing and mathematics .</p>	<p>Additional teaching and learning opportunities from teachers and teaching assistant's demonstrate moderate impact, particularly if planned to complement quality first teaching and when a structured, time-limited programme is used.</p>	<p>Provision will be mapped termly on a provision map. Assessments both before and following all interventions. Pupil attainment and progress will be monitored termly at pupil progress meetings.</p>	<p>(Sendco /PP leader)</p>	<p>Ongoing monitoring and review of interventions and support offered. Provision map reviewed at the end of each term or sooner if needed and concerns about progress identified. Learning plans will be reviewed each term.</p>
<p>The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress in KS1 in reading, writing and maths will increase.</p>	<p>All KS1 classes have a Teaching Assistant working alongside the class teacher to enable additional feedback and immediate intervention to take place where and when it is needed. This may be through pre-teach or follow-up activities (afternoon gaps), or the delivery of a structured intervention.</p>	<p>Previous experience within school indicates that a positive impact has been seen on pupil progress, where the class teacher and teaching assistant have developed an effective working relationship. This is supported by research from the EEF, which also states that positive benefits are seen when teaching assistants provide one to one or small group support using a clearly specified approach- which the teaching assistant is trained to deliver. In addition, progress is most effective when misconceptions and misunderstandings are addressed immediately and are pertinent to each individual child.</p>	<p>Monitoring through frequent learning walks. Lesson observations. Feedback from interventions. Termly pupil progress meetings. Analysis of assessment data at the end of each term. 'Book and brew' meetings between PP Lead and class teachers</p>	<p>(HT) (DHT) (PP Leader)</p>	<p>Ongoing reviews of intervention and support provided, with strategic review of deployment of teaching assistants in the summer term 2019.</p>

The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress in KS2 in reading, writing and maths will increase.	All KS2 classes have a Teaching Assistant working alongside the class teacher to enable additional feedback and immediate intervention to take place where and when it is needed. This may be through pre-teach or follow-up activities (afternoon gaps), or the delivery of a structured intervention.	Previous experience within school indicates that a positive impact has been seen on pupil progress, where the class teacher and teaching assistant have developed an effective working relationship. This is supported by research from the EEF, which also states that positive benefits are seen when teaching assistants provide one to one or small group support using a clearly specified approach- which the teaching assistant is trained to deliver. In addition, progress is most effective when misconceptions and misunderstandings are addressed immediately and are pertinent to each individual child.	Monitoring through frequent learning walks. Lesson observations. Feedback from interventions. Termly pupil progress meetings. Analysis of assessment data at the end of each term. Meetings between PP Lead and class teachers	(HT) (DHT) (PP Leader)	Ongoing reviews of intervention and support provided, with strategic review of deployment of teaching assistants in the summer term 2019.
All pupils in our Early Years disadvantaged group will make accelerated progress in Speaking and Understanding.	Early intervention targeting speech and understanding in Reception- We have an Elkan trained specialist teaching assistant to support individual pupils on a one to one, or small group basis.	Rationale is based around data that proves that many of our Early Years disadvantaged pupils enter Nursery or Reception below or significantly below expectations in speaking and understanding. This information has been considered along with the knowledge from research that early intervention and targeted approaches towards communication and language demonstrate a positive impact on pupils in the Early Years- sometimes more considerably on children from disadvantaged backgrounds.	Assessment before and following all interventions. Monitoring through learning walks and professional dialogue. Pupil Progress meetings to monitor pupil attainment and progress. Termly analysis of Early Years data. Opportunities to talk with an adult throughout the day.	Early Years Leader PP Leader TA for those with SLCN	Ongoing monitoring of individual interventions- fully reviewed at the end of each term. Wellcomm targets group and individual targets shared with class based staff and parents.
Total budgeted cost					See proposed spending document
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?

<p>The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress in KS1 and KS2 in English and maths will increase.</p>	<p>Development of PP Lead's knowledge and understanding of the impact of disadvantage on learning and well-being, through CPD and updated information cascaded through Diocese group and the local Education Partnership.</p>	<p>Regularly updating specialist knowledge and being well informed of current research developments, will have a positive impact on competence, effectiveness and offer an innovative outlook to professionals. Involvement in this training will allow the school to engage in original research developments EEF and others action research in this area.</p>	<p>Completion of school based Achievement for all project- 30 case studies based on disadvantaged pupils. Improving outcomes over a two year period. Disseminating information to all staff. Structured conversations, academic and wider experience (enrichment targets). Analysis of assessment data at the end of each term. Meetings between PP Lead and class teachers</p>	<p>(HT) (PP Lead) (DHT)</p>	<p>Summer 2019/ Spring 2020 A4A.</p>
<p>The parental engagement of families will be increased through early intervention, close working with all agencies and additional in-school support.</p>	<p>Utilise our Family Support Worker in an outreach role in order to support families through early intervention by providing one to one and small group support and parenting advice. Staff use Therapeutic Intervention sessions, for example Play Therapy, Thera-play and Lego Therapy which involve parents along with their children.</p>	<p>Research has demonstrated that children make good progress in school when they are supported by an effective family network providing good quality parenting and ensuring that physical and emotional needs are met. Children who are not safe and settled in a nurturing environment are known to attain less well in school than their peers. Research shows that positive home school partnerships enhance the quality of learning for all children. This is reinforced by West-Burnham et al, 2007, in Rethinking Educational Leadership (John West-Burnham, 2009), where a modal suggests 'that the school accounts for approximately 20 per cent of factors that influence well-being and life chances, with the social and personal factors being far more significant</p>	<p>Timetable of sessions. Evaluation and reviews by parents. Evaluations by children. My Views completed with FSC. Review meetings with FSC, Family Learning Lead and Safeguarding Lead. Sendco gathers evidence on the scores from Parents, Child and Teacher using SDQs or Boxall profile to show a baseline and measure impact of these pastoral interventions (before and after).</p>	<p>(DHT) (FSW) (PP Leader/ Sendco)</p>	<p>July 2019</p>

<p>Parents and children who are eligible for pupil premium will be supported to enhance aspirations.</p>	<p>FSW signposting parents to training. Volunteer opportunities within school to encourage parents to engage and build confidence. Hosting family learning opportunities.</p>	<p>Working effectively with parents enabling them to support their children's learning can be an effective way to raise aspiration in children and their parents. Parents who are engaged effectively in society are known to be more effective at raising aspiration and expectations with their own children, in turn enhancing progress and attainment.</p>	<p>My Views completed with FSC. Children's attitude to learning. Pupil Questionnaires Parent Questionnaires Informal feedback/ Reports recorded Governor communication and dialogue recorded Termly progress reports Case studies</p>	<p>(DHT) (FSW) (Family Learning Leader) (PP Leader)</p>	<p>On-going review of support offered.</p>
<p>All children who are eligible for the pupil premium will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement.</p>	<p>Provide funding and encouragement for pupils eligible for pupil premium to attend residential visits, educational visits and to participate in enrichment activities at school, including music tuition and sports coaching.</p>	<p>Research has shown that a lack of cultural capital can impact on capacity to learn and understand through lack of varied life experiences. Increasing opportunities to engage in and encouraging children and families to take part in a range of enrichment opportunities such as music tuition, trips and family activities, helps to close the gap in learning and attainment.</p>	<p>Parent and pupil voice will be used to inform the program of enrichment events and activities.</p>	<p>(HT) (DHT) (Curriculum Leader) (PP Leader)</p>	<p>On-going review of programme of activities offered.</p>

<p>All children who are eligible for the pupil premium will be supported in developing their self-belief and confidence.</p>	<p>Continue with a whole school focus on characteristics of learning, including a growth mind set. In addition, Heart smart, to be integrated into the school behaviour policy as well as forming the basis of the PSHCE programme of study</p>	<p>Evidence stemmed from reviews of the Early Years Foundation Stage curriculum and the importance of teachers developing an understanding of how their pupils learn. We have considered this information, along with guidance from the DfE which states that 'Schools offer important opportunities to prevent mental health problems by promoting resilience</p> <p>Providing pupils with inner resources that they can draw on as a buffer when negative or stressful things happen helps them to thrive even in the face of significant challenges.'</p>	<p>Discussions with children regarding their attitude towards their learning. Discussions with children about their learning support. My Views completed with FSC. Monitoring of PSHCE teaching and learning. Toot Toot reporting worries and gaining support. Evidence from Heart smart behaviour table.</p>	<p>(HT) (Curriculum Leader) (PP Leader) (FSW) (PSCHE Leader)</p>	<p>On-going review of the impact of the initiatives implemented in school.</p>
<p style="text-align: right;">Total budgeted cost</p>					<p>See proposed spending document</p>

4. Review of expenditure				
Previous Academic Year 2017-18		Outcomes below based on attainment in July 2019		
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 in 2019-2020)	Cost
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
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

5. Additional detail				

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